School Quality Reports
Educator Guide

Elementary / Middle / K-8 Schools
2018-19

Last Updated: May 18, 2020

Overview

The School Quality Reports share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include:

- **School Quality Snapshot:** A summary report for families and community members to learn about school performance and quality.
- **School Quality Guide:** A more detailed, interactive report for educators to investigate school data more deeply. The report is publicly available for community members interested in more information.
- **School Performance Dashboard:** An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.

These reports include information from multiple sources, including Quality Reviews, the NYC School Survey, and student performance in courses and on state tests. The reports provide context for school performance results by showing results from a Comparison Group of similar students throughout the city.

This Educator Guide describes the methodology used to calculate metric values and ratings in the School Quality Reports.

School Quality Report Sections

The School Quality Reports are organized around the Framework for Great Schools, which includes six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive student achievement and school improvement.

The School Quality Reports do not include an overall grade or rating. Instead, they share ratings and information on the six Framework elements and on Student Achievement.

Rigorous Instruction: This rating reflects how well the curriculum and instruction engage students, build critical-thinking skills, and are aligned to the Common Core. This section uses data from the Quality Review and the NYC School Survey.

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

Supportive Environment: This rating reflects how well the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section uses data from the Quality Review, the NYC School Survey, the percentage of students with attendance rates of 90% or higher, and movement of students with disabilities to less restrictive environments.

Effective School Leadership: This rating reflects how well school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision. This section uses data from the Quality Review and the NYC School Survey.

Strong Family-Community Ties: This rating reflects how well the school forms effective partnerships with families to improve the school. This section uses data from the Quality Review and the NYC School Survey.

Trust: This rating reflects whether the relationships between administrators, educators, students, and families are based on trust and respect. This section uses data from the NYC School Survey.

Student Achievement: This rating is based on a school's state test results, how students performed in core courses, how well students were prepared for their next level of school, and how students in higher-need groups performed. The section rating shows how the school performed against customized targets based on the past performance of similar students.

Scores and Ratings

School Quality Report scores are on a 1.00 – 4.99 scale, and ratings are 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 Needs Improvement, and are presented as 1-4 bars in a graphic.

Example of a 4-bar rating in Rigorous Instruction:

New York State School Designations

New York State implements a state accountability system, which measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. State accountability status does not affect the School Quality Report ratings.

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

School Type	Grades and Students Served
Early Childhood School	K, K-1, K-2, K-3
Elementary School	K-4, K-5, and K-6
K-8 School*	K-7, K-8, and K-12 (minus grades 9-12)
Middle School	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 School	K-8 and K-12, focused on students with disabilities
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High School	9-12, focused on overage and undercredited students.
Young Adult Borough Center (YABC) Program	9-12, focused on overage and undercredited students

* If a new K-8 school has grade 6, but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades K-12 receives two separate School Quality Reports: one for the K-8 part of the school, and one for the high school.

Similarly, a school that serves grades 6-12 receives two separate School Quality Reports: one for the middle school, and one for the high school.

This document explains the rules for the School Quality Reports for three school types: elementary schools, K-8 schools, and middle schools. Separate Educator Guides explain the rules for the other school types.

Survey School Type

For scoring survey results, schools are placed into a survey school type:

School type	Grade range
Early Childhood School	PK-K, PK-1, PK-2, PK-3, K, K-1, K-2, K-3
Elementary School	3K-5, PK-4, PK-5, PK-6, K-4, K-5, K-6, 2-5, 3-5, 4-5
Elementary / Middle School	3K-8, PK-7, PK-8, K-7, K-8, 3-8, 4-8
Elementary / Middle / High School	PK-9, PK-12, K-9, K-10, K-11, K-12, 3-12
Middle School	5, 5-6, 5-8, 6, 6-7, 6-8, 6-9
Middle / High School	5-12, 6-9, 6-10, 6-11, 6-12, 7-12
High School	9, 9-10, 9-11, 9-12, 10-12

Transfer School	Transfer Schools serving grades from 9-12
District 75 School	District 75 Schools
YABC	YABC

For example, the survey results of a school that served grades 6-12 are compared to the survey results of other schools in the Middle / High School category.

Comparison Group

See pages 16-18 of this Educator Guide for a detailed explanation of a school's Comparison Group.

Economic Need Index

The Economic Need Index estimates the percentage of students at the school facing economic hardship. The metric is calculated as follows:

- If the student is eligible for public assistance from the NYC Human Resources Administration (HRA) or lived in temporary housing in the past four years, the student's Economic Need Value is 1.
- Otherwise, the student's Economic Need Value is the percentage of families with school-age children in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. This percentage is converted to a decimal from 0.00 to 1.00.
- The school's Economic Need Index is the average of its students' Economic Need Values.

The Economic Need Index captures economic factors that affect student achievement without relying on student lunch forms, which can be burdensome and unreliable.

Students in a School's Lowest Third

For students in grades 4 and 5, the school's lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in third grade. For students in grades 6 through 8, the school's lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in fifth grade.

The school's lowest third in mathematics is calculated in the same way, based on the third of students in each grade at the school who scored the lowest on the New York State math exam in third and fifth grade.

Students in Lowest Third Citywide

For students in grades 4 and 5, the lowest third citywide in ELA is the third of students in each grade throughout the city who scored the lowest on the New York State ELA exam in third grade. For students in grades 6-8, the lowest third

citywide in ELA is the third of students in each grade throughout the city who scored the lowest on the New York State ELA exam in fifth grade.

The lowest third citywide in mathematics is calculated the same way, based on the third of students in each grade throughout the city who scored the lowest on the New York State math exam in third and fifth grade.

Grade	Grade 3 ELA	Grade 3 Math
4	2.68	2.54
5	2.58	2.54

Grade	Grade 5 ELA	Grade 5 Math
6	1.98	2.00
7	1.98	2.00
8	1.98	2.08

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. For the following subgroup metrics, the minimum number of students required is five: ELA and Math average proficiency rating for ELLs, self-contained students, ICT students, SETSS students, school's lowest third, lowest third citywide, and Black and Hispanic males in the lowest third citywide.

Metrics with fewer than the minimum number of students are not reported and do not contribute to the school's ratings because of confidentiality considerations and the unreliability of measurements based on small numbers.

In addition, if fewer than 25% of eligible students took the Grade 3-8 state tests in ELA or Math, the state-test metrics in that subject will be N/A. In these cases, the limited data may not be representative of student performance across the school.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2018 audited register. We use the enrollment from this register because it is audited for accuracy and used to allocate funds to schools.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State Common Core ELA and math exams. These performance levels reflect the extent to which students demonstrate the level of understanding expected at their grade level, based on the New York State P-12 Common Core Learning Standards.

