

Framework & School Survey Scoring Technical Guide | 2016-17

Last Updated: July 11, 2017

Overview

Framework for Great Schools

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 School Quality Reports share information on how schools are performing on these six elements, based on data from Quality Reviews, the NYC School Survey, chronic absenteeism, and movement of students with disabilities to less restrictive environments. This Technical Guide describes the methodology used to convert this data into Framework scores and ratings.

Framework Report Sections

The School Quality Reports share ratings and information on how schools are performing on the six Framework elements.

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

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

Supportive Environment: This section looks at whether the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. 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 section looks at whether 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 and the Quality Review.

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

upon data from the NYC School Survey and the Quality Review.

Trust: This section looks at whether relationships between administrators, educators, students, and families are based on trust and respect. This section draws upon data from the NYC School Survey.

Framework Scores and Ratings

Framework scores are calculated on a 1.00 – 4.99 scale. Framework element 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 ratings are calculated 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 2017.

Additional Notes

- In the June 2017 release of the 2016-17 Framework results, **the Framework element rating for Supportive Environment is N/A for all schools** because we do not yet have 2016-17 data for chronic absenteeism and movement of students with disabilities to less restrictive environments. The Supportive Environment rating, incorporating those metrics, will be included in the Fall 2017 release of the 2016-17 School Quality Reports.
- In the June 2017 release of the 2016-17 Framework results, **the Framework element ratings for all elements except Trust are N/A for schools with pending 2016-17 Quality Review Reports** (that were not finalized by May 31, 2017) because the finalized Quality Review results are needed to calculate those ratings. The Framework ratings for those schools, incorporating their Quality Review results, will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

Framework Elements

Metrics and Data Sources

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

| Section | Data Sources |
|------------------------------|--|
| Rigorous Instruction | <ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2 |
| Collaborative Teachers | <ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 4.1, 4.2 |
| Supportive Environment | <ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.4, 3.4 • Chronic absenteeism (or average change in student attendance, for some school types) • Movement of students with disabilities to less restrictive environments |
| Effective School Leadership | <ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1 |
| Strong Family-Community Ties | <ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 3.4 |
| Trust | <ul style="list-style-type: none"> • NYC School Survey |

Quality Review

The Framework ratings incorporate results from the school's most recent Quality Review (that took place after August 2014) on the following indicators:

- | | |
|------------|---|
| 1.1 | Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards. |
| 1.2 | Research-based, effective instruction that yields high quality student work. |
| 1.3 | Aligned resource use to support instructional goals that meet students' needs. |
| 1.4 | Structures for a positive learning environment, inclusive culture, and student success. |
| 2.2 | Curricula-aligned assessment practices that inform instruction. |
| 3.1 | School-level theory of action and goals shared by the school community. |
| 3.4 | A culture of learning that communicates and supports high expectations. |
| 4.1 | Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes |
| 4.2 | Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice. |

5.1 Regularly evaluate school-level decisions with a focus on the Common Core Learning Standards.

School that received Quality Reviews during 2016-17 (with a finalized Quality Review Report by May 31, 2017) will have ratings on all ten indicators. Schools that received their latest Quality Review in 2015-16 or 2014-15 will have ratings on five indicators: 1.1, 1.2, 2.2, 3.4, and 4.2.

In the June 2017 release of 2016-17 Framework results, schools that received a Quality Review during 2016-17 but did not have a finalized Quality Review Report by May 31, 2017 will receive N/A on all Framework element ratings except Trust. The other Framework ratings for those schools, incorporating their Quality Review results, will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

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 five measures: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, Quality of Student Discussion, and Academic Press. The NYC School Survey includes groups of questions related to each of those measures.

See Appendix 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 five measures: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, Quality of Student Discussion, and Academic Press.)

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. Similarly, for 6-12 schools, the metric is calculated separately for the 6-8 grades and the 9-12 grades.

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

► **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 2014-15. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2014-15)
- Student's attendance rate for 2015-16. (This student attendance rate includes only the rate at the school under evaluation)

To be included in this measure a student must have an attendance rate for the 2014-15 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 2015-16 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 2014-15 to 2015-16 for all students at the school under evaluation. (This metric is expressed in percentage points.)

