

This document describes final changes to the 2017-18 School Quality Reports. These changes build on the methodology described in the 2016-17 Educator Guides to the School Quality Reports, available [here](#). If you have any questions, please email SchoolPerformance@schools.nyc.gov.

Changes

1. **New Targets for Grade 3-8 ELA and Math State Test Metrics:** The New York State Education Department redesigned and rescaled the Grade 3-8 ELA and Math exams in 2018 and [stated](#) that the 2018 results cannot be compared with prior years. As a result, the 2017-18 targets for the ELA and Math test results that we set in advance (based on 2016-17 test results) and published in the 2016-17 School Quality Guides cannot properly be applied to schools' 2017-18 results. To address this issue, we calculated new targets for the Grade 3-8 ELA and Math exams based on Comparison Group results on the 2017-18 exams (instead of using targets based on Comparison Group results on the 2016-17 exams). This approach allows the targets to be based on a comparable set of test results from the same year, rather than a non-comparable set of test results from last year.
2. **Framework Survey Scoring Method:** The School Quality Reports include 4-bar ratings and 1.00-4.99 scores for the six elements of the Framework for Great Schools. The scores are based on data from the NYC School Survey, Quality Reviews, chronic absenteeism, and less restrictive environment. We updated the survey scoring method to produce results that are more stable and comparable across different elements and years.

The basic idea is that survey results fairly close to the city average receive 3 bars, results substantially above average receive 4 bars, and results substantially below average receive 1 or 2 bars. In addition, if a school's survey result is very high, it will receive a high survey score (regardless of whether the result is substantially above average).

We implemented this idea by setting cut levels (survey percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school's 1.00-4.99 survey score is based on the highest category achieved, and the distance to the next-higher cut level. The cut levels are based on the citywide average percent positive (PP) and the standard deviation (SD) among school-level results of schools.

Rating Category	Percent Positive (PP) Cut Level
Exceeding Target	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target	citywide mean PP – 1 SD, not to exceed 85

Example:

- If a school's percent positive on a Framework measure is halfway between the Meeting Target and Exceeding Target cut levels, it will receive a score of 3.50 on that Framework measure.

Notes:

- We set separate targets for each Framework measure and for each survey school type. In other words, the citywide averages and standard deviations are calculated separately for each survey school type and for each Framework measure.

- To avoid drawing significant scoring distinctions based on small PP differences, we do not allow the SD in the formula to fall below 5 percentage points.
- Other aspects of the 2016-17 scoring method will continue as before: We will average the Framework survey measure scores to produce Framework survey element scores, and we will combine these scores with scores based on Quality Review, chronic absenteeism, and less-restrictive environment data to produce Framework overall element scores and ratings.

3. Framework Element - Supportive Environment: The Framework element of Supportive Environment includes a new measure, Preventing Bullying. This measure is based on student responses to the questions about how often the following things are true:

- At this school students harass, bully, or intimidate other students.
- At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
- At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.

Based on this change, the results for these questions will appear in the Supportive Environment section of the 2017-18 School Quality Guide and will contribute to the Supportive Environment score and rating.

- 4. Percent of 8th Grade Students Who Earned High School Credit (Middle and K-8 Schools):** Schools in the New York Performance Standards Consortium with middle-school grades will receive N/A for this metric on their middle-school School Quality Report. Because this metric requires students to have earned a college-ready score on the Regents exam in 8th grade, it is not applicable to these schools. For purposes of calculating the Student Achievement score, the weight attributed to this metric will be proportionally distributed to the remaining metrics for the school (as occurs in general when a school has N/A on a Student Achievement metric).
- 5. Average SAT Score (Informational):** The School Quality Snapshot for high schools, transfer high schools, and YABCs reports average SAT score for informational purposes. For 2016-17, the average SAT score was based on the overall SAT scores (combined Math and Evidence-Based Reading & Writing) achieved by each student in the graduating cohort who took the SAT. For 2017-18, the average SAT score will be based on the highest “super score” of each student in the graduating cohort who took the SAT. The “super score” combines the highest section scores (in Math and Evidence-Based Reading & Writing) that the student has achieved, even if they were achieved during different test dates. The Average SAT Score is based on SATs that student took in or after March 2016. (SAT exams taken before March 2016 used a different scoring scale and are not included in the informational metric.)

Phased-In Changes

The following phased-in changes were described in the [Final Changes to the School Quality Reports for 2016-17](#) and are being implemented in the 2017-18 reports.

1. **Targets for Grade 3-8 ELA and Math State Test Metrics:** The 2016-17 School Quality Guide shared *estimated* targets for these metrics for 2017-18 based on the entire population of standard-assessment-eligible students in grades 3-8 in Fall 2017. These targets will be adjusted based on the students at the school who actually took the exams in Spring 2018.

The adjusted targets will provide more accurate benchmarks for assessing student performance. We already use this method—providing estimated targets and adjusting them based on actual test-takers—for the Average Regents Score metrics for high schools, transfer high schools, and YABCs; we will extend this method to the ELA and Math state test metrics.

2. **Student Achievement Targets for High Schools, Transfer High Schools, and YABCs:** Because schools in the New York Performance Standards Consortium use different assessment methods than other schools, students from those schools are not included in the pool of Comparison Group students used to set targets for 2017-18.