Level 1	Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered insufficient for the expectations at this grade.
Level 2	Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered partial but insufficient for the expectations at this grade.
Level 3	Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered sufficient for the expectations at this grade.
Level 4	Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices that are considered more than sufficient for the expectations at this grade.

Proficiency Ratings

For the School Quality Reports, the scale scores on State Common Core math and ELA exams are assigned a Proficiency Rating from 1.00 to 4.50. The first digit of the Proficiency Rating corresponds to the Performance Level, and the other digits reflect how close the student is to the next level. For example, a 2.90 is a Level 2, but close to a Level 3.

Impact of Math Double-Testing Waiver

For the 2018-19 school year, the United States Department of Education approved a math-testing waiver submitted by the New York State Education Department. Under this waiver, students in grade 7 and 8 who take math Regents examinations are not required to take the Common Core math test for their grade level. After this waiver, the NYC DOE implemented a policy that students in accelerated math courses should not take the grade 7 or 8 Common Core math tests unless (1) the student's parent decided otherwise or (2) the school obtained an exception from the Office of Academic Policy and Systems for a course aligned to both grade 7 or 8 standards and high-school math standards.

Due to the double-testing waiver, a number of students—including some of the strongest performers—do not take the grade 7 and 8 Common Core state math tests. To prevent this policy from distorting the performance data and ratings in the School Quality Reports, the NYC DOE includes student results on math Regents examinations in the state-test metrics by converting the math Regents scores into imputed proficiency ratings on the grade 7 and 8 Common Core math tests. These imputed proficiency ratings—based on the NYC DOE's analysis of students who took both the math Regents exam and grade 7 or 8 Common Core math test—estimate what scores on a math Regents exam are equivalent to on the grade 7 or 8 Common Core math test. The imputed proficiency ratings are used in all metrics or calculations based on proficiency ratings (e.g., average proficiency ratings, percent proficient).

To discourage unnecessary double testing, the NYC DOE uses only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 Common Core math test. Conversion tables showing the imputed proficiency ratings for scores on the Regents exams will be available in Appendix A of this Educator Guide.

Student Achievement
Metrics

This section describes the Student Achievement metrics in the School Quality Guide. The School Quality Snapshot includes a subset of those metrics.

State Exam Metrics

To be included in the denominator for the state-exam metrics, a student must

- Be on the school's October 31, 2018 audited register, and
- Have taken the relevant New York State ELA or math exam in 2019.

The following metrics are calculated separately for ELA and math based on students' performance on the 2019 State exams.

If fewer than 25% of eligible students took the state tests in that subject, the ELA and/or math metric values will be N/A. In these cases, the limited data may not be representative of student performance across the school.

► *Percentage of Students at Proficiency (Level 3 or 4): ELA and Math*

These metrics show the percentage of students who scored at Level 3 or Level 4 on the state exam, out of all the students at the school who took the exam. The metrics are calculated separately for ELA and math.

► *Average Proficiency Rating for All Students: ELA and Math*

These metrics show the average Proficiency Rating, on a scale from 1.00 to 4.50, for all students at the school who took the exam. The metrics are calculated separately for ELA and math.

► *Average Proficiency Rating for School's Lowest Third: ELA and Math*

These metrics show the average Proficiency Rating, on a scale from 1.00 to 4.50, for the lowest-performing third of students within each grade in the school. The metrics are calculated separately for ELA and math.

For students in grades 4 and 5, the lowest third is based on the students' scores on the relevant test in third grade. For students in grades 6 through 8, the lowest third is based on the students' scores on the relevant test in fifth grade.

NOTE: The 2018-19 School Quality Guide will share *estimated* targets for these ELA and Math metrics for 2019-20 based on the entire population of standard-assessment-eligible students in grades 3-8 in Fall 2018. The targets will be adjusted based on the students at the school who actually take the exams in Spring 2020.

Core Course Pass Rate Metrics

(Middle and K-8 schools only)

To be included in the core course pass rate metric, a student must

- Be continuously enrolled in the school from October 31, 2018 through June 30, 2019;
- Be in 6th, 7th, or 8th grade in 2018-19; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Credits obtained during summer school do not contribute to this metric.

► *Core Course Pass Rates: English, Math, Science, and Social Studies (middle and K-8 schools only)*

These metrics show the percentage of students in 6th through 8th grade who received a passing grade in a full-year core course in the relevant subject area. School grading policies must be based primarily on student progress toward and mastery of the New York State Common Core Learning Standards. For additional guidance, see the middle school grading policy memo.

The metrics are calculated separately for English, math, science, and social studies. The School Quality Snapshot includes a single core course pass rate, which is the average of the core course pass rates in the four subjects.

Next-Level Readiness Metrics

► *Middle School Core Course Pass Rates of Former Students (elementary schools only)*

This metric shows how the school's 2017-18 5th graders performed as 6th graders in 2018-19 by showing their pass rates in core courses in English, math, science, and social studies. To be included in this metric, a student must

- Have been in 5th grade in 2017-18;
- Have been continuously enrolled in the elementary school under consideration from October 31, 2017 through June 30, 2018;
- Be enrolled in a NYC DOE middle or K-8 school from October 31, 2018 through June 30, 2019; and
- Be eligible for standard assessment (i.e., non-NYSAA).

This metric accounts for the middle schools that students attend by adjusting for the average core course pass rate of similar students at the middle school.

If a student attended a charter middle or K-8 school that did not report credits to the NYC DOE, the student is excluded from the metric.

► *Percent of 8th Grade Students Who Earned High School Credit (middle and K-8 schools only)*

This metric shows the percentage of students in 8th grade who passed a high-school-level course and the related Regents exam by June of their 8th grade year. To be included in this metric, a student must

- Be continuously enrolled in the school from October 31, 2018 through June 30, 2019;
- Be in 8th grade in 2018-19; and
- Be eligible for standard assessment (i.e., non-NYSAA).

To contribute positively to this metric, the student must pass the course and earn a college-ready score on the related Regents exam. Students who earned high-school credit in more than one subject count the same as those who earned credit in one subject.

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).

► *9th Grade Credit Accumulation of Former 8th Graders (middle and K-8 schools only)*

This metric is based on the 9th-grade credit accumulation of the school's 2017-18 8th graders who attended a NYC DOE high school in 2018-19. To be included in this metric, a student must

- Have been in 8th grade in 2017-18;
- Have been continuously enrolled in the middle or K-8 school under consideration from October 31, 2017 through June 30, 2018;
- Be enrolled in a NYC DOE high school from October 31, 2018 through June 30, 2019; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Students contribute to the numerator of this metric as follows:

- A student will contribute zero to the numerator of this metric if the student earned less than eight credits in 9th grade.
- Students that earned ten or more credits contribute one to the numerator.
- For students earning less than ten credits and more than 7.99, this metric adjusts for the average credit accumulation rate of similar students at the high school.