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

► ***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 2014-15, 2013-14, or 2012-13. Students who are newly certified in 2015-16 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2015-16. This number can range from zero (for students who are in their highest tier in 2015-16) to three (for students who were previously in Tier Four and are in Tier One in 2015-16). 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 2015-16 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

► ***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, 2014 audited register
- Be on any D75 school's October 31, 2015 audited register

Students contribute to the numerator of this metric if their class assignment on July 15, 2016 is less restrictive than the class assignment on July 15, 2015. Students are attributed by the October 2014 register because that school prepared the student for integration into the less restrictive environment.

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

► ***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, 2014 audited register of a District 75 school and are on the October 31, 2015 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 2014. The denominator for this metric includes all students on the audited register of the District 75 school in October 2014.

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

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 standardized scores¹, on a scale from 1.00 – 4.99.
- **Step 3:** The standardized scores are combined to generate an element score.
- **Step 4:** The element score is used 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 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 standardized scores are combined to generate 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 from the element scores.

Raw Values and Standardized Scores

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

Quality Reviews

Quality Review indicator ratings are converted into standardized scores as follows:

| QR Rating | Standardized Score |
|-----------------|--------------------|
| Well Developed | 4.99 |
| Proficient | 3.50 |
| Developing | 2.00 |
| Under Developed | 1.00 |

¹ “Standardized scores” place the raw scores on different metrics onto a common scale, so that scores on different metrics can be combined.

NYC School Survey

For survey scoring, schools are categorized by a survey school type, and are compared to other schools of the same survey 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 *standardized survey element score*:

- (1) **Question-level percent positive** (percent positive responses to a question)
↓
- (2) **Measure-level percent positive** (average of the question-level percent positive values for all questions within the measure)
↓
- (3) **Standardized measure score** (standardized version of measure-level percent positive)
↓
- (4) **Standardized survey element score** (average of standardized measure scores for all measures within the element)

Each step in this process is described in detail below.

(1) *Question-level percent positive*

For each question, this metric 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) *Measure-level percent positive*

This metric is the average of the *question-level percent positive* values 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 percent positive is the average of the question-level percent positive values on all the Outreach to Parents questions.

(3) *Standardized 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 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

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.

⁴ The “percent of range” method is explained in detail on page 18 of the [2015-16 Educator Guide to the School Quality Reports](#).

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

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 three steps.

First, the “percent of range” is calculated: $\text{percent of range} = (\text{measure percent positive} - \text{bottom of range}) / (\text{top of range} - \text{bottom of range})$, 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 value of 100 and the bottom of the range cannot fall below the minimum possible value of 0.

Second, the percent of range is converted from a 0.00 to 1.00 scale to a 1.00 to 4.99 scale.

Third, an additional rule is applied: If the raw *measure percent positive* value meets certain thresholds, then the *standardized measure score* cannot fall below certain floor levels:

| If raw measure percent positive is at least... | Standard measure score cannot fall below... |
|--|---|
| 95% | 4.00 |
| 90% | 3.00 |
| 85% | 2.00 |

(4) *Standardized survey element score*

This metric is the average of the *standardized 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 *standardized survey element score* for the Strong Family-Community Ties element is the average of the *standardized measure score* for the Teacher Outreach to Parents measure and the *standardized 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 *standardized survey element score* will be N/A. The following table describes these situations:

| Element | Standardized 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. |
| Collaborative Teachers | <ul style="list-style-type: none"> Teacher response rate was less than 30%, or Fewer than 5 teachers responded. |
| Supportive Environment | For Elementary Schools and Early Childhood Schools: <ul style="list-style-type: none"> Teacher response rate was less than 30%, or |

| | |
|------------------------------|---|
| | <ul style="list-style-type: none"> • 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 standardized score for this metric is based on how the school performed against its targets set forth in the previous year's School Quality Reports. 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 means 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 standardized score and the HS standardized score is used for Framework scoring.

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

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

The standardized score for this metric is based on how the school performed against its targets set forth in the previous year's School Quality Reports. 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 means that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

Movement of Students with Disabilities to Less Restrictive Environments

(Non-District 75 Schools)

The standardized score for this metric is based on the targets published in the previous year's School Quality Reports. 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 means 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 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.