If a student attended a charter high school that did not report credits to the NYC DOE, the student is excluded from the metric.

If more than 50% of a middle school's former 8th graders attend non-NYC DOE high schools, a metric value is not calculated for that school.

Closing the Achievement Gap Metrics

These metrics reflect how well the school helps high-need students succeed. In some cases, schools will not receive ratings for these metrics because those students make up a very small proportion of the school's student population.

The metric values show the school's results for its students in the relevant subgroup. The metric value is not reported if the school has fewer than five students in the subgroup. Metric scores and ratings show how the school's results compared to its customized targets. A metric will not be scored, however, if the students are a very small proportion of the school—specifically, if the school's population percentage is more than one standard deviation below the citywide average. These unscored metrics receive a rating of "N/A" in the School Quality Snapshot.

The following table summarizes these rules:

Closing the Achievement Gap Metrics	
No metric value if…	Fewer than minimum N for the metric.
No metric score or rating if…	School's population percentage is more than one standard deviation below the citywide average.

► *English Language Learner Progress*

This metric measures the percentage of English Language Learners demonstrating movement toward English language proficiency. To contribute to the denominator of this measure, a student must have taken the 2019 New York State English as a Second Language Achievement Test (NYSESLAT).

Students will contribute positively to this measure if they meet one of three criteria:

- They took the 2018 NYSESLAT exam and their 2019 overall performance level is higher than in 2018;
- They did not take the 2018 NYSESLAT exam and their 2019 overall performance level is Emerging or higher; or
- They scored level three or above on the State ELA exam in 2019 but not in 2018.

► *Average Student Proficiency Rating in ELA and Math among: Students with Self-Contained Placements; Students with ICT Placements; Students with SETSS placements; English Language Learners; Students in the Lowest Third Citywide; Black and Hispanic Males in the Lowest Third Citywide*

These metrics show the average proficiency ratings from the following student groups: (1) students with disabilities in self-contained placements, (2) students with disabilities in ICT placements, (3) students with disabilities in SETSS placements, (4)

English Language Learners, (5) students in the lowest third citywide, and (6) Black and Hispanic males in the lowest third citywide. The most restrictive disability setting to which a student was assigned during the past four school years is used to determine inclusion in the first three groups. Any student identified as an English Language Learner for any of the past four school years will be included in the measures focused on ELLs. If a student belongs to more than one of these groups, the student is counted in all of those groups.

These metrics are calculated separately for ELA and Math.

NOTE: Starting in 2019-20, schools will be able to earn additional points on their Student Achievement scores based on Average ELA Proficiency Rating and Average Math Proficiency Rating for American Indian, Black, and Hispanic or Latinx students.

Additional Information

► *Performance by Racial Subgroups*

Snapshot: The School Quality Snapshot includes the following performance metrics for Asian, Black, Hispanic, and White students:

- ELA Percent Proficient
- Math Percent Proficient

The Snapshot includes a graphic that shows the subgroup's metric value, and the Comparison Group value for the subgroup. This Comparison Group shows the performance of students with similar prior test scores, disability status, and economic need status. This Comparison Group can include students of different races, and is not restricted to students of the same race as the subgroup.

The minimum N for the subgroup metrics is 15; the metric value will be N/A if the number of students is less than 15.

School Quality Reports: In addition to the metrics listed above (ELA and Math percent proficient), the School Quality Guide, School Performance Dashboard, and Citywide Results file will include the following performance metrics for American Indian, Asian, Black, Hispanic, Multiracial, and White students:

- Average ELA Proficiency Rating
- Average Math Proficiency Rating

For each subgroup metric, the School Quality Guide will show the subgroup N, the subgroup metric value, the Comparison Group value, and the difference between the subgroup and Comparison Group.

► *"Then and Now" Table*

The School Quality Snapshot includes a table showing key student results broken out by students' starting points.

For elementary schools, the table shows performance on state Math and ELA tests in 5th grade broken out by 3rd grade starting points (Level 1, 2, 3-4):

- Among students who started at Level 3 or 4 in 3rd grade, the percentage that scored Level 3 or 4 in 5th grade;
- Among students who started at Level 2 in 3rd grade, the percentage that scored Level 3 or 4 in 5th grade; and
- Among students who started at Level 1 in 3rd grade, the percentage that scored Level 2, 3, or 4 in 5th grade.

The comparable percentages for the school's Comparison Group (of similar students) are provided for context. The data are based on students who were fifth graders in 2017-18 and 2018-19.

For middle and K-8 schools, the table shows performance on state Math and ELA tests in 8th grade broken out by 5th grade starting points (Level 1, 2, 3-4):

- Among students who started at Level 3 or 4 in 5rd grade, the percentage that scored Level 3 or 4 in 8th grade;
- Among students who started at Level 2 in 5th grade, the percentage that scored Level 3 or 4 in 8th grade; and
- Among students who started at Level 1 in 5th grade, the percentage that scored Level 2, 3, or 4 in 8th grade.

The comparable percentages for the school's Comparison Group (of similar students) are provided for context. The data are based on students who were eighth graders in 2017-18 and 2018-19.

The starting point Levels are based on rescaled test scores, so that a starting point of Level 1 reflects a score on a prior version of the state exam that would be equivalent to a Level 1 on the most recent state exam.

Values are not reported if there are fewer than 15 students in the category.

► *Attendance*

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

Pre-K attendance is excluded for any school that has a pre-K grade. Students in grades 9-12 are not included in the middle school report of a 6-12 school (or in the K-8 report of a K-12 school).

Student Achievement
Scores and Ratings

The School Quality Reports include scores and ratings based on the targets that were published in the previous year's School Quality Reports. Those targets were customized for each school based on the performance of the Comparison Group of similar students. The targets specified the values needed for a school to receive a metric rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target.

Metric Scores and Ratings

For each metric, the school received a metric score from 1.00 to 4.99 based on how the school's metric value compared to the published targets. The score is analogous to the state test proficiency ratings based on scale scores: the first digit indicates the rating level, and the subsequent digits show how close the result is to the next level.

- If the school did not meet its Approaching Target level, the first digit is 1.
- If the school met its Approaching Target level (but not higher targets), the first digit is 2.
- If the school met its Meeting Target level (but not the higher target), the first digit is 3.
- If the school met its Exceeding Target level, the first digit is 4.

The subsequent digits reflect how close the school's value was to the next higher target level.

> **Example:** If a school surpassed the Meeting Target level (t3) but did not reach the Exceeding Target level (t4), the metric score would be: 3 + (school's metric value – t3) / (t4 – t3), with the score not to exceed 3.99.

> **Example:** If a school received a metric score of 2.50, the 2 means that the school's value met the Approaching Target level (but did not meet the Meeting Target level), and the .50 means that the school's result fell halfway between the Approaching Target level and the Meeting Target level.

To generate scores between 1.00 and 1.99 and between 4.00 and 4.99, a bottom and top of the target range are used in addition to the published target levels. The bottom of the target range is set at the bottom of Comparison Group range, and the top of the target range is set at the top of Comparison Group range.[1]

> **Example:** If a school surpassed the Exceeding Target level (t4), the metric score would be: 4 + (school's metric value – t4) / (top of target range – t4), with the score not to exceed 4.99.

In the School Quality Snapshot, the 4-bar ratings for specific metrics are based on the metric ratings described above.

[1] See pages 18-19 for further details on the Comparison Group range.

Weighted Average Score

The Weighted Average Score is a weighted average of the Student Achievement metric scores (not including the Closing the Achievement Gap metrics), where each metric score is multiplied by its weight percentage.

If any metrics (not including the Closing the Achievement Gap metrics) are missing, their weight is distributed proportionally to the other metrics.

The weight percentage for each metric is listed in the School Quality Guide Appendix, which can be accessed at the bottom of the "Student Achievement Outcomes" tab of the Online School Quality Guide.

Closing the Achievement Gap Additional Points

The Closing the Achievement Gap metrics are additional points that can increase a school's Student Achievement score.

For each Closing the Achievement Gap metric, a score is calculated on the 1.00 – 4.99 scale, based on the published targets, in the same way as for the other Student Achievement metrics—except that the metric score will be blank (N/A) if the school's population percentage for the applicable subgroup is more than one standard deviation below the citywide average.

For each Closing the Achievement Gap metric, the extra points will be (metric score – 1.00) / (4.99 – 1.00) x extra points possible. The extra points possible are specified in the School Quality Guide Appendix. If a Closing the Achievement Gap metric score is N/A, the extra points associated with that metric do not shift to any other metrics.

The total Closing the Achievement Gap Additional Points is the sum of the extra points earned on each metric.

Overall Student Achievement Score and Rating

The Overall Student Achievement Score equals the Weighted Average Score plus the Closing the Achievement Gap Additional Points, rounded to the nearest hundredth, and capped at 4.99.

The Student Achievement section rating is based on the first digit of the Overall Student Achievement Score:

- If the first digit is 4, the section rating is Exceeding Target.
- If the first digit is 3, the section rating is Meeting Target.
- If the first digit is 2, the section rating is Approaching Target.
- If the first digit is 1, the section rating is Not Meeting Target.

Schools designated for phase-out and schools in their first year of operation in 2018-19 do not receive a Student Achievement rating.

Rating Labels in the Guide and Snapshot

The ratings in the School Quality Snapshot are the same as in the School Quality Guide, except that different rating labels are used in the Snapshot:

School Quality Guide Rating Labels	School Quality Snapshot Rating Labels
Exceeding Target	Excellent
Meeting Target	Good
Approaching Target	Fair
Not Meeting Target	Needs Improvement

Student Achievement
Metric Comparisons

In addition to the scores and ratings based on the targets published last year, the School Quality Reports provide context for a school's performance by sharing city averages, district averages, and the results of a Comparison Group of similar students throughout the city.

City and District Averages

In general, we calculate city and district averages by taking n-weighted averages of school-level results for all schools within the same school type. The n-weighting is based on the number of students at each school included in the metric; it means that a school with many students included in a metric will count more toward the city and district averages than a school with fewer students included in that metric.

For ELA and math percent proficient, city and district averages are calculated differently from the general approach. For elementary schools, these averages are based on results from students in grades 3 through 5. For middle schools, these averages are based on results from students in grades 6 through 8. For K-8, these averages are based on results from students in grades 3 through 8.

Comparison Group Results

To understand how effectively a school helps its students, it is important to take into account students' starting points and challenges that they face. Without that context, schools can be mischaracterized as ineffective simply because they serve higher-need students.

The School Quality Reports provide context for each school's performance by showing the results of a Comparison Group of similar students. The Comparison Group results estimate how the students at the school would have performed if they had attended other schools throughout the city. By comparing the school's results to the Comparison Group, a reader can assess the school's effectiveness at helping students improve and exceed expected outcomes.

To generate the Comparison Group, each student at the main school is matched to the 50 most similar students from other schools throughout the city, based on prior test scores and demographic factors. The similar students identified for each student are grouped together into a large Comparison Group. We then calculate the performance results (such as average test scores) of the Comparison Group.

The process of matching each student with the 50 most similar students involves two main steps.

- **Step 1:** For each student, the DOE identifies a large group of students who are exact matches on the following student characteristics:

Elementary School (K-5)	Middle School (6-8)
-Grade Level -ELL category[2] -IEP category (past 4 yrs)[3] -Temporary housing (past 4 yrs) or HRA-eligible	-Grade Level -ELL category -IEP category (past 4 yrs) -Temporary housing (past 4 yrs) or HRA-eligible

Example: If a student is in 4th grade, is not an ELL, is in a self-contained disability setting, and was in temporary housing, the first step is to identify all other students from other schools who are in 4th grade, are not ELLs, are or were in self-contained disability settings during the past four years, and are or were in temporary housing during the past four years or are eligible for public assistance (HRA-eligible).

- **Step 2:** Within the group of students identified in Step 1, the DOE finds the 50 students who are most similar to the main student based on the following factors:

Elementary School (K-5)	Middle School (6-8)
Primary Factors[4] -Grade 3 ELA score -Grade 3 Math score **Secondary Factors** -School's % students with IEPs -School's Economic Need Index -School's % ELL	**Primary Factors[5]** -Grade 5 ELA score -Grade 5 Math score **Secondary Factors** -School's % students with IEPs -School's Economic Need Index -School's % overage -School's % ELL

- To find the 50 most similar students from the group, the primary factors are weighed more heavily than the secondary factors.

  Example: Student A is a 7th grader. Her group of Step 1 matches includes Student B and Student C. Student A scored 2.8 on both her Grade 5 ELA and Math exams, Student B scored 2.1, and Student C scored 2.9. Student A is more likely to be matched with Student C than with Student B.