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

Movement of Students with Disabilities to Less Restrictive Environments

(District 75 Schools)

The standardized score for this metric is based on how the school performed against its targets set forth in the previous year's School Quality Reports. 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 means that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

Percentage of Students Integrated into Non-District 75 Environments

(District 75 Schools)

The standardized score for this metric is based on how the school performed against its targets set forth in the previous year's School Quality Reports. 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 means that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

This metric will not be available in the June 2017 release of 2016-17 Framework results. It will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

Element Scores

Weighted Average of Standardized Scores

The school’s element scores are a weighted average of the standardized scores from the data sources within each element category. The weights that are applied depend on whether the school received a Quality Review in 2016-17 (with ten rated indicators) or whether the school received its most recent Quality Review in 2014-15 or 2015-16 (with five rated indicators). If the survey response rates and numbers fall below specified thresholds, then the element score will be N/A.

The following table shows how standardized scores from the different data sources are weighted and combined to produce the element scores:

Weighted Combinations of Data Scores to Produce Element Scores

Different Weights For Different Scenarios

| | Received Quality Review in 2016-17 | Most Recent Quality Review from 2014-15 or 2015-16 | Low Survey Responses |
|---|------------------------------------|--|--|
| Rigorous Instruction | | | |
| Survey (Rigorous Instruction) | 25% | 25% | <i>If teacher response rate is less than 30% or fewer than 5 responses</i> Element score is N/A. |
| Quality Review 1.1 | 25% | 25% | |
| Quality Review 1.2 | 25% | 25% | |
| Quality Review 2.2 | 25% | 25% | |
| Collaborative Teachers | | | |
| Survey (Collaborative Teachers) | 50% | 50% | <i>If teacher response rate is less than 30% or fewer than 5 responses</i> Element score is N/A. |
| Quality Review 4.1 | 25% | — | |
| Quality Review 4.2 | 25% | 50% | |
| Supportive Environment | | | |
| Survey (Supportive Environment) | 35% | 35% | <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> Element score is N/A. |
| Quality Review 1.4 | 15% | — | |
| Quality Review 3.4 | 15% | 30% | |
| Chronic Absenteeism (Average Change in Attendance for Transfer Schools, YABCs, and District 75 Schools) | 30% | 30% | |
| Less Restrictive Environment | 5% | 5% | |

Weighted Combinations of Data Scores to Produce Element Scores

Different Weights For Different Scenarios

| | Received Quality Review in 2016-17 | Most Recent Quality Review from 2014-15 or 2015-16 | Low Survey Responses |
|---------------------------------------|------------------------------------|--|--|
| Effective School Leadership | | | |
| Survey (Effective School Leadership) | 40% | 100% | <i>If teacher response rate is less than 30% or fewer than 5 responses</i> |
| Quality Review 1.3 | 20% | — | |
| Quality Review 3.1 | 20% | — | Element score is N/A. |
| Quality Review 5.1 | 20% | — | |
| Strong Family-Community Ties | | | |
| Survey (Strong Family-Community Ties) | 85% | 85% | <i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i> |
| Quality Review 3.4 | 15% | 15% | |
| Element score is N/A. | | | |
| Trust | | | |
| Survey (Trust) | 100% | 100% | <i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i> |
| Element score is N/A. | | | |

NOTE: In the June 2017 release of the 2016-17 Framework results, **the Framework element rating for Supportive Environment is N/A for all schools** because we do not yet have 2016-17 data for chronic absenteeism and movement of students with disabilities to less restrictive environments. The Supportive Environment rating, incorporating those metrics, will be included in the Fall 2017 release of the 2016-17 School Quality Reports.

Examples:

- If the school received a finalized Quality Review Report in 2016-17, the school's element score for Collaborative Teachers = 0.50 x standardized survey element score for Collaborative Teachers + 0.25 x QR 4.1 standardized score + 0.25 x QR 4.2 standardized score.
- If the school's most recent Quality Review was in 2014-15, the school's element score for Collaborative Teachers = 0.50 x standardized survey element score for Collaborative Teachers + 0.50 x QR 4.2 standardized score.
- 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 all elements except for Trust.