  Example: Student D is a 5th grader. His group of Step 1 matches includes Student E and Student F. All three students scored 2.7 on both their Grade 3 ELA and Math exams. Student D's school has 25% students with disabilities, Student E's school has 23% students with disabilities, and Student F's school

[2] For elementary and middle school students, ELL category is defined by the most recent NYSESLAT score, grouped as: (1) Beginning or Intermediate, (2) Advanced, (3) Proficient or not ELL.
[3] For elementary and middle school students, the IEP category is defined as the most restrictive of the following three categories, over the lookback period: (1) Self-Contained, (2) ICT or SETSS, (3) Related Services only or no IEP.
[4] For fourth and fifth graders, if the Grade 3 ELA or Math state exam scores are missing, scores are imputed with multiple regression using the exact-match characteristics, the school's average proficiency in the subject, prior student attendance, and prior NYSESLAT score. For third graders (who do not yet have state test scores), Grade 2 attendance is used as a matching factor. If Grade 2 attendance is missing, it is imputed with multiple regression using the exact-match characteristics, secondary factors, and prior NYSESLAT score.
[5] For middle-school students, if the Grade 5 ELA or Math scores are missing, prior-grade test scores are used. If those scores are unavailable, the Grade 5 ELA or Math scores are imputed with multiple regression using the student's exact-match characteristics, prior student attendance, prior student NYSESLAT score, and the school's average incoming proficiency in the subject.

has 2% students with disabilities. Student D is more likely to be matched with Student E than with Student F.

- In addition to the primary factors based on the student's own characteristics, secondary factors about school characteristics are also taken into account because the school's population can have peer effects on the student.

Once the Comparison Group has been established by finding 50 matches for each of the students attributed to the school, we calculate the performance results (such as test scores) achieved by that Comparison Group.

> **Example:** For a school with 300 students, we find 50 matches for each student and the Comparison Group has 300 x 50 = 15,000 students in it.[6] We then calculate performance results for the Comparison Group—such as an average ELA state test score.

The Comparison Group results are shared in the Snapshot and the Guide.

Note that the Comparison Group results for state-test metrics reported in the Snapshot and Guide are limited to students matched to main students at the school who actually took the state exam (or a Math Regents instead of the state math exam). If a main student at the school did not take the state exam, the student's 50 matches do not contribute to the school's Comparison Group result. Limiting to matches of students who actually took the exam provides a more accurate benchmark for assessing the school's results.

Citywide and Comparison Group Percent of Range

The School Quality Reports also use a comparison called "percent of range," including a citywide percent of range and a Comparison Group percent of range. These values are not displayed directly in the reports, but are used to calculate metric targets.

Range

The range spans two standard deviations above and below the average, and it represents a continuum from very poor to very strong results (excluding extreme outliers).

For example, if the average ELA average proficiency for middle schools is 2.26, with a standard deviation of 0.9, the top of the range is $2.26 + 2 \times 0.9 = 2.44$, and the bottom of the range is $2.26 - 2 \times 0.9 = 2.08$.

If the calculated top of the range goes beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average core course pass rate for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

If the calculated bottom of the range is lower than the theoretical minimum for a metric, then the top of the range will be adjusted downward so that the average stays in the middle of the range. This ensures that a school that achieves the average will

[6] While the same student cannot appear more than once in an individual student's group of 50 matches, a student can appear multiple times in the school's Comparison Group. This can occur if the same student falls within the group of 50 matches for multiple students at the school.

fall at the middle of the range.

The Comparison Group range is similar to the citywide range, with two differences. First, the middle of the range is the Comparison Group's result (instead of the citywide average). Second, the top and bottom of the range are two *conditional standard deviations* away from the middle. While the standard deviation used for the citywide range reflects how far away each school in the city was from the citywide mean, the conditional standard deviation used for the Comparison Group range reflects how far away each school in the city was from its own Comparison Group's result. The conditional standard deviation sheds light on the degree to which very poor performers fall below their Comparison Group's result and the degree to which very strong performance surpass their Comparison Group's result.

> **Example:** A school's average proficiency rating on the ELA state exam is 3.14, which is 0.20 higher than the Comparison Group's 2.96. Is the school's result exceptional, or just somewhat above average? If the conditional standard deviation is 0.10, then the Comparison Group performance range runs from 2.76 to 3.14. This school's result is at the top of this range, two conditional standard deviations above average—a very strong performance. Based on the conditional standard deviation in this example, only a very small percentage of schools throughout the city would be expected to exceed their Comparison Group value by 0.20 on this metric. (Note that the conditional standard deviation used in this example is hypothetical.)

Percent of Range

The percent of range reflects the position of the school's result within the range. The percent of range shows how far along the path, from very poor performers to very strong performers, the school's result fell. For example, a percent of range of 70% means that the school's result covered 70% of the distance between the results of very poor performers and very strong performers.

Another way to interpret percent of range is based on standard deviations away from the mean:

Percent of Range	Interpretation[7]
0%	Two or more standard deviations below average
25%	One standard deviation below average
50%	Equal to the average
75%	One standard deviation above average
100%	Two or more standard deviations above average

In general (assuming that results are normally distributed), approximately 2% of schools achieve results that are two or more standard deviations above (or below) average, approximately 15% of schools achieve results that are one or more standard deviations above (or below) average, and approximately two-thirds of schools achieve results within one standard deviation of the mean.

The percent of range can be calculated based on the following formula:

$$\text{percent of range} = \frac{(\text{school's result}) - (\text{bottom of range})}{(\text{top of range}) - (\text{bottom of range})}$$

[7] These interpretations do not apply if the range has been cut off to leave out values that are theoretically impossible, as described on page 18.

Impact and Performance Scores

For informational purposes, the School Performance Dashboard summarizes the differences between the school's results and the Comparison Group's results as an "impact" score, and summarizes the differences between the school's results and the citywide averages as a "performance" score. The impact score sheds light on the school's effectiveness by taking into account student factors and comparing the school's results to the Comparison Group of similar students. The performance score reflects whether the school outperformed the citywide average, without making any adjustments to account for the student population of the school.