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, a charter school's element score for Rigorous Instruction is based 100% on the survey.⁶

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.

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 Framework element scores or ratings.

⁶ Because standardized scores based on Quality Reviews and survey results can be systematically different from standardized scores based on surveys only in some elements, a rescaling is applied to the element scores for charter schools and YABCs in Rigorous Instruction, Collaborative Teachers, Supportive Environment, and Strong Family-Community Ties. 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 (with Quality Reviews).

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 | PK-3, PK-5, K, K-1, K-2, K-3 |
| Elementary School | PK-4, PK-5, K-4, K-5, K-6, 2-5, 3-5, 4-5 |
| Elementary / Middle School | PK-5, PK-7, PK-8, K-7, K-8, 3-8, 4-8 |
| Elementary / Middle / High School | PK-11, PK-12, K-9, K-10, K-11, K-12, 3-12 |
| Middle School | 5-8, 6, 6-7, 6-8, 5 |
| Middle / High School | 5-11, 5-12, 6-9, 6-10, 6-11, 6-12, 7-12, 8-12 |
| High School | 8-12, 9, 9-10, 9-11, 9-12 |
| 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 | | | | | |
| Academic Press | ✓ | | | ✓ | |
| Common Core shifts in literacy | | ✓ | | ✓ | |
| Common Core shifts in math | | ✓ | | ✓ | |
| Course clarity | ✓ | | | | |
| Quality of student discussion | | ✓ | | ✓ | |
| Collaborative Teachers | | | | | |
| Cultural awareness and inclusive classroom instruction | ✓ | ✓ | | ✓ | |
| Innovation and collective responsibility | | ✓ | | ✓ | |
| Peer collaboration | | ✓ | | ✓ | |
| Quality of professional development | | ✓ | | ✓ | |
| School commitment | | ✓ | | ✓ | |
| Supportive Environment | | | | | |
| Classroom behavior | ✓ | | | ✓ | |
| Guidance | ✓ | | | ✓ | |
| Peer support for academic work | ✓ | | | ✓ | |
| Personal attention and support | ✓ | | | | |
| Safety | ✓ | | | ✓ | |
| Social-emotional | | ✓ | | ✓ | |
| Effective School Leadership | | | | | |
| Inclusive leadership | | | ✓ | | ✓ |
| Instructional leadership | | ✓ | | ✓ | |
| Program coherence | | ✓ | | ✓ | |
| Teacher influence | | ✓ | | ✓ | |
| Strong Family-Community Ties | | | | | |
| Outreach to parents | | ✓ | ✓ | ✓ | ✓ |
| Parent involvement in school | | | ✓ | | ✓ |
| 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.

Academic Press

How much do YOU agree with the following statements?

S q4a I'm learning a lot in my classes at this school to prepare me for the next level or grade.

S q4g My classes at this school really make me think critically.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

In how many of your classes ...

S q5a are you challenged?

S q5b do your teachers ask difficult questions on tests?

S q5c do your teachers ask difficult questions in class?

S q5d do you work in small groups?

S q5e do your teachers want students to become better thinkers, not just memorize things?
1 = None, 2 = A few, 3 = Most, 4 = All

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

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

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 q15a building students' knowledge through content-rich non-fiction.

T q15b reading and writing experiences grounded in evidence from text, both literary and informational.

T q15c students to interact with complex grade-level text.

T q15d 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 q16a focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.

T q16b 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 q16c 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, this school year, do YOU feel the following statement is 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.