Impact Score Calculation

We calculate the impact score through the following steps:

- For each Student Achievement metric, we calculate the difference between the school's result and its Comparison Group result.
    - Example: The school's ELA percent proficient was 5 percentage points higher than its Comparison Group.
- We standardize these differences by converting them to standard-deviation units.
    - Example: The school's ELA percent proficient was 0.6 standard deviations higher than its Comparison Group.
- We translate the standardized differences to a 0.00 to 1.00 scale.
    - This scale spans four standard deviations, from -2 to +2, and transforms them to a 0.00-1.00 point scale centered around 0.50.
    - Examples:
        - If the school's result is the same as the Comparison Group, the score is 0.50.
        - If the school's result is 2 standard deviations above the Comparison Group, the score is 1.00.
        - If the school's result is 1 standard deviation below the Comparison Group, the score is 0.25. The calculation is (-1 / 4) + 0.50 = 0.25.
        - If the school's result is 0.6 standard deviations above the Comparison Group, the score is 0.65. The calculation is (+0.6 / 4) + 0.50 = 0.65.
    - Any difference more than 2 standard deviations below the Comparison Group is scored as 0.00, and any difference more than 2 standard deviations above the Comparison Group is scored as a 1.00.
- We take a weighted average of the 0.00-1.00 scores for each Student Achievement metric to produce an overall impact score for the school.
    - We use the same set of Student Achievement metrics and the same metric weights that we use to produce the Student Achievement rating in the School Quality Reports (except that the Impact score does not include any Closing the Achievement Gap metrics, which provide additional points on the School Quality Reports).

Performance Score Calculation

We calculate the performance score the same way, except that the school's results are compared to the citywide average instead of the Comparison Group value.

- For each Student Achievement metric, we calculate the difference between the school's result and the citywide average.
    - Example: The school's ELA percent proficient was 5 percentage

points higher than the citywide average.

- We standardize these differences by converting them to standard-deviation units.
    - Example: The school's ELA percent proficient was 0.6 standard deviations higher than the citywide average.
- We translate the standardized differences to a 0.00 to 1.00 scale.
    - This scale spans four standard deviations, from -2 to +2, and transforms them to a 0.00-1.00 point scale centered around 0.50.
    - Examples:
        - If the school's result is the same as the citywide average, the score is 0.50.
        - If the school's result is 2 standard deviations above the citywide average, the score is 1.00.
        - If the school's result is 1 standard deviation below the citywide average, the score is 0.25. The calculation is (-1 / 4) + 0.50 = 0.25.
        - If the school's result is 0.6 standard deviations above the citywide average, the score is 0.65. The calculation is (+0.6 / 4) + 0.50 = 0.65.
    - Any difference more than 2 standard deviations below the citywide average is scored as 0.00, and any difference more than 2 standard deviations above the citywide average is scored as a 1.00.
- We take a weighted average of the 0.00-1.00 scores for each Student Achievement metric to produce an overall performance score for the school.
    - We use the same set of Student Achievement metrics and the same metric weights that we use to produce the Student Achievement rating in the School Quality Reports (except that the Impact score does not include any Closing the Achievement Gap metrics, which provide additional points on the School Quality Reports).

Student Achievement
Targets

The targets are realistic and rigorous goals customized for each school, based on the historical performance of their Comparison Group. In other words, the targets are driven by results that have been achieved in the past by students who are very similar—based on incoming test scores, economic need, and disability status—to the students at the main school.

The process for calculating specific targets for each school follows these steps:

- **Step 1:** For each school, we calculate the Comparison Group percent of range (on a 0-100% scale) for each of its Student Achievement metrics in the prior year. These results show where the school's metric value fell within its Comparison Group performance range.

- **Step 2:** For each metric, we review the set of Comparison Group percent of range results from Step 1 for all schools (of the same school type), and determine the Comparison Group percent of range cut levels associated with the following percentiles for Exceeding Target, Meeting Target, and Approaching Target:

School Type	Approaching Target	Meeting Target	Exceeding Target
Elementary	15th percentile	45th percentile	80th percentile
Middle	15th percentile	45th percentile	70th percentile
K-8	20th percentile	45th percentile	75th percentile

  Example: For ELA percent proficient for a middle school, Step 1 produces a set of all the Comparison Group percent of range values on that metric by all middle schools in the city. In Step 2, the 70th percentile of that set of values is the Comparison Group percent of range cut level for Exceeding Target, the 45th percentile of that set is the cut level for Meeting Target, and the 15th percentile of that set is the cut level for Approaching Target. For example, if the 70th percentile of the set of values is 65%, that means that the top 30% of middle schools achieved Comparison Group percent of range scores of 65% or higher on that metric, and 65% is the Comparison Group percent of range cut level for Exceeding Target on that metric.

- **Step 3:** For each school, we set specific targets for the next year by finding the actual metric values that would be needed for the school to achieve the Comparison Group percent of range cut score. Step 3 can be thought of as taking each school's customized comparison range, and going a specified portion of the way along that range to find a specific target for the school.

  Example: For ELA percent proficient for a middle school, suppose that Step 2 produces a Comparison Group percent of range cut level of 65% for Exceeding Target—meaning that the top 30% of middle schools achieved Comparison Group percent of range scores of 65% or higher on that metric. Suppose that the school's comparison range for ELA percent proficient ran from 20% to 50%. The school's specific target for

Exceeding Target on ELA percent proficient would be 65% of the way along that range—or 65% x (50% - 20%) + 20% = 39.5%.

- **Step 4:** The targets calculated in Step 3 are compared to a set of floors and ceilings: the targets cannot fall below the floors and cannot be above the ceilings. These floors and ceilings are designed to prevent unreasonable results (e.g., a school receiving a very low metric rating despite achieving a very high raw metric value, or a school receiving a very high metric rating despite achieving a very low raw metric value). See Appendix B for a table of target floors and ceilings.

The Comparison Group range used in Step 3 of the target-setting is based on a Comparison Group of matches to the students attributed to the school in October, shortly before the School Quality Reports are released. The matching method works the same as described above in the section on Comparison Group results, except that there is a one-year offset: each student at the school is matched to 50 students who were in the student's grade last year.

Example: To create a Comparison Group to set targets for 2018-19, the fourth graders at a school (in October 2018) are each matched to the closest 50 students throughout the city who were fourth graders in 2017-18.

This approach allows the school's targets to be customized and based on the closest matches to the specific students at the school in the report year.

Although Step 2 of the target-setting process involves finding cut levels associated with fixed percentiles, the ratings do not have a fixed distribution. Because these targets are set ahead of time, schools will not be competing for a limited number of top ratings. The percentages of schools achieving each rating will depend on how schools perform against their targets. If all schools perform well, then all schools can get strong ratings.

Note that the School Quality Guide shares *estimated* targets for the Grade 3-8 ELA and Math state test metrics based on the entire population of standard-assessment-eligible students in grades 3-8 in October before the School Quality Report is released. The targets can be adjusted based on the students at the school who actually take the exams during the school year.

Framework Elements

Metrics and Data Sources

The Framework elements use the following data sources:

Section	Data Sources
Rigorous Instruction	• NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2
Collaborative Teachers	• NYC School Survey • Quality Review indicators 4.1, 4.2
Supportive Environment	• 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	• NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1
Strong Family-Community Ties	• NYC School Survey • Quality Review indicators 3.4
Trust	• NYC School Survey

Quality Review

The Framework ratings incorporate results from the school's most recent Quality Review 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.

Schools that received Quality Reviews in 2016-17 or later have ratings on all ten indicators. Schools that received their latest Quality Review in 2015-16 or earlier have ratings on five indicators: 1.1, 1.2, 2.2, 3.4, and 4.2.

For additional information about the Quality Review, please visit https://www.schools.nyc.gov/about-us/reports/school-quality/quality-review

NYC School Survey

The NYC School Survey is administered annually to students in grades 6-12, and to parents and teachers of students in all grades (3-K through 12). The survey gathers 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).

► *Measure-Level Percent Positive*

For each measure, we calculate the percentage of positive responses. This value is the average of the percent positives of all the questions within the measure.

► *Element-Level Percent Positive*

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 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
https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey
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.

► *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 2017-18, 2016-17, or 2015-16. Students who are newly certified in 2018-19 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2018-19. This number can range from zero (for students who are in their highest tier in 2018-19) to three (for students who were previously in Tier Four and are in Tier One in 2018-19). 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 2018-19 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

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 metric scores, on a scale from 1.00 – 4.99.
- **Step 3:** The metric 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 metric 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 metric scores are combined to produce 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 Metric Scores

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

Quality Reviews

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

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

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.

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.[8]

The following process is used to generate a *survey element score*:

(1) Question-level percent positive (percentage of 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) Measure score (score based on the measure-level percent positive)
↓
(4) Survey element score (average of 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).

(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) Measure score

This metric converts the *measure-level percent positive* into a score on a 1.00-4.99 scale.

The basic idea is that survey results fairly close to the city average receive scores in the 3-bar range (3.00 – 3.99), results substantially above average receive scores in the 4-bar range (4.00 – 4.99), and results substantially below average receive scores in the 2-bar or 1-bar range (2.00 – 2.99 or 1.00 – 1.99). In addition, if a school's measure-level percent positive is very high, it will receive a high measure score (regardless of whether the result is substantially above the citywide average).

We implement this idea by setting cut levels (measure-level percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school's 1.00-4.99 measure 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. We use the "top of scoring range" and "bottom of scoring range" values to help calculate scores in the 4.00-4.99 range and the 1.00-1.99 range.

[8] See Appendix C for a detailed explanation of the element-measure-question survey structure.

Rating Category	Percent Positive (PP) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100
Exceeding Target (4 bars)	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target (3 bars)	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target (2 bars)	citywide mean PP – 1 SD, not to exceed 85
Bottom of Scoring Range	citywide mean + 2 SD, not to fall below 0

Examples:

- 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.

- If a school's percent positive on a Framework measure is one-quarter of the way between the Exceeding Target cut level and the Top of Scoring Range, it will receive a score of 4.25 on that Framework measure.

Additional 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.
    - For example, the target cut levels for a middle school will be based on the citywide average and standard deviation among middle schools only.

- To avoid drawing significant scoring distinctions based on small PP differences, we will not allow the SD in the formula to fall below 5 points.

- The top of the scoring range is set at least 5 percentage points above the Exceeding Target level (but not to exceed 100).

- The bottom of the scoring range is set at least 5 percentage points below the Approaching Target level (but not to fall below 0).

(4) Survey element score

This metric is the average of the *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 *survey element score* for the Strong Family-Community Ties element is the average of the *measure score* for the Teacher Outreach to Parents measure and the *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 *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	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Collaborative Teachers	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	For Elementary Schools and Early Childhood Schools: • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. For other school types: • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	• 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	• 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

The metric score for this metric is based on how the school performed against its 2018-19 targets 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), we use the average of the EMS score and the HS score for Framework scoring.

Movement of Students with Disabilities to Less Restrictive Environments

The metric score for this metric is based on the 2018-19 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.

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), we use the average of the EMS score and the HS score for less restrictive environment for Framework scoring.

Element Scores

Weighted Average of Data Scores

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

The following table shows how 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 or later	Most Recent Quality Review from 2015-16 or earlier	Low Survey Reponses
Rigorous Instruction			
Survey (Rigorous Instruction)	25%	25%	*If teacher response rate is less than 30% or fewer than 5 responses* 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%	*If teacher response rate is less than 30% or fewer than 5 responses* Element score is N/A.
Quality Review 4.1	25%	—	
Quality Review 4.2	25%	50%	
Supportive Environment			
Survey (Supportive Environment)	35%	35%	*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)* 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 or later	Most Recent Quality Review from 2015-16 or earlier	Low Survey Reponses
Effective School Leadership			
Survey (Effective School Leadership)	40%	100%	*If teacher response rate is less than 30% or fewer than 5 responses*
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%	*If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses*
Quality Review 3.4	15%	15%	Element score is N/A.
Trust			
Survey (Trust)	100%	100%	*If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses* Element score is N/A.

Examples:

- If the school received a finalized Quality Review Report in 2016-17, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.25 x QR 4.1 metric score + 0.25 x QR 4.2 metric score.
- If the school's most recent Quality Review was in 2014-15, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.50 x QR 4.2 metric 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.[9]

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 generally shifted to the other data sources in the element.

If a charter school's attendance rate is N/A, then its Supportive Environment element score and rating are N/A.

Element Ratings

Element ratings are based on the first digit of the school's element score:

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
Needs Improvement (1 bar)	1.00 to 1.99

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

[9] Because element scores based on Quality Reviews and survey results can be systematically different from element scores based on surveys only, we rescale the element scores for charter schools and YABCs in Rigorous Instruction, Collaborative Teachers, Supportive Environment, and Strong Family-Community Ties. The rescaling puts 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
Converting Regents Exams Scores into Imputed Proficiency Ratings

Conversion Table for Common Core Regents (Algebra I, Geometry, and Algebra II) and Grade 8 Common Core Math Test

Common Core Regents score	Imputed proficiency rating for Grade 8 Common Core math test
0	1.06
1	1.06
2	1.06
3	1.06
4	1.06
5	1.06
6	1.06
7	1.06
8	1.06
9	1.06
10	1.06
11	1.06
12	1.06
13	1.06
14	1.06
15	1.06
16	1.32
17	1.32
18	1.32
19	1.32
20	1.32
21	1.39
22	1.39
23	1.39
24	1.46
25	1.46
26	1.46
27	1.46
28	1.49
29	1.49
30	1.52
31	1.52
32	1.52
33	1.52