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 In general, my teachers treat students from different cultures or backgrounds equally.
- S q1i I feel that my teachers respect my culture/background.
- S q1j In general, my teachers make their lessons relevant to my everyday life experiences.
- S q1k In general, my teachers present positive images of people from a variety of races, ethnicities, cultures, and backgrounds.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know*
- Please mark the extent to which you disagree or agree with each of the following. I am able to...*
- T q2a receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
- T q2b use my students' prior knowledge to make my lessons relevant to their everyday life.
- T q2c modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- T q2d adapt instruction to ensure it represents all cultures/backgrounds positively.
- T q2e design appropriate instruction that is matched to students' need (e.g. English language learners (ELL) proficiency and students with disabilities).
- T q2f apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
- T q2g develop appropriate Individual Education Programs for my students with disabilities.
- T q2h distinguish linguistic/cultural differences from learning difficulties.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know*

Innovation and Collective responsibility

- How many teachers at this school...*
- T q1a help maintain discipline in the entire school, not just their classroom?
- T q1b are actively trying to improve their teaching?
- T q1c take responsibility for improving the school?
- T q1d are eager to try new ideas?
- T q1e feel responsible that all students learn?
- 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 q8a teachers design instructional programs (e.g. lessons, units) together.
- T q8b teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q8c the principal/school leader, teachers, and staff collaborate to make this school run effectively.
- T q8d teachers talk with one another about instruction.
- 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 q10a been sustained and coherently focused, rather than short-term and unrelated.
- T q10b included enough time to think carefully about, try, and evaluate new ideas.
- T q10c included opportunities to work productively with colleagues in my school.

- T q10d included opportunities to work productively with teachers from other schools.
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 would recommend this school to parents/guardians seeking a place for their child.
T q4h I would recommend this school to other teachers as a place to work.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

In how many of your classes at this school do YOU feel most 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. How much do YOU agree with the following statements?

- 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 encourage me to continue my education after high school.
- S q10b provide me with information about the college enrollment process (college selection and application process, financial aid process, course registration, etc.).
- S q10c help me plan for how to meet my future career goals.

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 q11a help me consider which colleges to apply to.
- S q11b show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

Peer support for academic work

In how many of your classes at this school do YOU feel most 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* q22a feel it is important to come to school every day?
- T* q22b feel it is important to pay attention in class?
- T* q22c think doing homework is important?
- T* q22d 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, this school year, do YOU feel the following statement is 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 support me when I am upset.

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

Safety

How much do YOU agree with the following statements?

- S q4h 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* q23a outside around this school.
- T* q23b traveling between home and this school.
- T* q23c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T* q23d in my class(es).

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

How much do you agree with the following statement?

- T* q24 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?

1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know

Effective School Leadership

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

Inclusive leadership

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

- P q2b The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian 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 q11a makes clear to the staff his or her expectations for meeting instructional goals.
 T q11b communicates a clear vision for this school.
 T q11c understands how children learn.
 T q11d sets high standards for student learning.
 T q11e sets clear expectations for teachers about implementing what they have learned in professional development.
 T q11f carefully tracks student academic progress.
 T q11g knows what's going on in my classroom.
 T q11h 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 q8e once we start a new program, we follow up to make sure that it's working.
 T q8f it is clear how all of the programs offered are connected to our school's instructional vision.
 T q8g curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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 q12c Selecting instructional materials used in classrooms.
 T q12d Developing instructional materials.
 T q12e Setting standards for student behavior.
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Strong Family-Community Ties

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

Outreach to parents

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 meets 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 me about how I can help my child learn.
 P q1b I am invited to visit classrooms to observe instruction.
 P q1c I am greeted warmly when I call or visit the school.
 P q1d Teachers work closely with me to meet my child's needs.
 P q1e I feel well-informed by the communications I receive from my child's school.
 P q1h 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

Parent involvement in 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 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

During the school year, how likely are you to...

- P q6a attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
 P q6b go to a regularly scheduled parent-teacher conference with your child's teacher?

1 = Very unlikely, 2 = Somewhat unlikely, 3 = Somewhat likely, 4 = Very likely

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 q1i I feel respected by my child's principal/school leader.
- P q1j 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 q1k The principal/school leader is an effective manager who makes the school run smoothly.
- P q1l 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 q1f I feel respected by my child's teachers.
- P q1g 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

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

- P q2a 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

Student-teacher trust

How much do YOU agree with the following statements?

- S q4b There is at least one adult in the school that I can confide in.
- S q4c My teachers will always listen to students' ideas.
- S q4d My teachers always do what they say they will do.
- S q4e My teachers treat me with respect.
- S q4f 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 q5a I feel respected by the principal/school leader at this school.
- T q5b The principal/school leader at this school is an effective manager who makes the school run smoothly.
- T q5c The principal/school leader has confidence in the expertise of the teachers at this school.
- T q5d 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 q5e At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
- T q5f The principal/school leader takes a personal interest in the professional development of teachers.
- T q5g The principal/school leader looks out for the personal welfare of the staff members.
- T q5h The principal/school leader places the needs of children ahead of personal interests.
- T q5i The principal and assistant principals function as a cohesive unit.

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 q4c Teachers in this school trust each other.
- T q4d It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T q4e Teachers respect other teachers who take the lead in school improvement efforts.

- T q4f I feel respected by other teachers at this school.
- T q4g Teachers at this school respect those colleagues who have a specific expertise.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Frequently Asked Questions

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

Like last year, the 2016-17 version of the NYC School Survey is aligned to the six elements of the Framework for Great Schools: Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. Based on analysis of last year's results and participant feedback, the NYCDOE has made minor revisions to all three versions of the survey (parent/guardian, teacher, and student) this year.

The NYCDOE removed questions that did not distinguish well between schools or that respondents reported they did not have the information or insight to answer. Questions were also simplified and reworded to increase clarity and encourage more differentiating feedback from respondents. Finally, the NYCDOE added questions based on suggestions from various stakeholders and to improve the strength of existing measures.

Are schools penalized for low response rates?

While high participation rates help to provide broad and representative information about a school, response rates are reported for informational purposes and schools are not penalized for low response rates. If survey response rates or number of responses are very low, the section rating may be N/A. Further, survey results will be suppressed if certain minimum numbers of responses are not received for a particular respondent group.

How are response rates calculated?

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

| | |
|----------------|--|
| <i>Student</i> | The student survey population represents all students in the school who are enrolled in grades 6 through 12. |
| <i>Parent</i> | The parent survey population represents all parents of students in the school. Parents with more than one child in the same school are counted only once in the parent survey population. Parents with children in more than one school are counted once in each of those schools, and are invited to fill out a survey for each school. |
| <i>Teacher</i> | <p><u>District</u>: For district schools, the teacher survey population represents all full-time teachers and guidance counselors in the school.</p> <p><u>Charter</u>: Prior to the start of survey administration, charter schools are asked to submit a roster listing all staff members eligible to participate in the survey. Charter schools that submit a roster then</p> |

have the opportunity to update their roster after the close of survey administration to remove any teachers that are no longer employed by their school. The teacher survey population for charter schools is determined using this information. If a charter school does not submit a roster prior to the start of survey administration, the teacher survey population is estimated based on student enrollment.

Some survey questions do not fall within the list of elements and measures in the Appendix. Are these questions counted?

Survey questions that do not fall within the list of elements and measures in the Appendix do not contribute to the percentage of positive responses for each element. These questions collect important information about a variety of topics that help schools leaders and other stakeholders better understand schools' strengths and target areas for improvement. These questions are included in the "Additional Survey Questions" section of the School Quality Guide.

The sum of response percentages for one survey question does not equal 100%. Why?

For purposes of display, percentages are rounded to the second decimal place. As a result, the sum of the displayed response percentages may not appear to add up to 100% for all questions. For example, if the percentages used for calculation for a question are 49.5% Strongly Agree and 50.5% Agree, they are displayed in rounded form as 50% and 51%. Likewise, if the true percentages are $33\frac{1}{3}\%$ Strongly Agree, $33\frac{1}{3}\%$ Agree, and $33\frac{1}{3}\%$ and Disagree, they are displayed as 33%, 33%, and 33%.

How are blank responses handled?

Survey questions that do not fall within the list of elements and measures in the Appendix do not contribute to the percentage of positive responses for each element. These questions collect important information about a variety of topics that help schools leaders and other stakeholders better understand schools' strengths and target areas for improvement. These questions can be found in the "Additional Survey Questions" section of the School Quality Guide.

How are multiple responses treated on the NYC School Survey Report?

Answer choices of respondents who selected multiple answer choices to questions that did not indicate "check all that apply" are not reported and are not included in percentage of positive responses.