Common Core Regents score	Imputed proficiency rating for Grade 8 Common Core math test
34	1.59
35	1.59
36	1.59
37	1.70
38	1.77
39	1.83
40	1.83
41	1.83
42	1.86
43	1.86
44	1.90
45	1.91
46	1.93
47	1.93
48	1.94
49	1.94
50	1.94
51	1.97
52	2.00
53	2.07
54	2.07
55	2.07
56	2.14
57	2.29
58	2.36
59	2.43
60	2.50
61	2.50
62	2.57
63	2.64
64	2.64
65	2.64
66	2.71
67	2.79
68	2.86
69	2.93
70	2.93
71	3.00
72	3.08
73	3.17
74	3.25
75	3.33
76	3.50
77	3.58
78	3.67

Common Core Regents score	Imputed proficiency rating for Grade 8 Common Core math test
79	3.83
80	4.00
81	4.02
82	4.05
83	4.08
84	4.12
85	4.15
86	4.15
87	4.20
88	4.20
89	4.28
90	4.28
91	4.28
92	4.37
93	4.40
94	4.40
95	4.40
96	4.50
97	4.50
98	4.50
99	4.50
100	4.50

Conversion Table for Common Core Regents (Algebra I, Geometry, and Algebra II) and Grade 7 Common Core Math Test

Common Core Regents score	Imputed proficiency rating for Grade 7 Common Core math test
0	1.10
1	1.10
2	1.10
3	1.10
4	1.10
5	1.10
6	1.10
7	1.10
8	1.10
9	1.10
10	1.10
11	1.10
12	1.10
13	1.10
14	1.10
15	1.10
16	1.36
17	1.36
18	1.36
19	1.36
20	1.36
21	1.43
22	1.43
23	1.43
24	1.51
25	1.51
26	1.51
27	1.51
28	1.54
29	1.54
30	1.57
31	1.57
32	1.57
33	1.57
34	1.64
35	1.64
36	1.64
37	1.74
38	1.81
39	1.87
40	1.87

Common Core Regents score	Imputed proficiency rating for Grade 7 Common Core math test
41	1.87
42	1.90
43	1.90
44	1.94
45	1.96
46	1.97
47	1.97
48	1.99
49	1.99
50	1.99
51	2.08
52	2.23
53	2.31
54	2.31
55	2.31
56	2.38
57	2.54
58	2.62
59	2.69
60	2.77
61	2.77
62	2.85
63	2.92
64	2.92
65	2.92
66	3.00
67	3.08
68	3.17
69	3.25
70	3.25
71	3.33
72	3.42
73	3.50
74	3.58
75	3.67
76	3.83
77	3.92
78	4.00
79	4.04
80	4.07
81	4.09
82	4.13
83	4.17
84	4.20
85	4.24

Common Core Regents score	Imputed proficiency rating for Grade 7 Common Core math test
86	4.24
87	4.30
88	4.30
89	4.39
90	4.39
91	4.39
92	4.50
93	4.50
94	4.50
95	4.50
96	4.50
97	4.50
98	4.50
99	4.50
100	4.50

Appendix B
Floors and Ceilings for 2018-19 Targets

The following table shows floors (levels that the specific targets cannot go below) and ceilings (levels that the specific targets cannot go above).

	Target Floors			Target Ceilings		
	Approaching Target	Meeting Target	Exceeding Target	Approaching Target	Meeting Target	Exceeding Target
State Test Results - ELA						
Average Student Proficiency	1.90	2.00	2.10	2.90	3.40	3.60
Average Student Proficiency - School's Lowest Third	1.80	1.90	2.00	2.75	3.00	3.25
Percentage of Students at Level 3 or 4	5%	10%	15%	50%	70%	90%
State Test Results - Math						
Average Student Proficiency	1.80	1.90	2.00	2.90	3.40	3.60
Average Student Proficiency - School's Lowest Third	1.70	1.80	1.90	2.75	3.00	3.25
Percentage of Students at Level 3 or 4	5%	10%	15%	50%	70%	90%
Core Course Pass Rates (Grades 6-8)						
ELA	65%	75%	85%	92%	95%	97%
Math	65%	75%	85%	92%	95%	97%
Science	65%	75%	85%	92%	95%	97%
Social Studies	65%	75%	85%	92%	95%	97%
MS Adjusted Core Course Pass Rate of Former 5th Graders	60%	70%	80%	92%	95%	97%
Percent of 8th Graders Earning HS Credit	5%	10%	15%	92%	95%	97%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	60%	70%	80%	92%	95%	97%
ELA Average Proficiency Rating (subgroups)						
Self-Contained	1.70	1.80	1.90	3.80	3.90	4.00
Integrated Co-Teaching	1.80	1.90	2.00	3.80	3.90	4.00
SETSS	1.80	1.90	2.00	3.80	3.90	4.00
ELL	1.80	1.90	2.00	3.80	3.90	4.00
Lowest Third Citywide	1.80	1.90	2.00	3.80	3.90	4.00
Black and Hispanic Males in Lowest Third Citywide	1.80	1.90	2.00	3.80	3.90	4.00

	Target Floors			Target Ceilings		
	Approaching Target	Meeting Target	Exceeding Target	Approaching Target	Meeting Target	Exceeding Target
Math - Average Proficiency Rating (subgroups)						
Self-Contained	1.70	1.80	1.90	3.80	3.90	4.00
Integrated Co-Teaching	1.80	1.90	2.00	3.80	3.90	4.00
SETSS	1.80	1.90	2.00	3.80	3.90	4.00
ELL	1.80	1.90	2.00	3.80	3.90	4.00
Lowest Third Citywide	1.80	1.90	2.00	3.80	3.90	4.00
Black and Hispanic Males in Lowest Third Citywide	1.80	1.90	2.00	3.80	3.90	4.00
ELL Progress (ES / K-8)	30%	40%	50%	92%	95%	97%
ELL Progress (MS)	20%	30%	40%	92%	95%	97%
Percentage of Students with 90%+ Attendance	55%	60%	65%	90%	94%	98%

Appendix C

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	Non-elementary schools			Elementary schools	
Measure	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	✓				
Preventing Bullying	✓				
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	q22a	feel challenged?
*T	q22c	have to work hard to do well?
*T	q22e	respond to challenging test questions?
*T	q22g	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	q18a	building students' knowledge through content-rich non-fiction.
T	q18b	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q18c	students to interact with complex grade-level text.
T	q18d	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	q19a	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q19b	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	q19c	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	q21a	build on each other's ideas during class discussions?
T	q21b	use data or text references to support their ideas?
T	q21c	show that they respect each other's ideas?
T	q21d	provide constructive feedback to their peers/teachers?
T	q21e	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 (ELLs) 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 Individualized 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	q9d	teachers design instructional programs (e.g. lessons, units) together.
T	q9e	teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
T	q9a	the principal/school leader, teachers, and staff collaborate to make this school run effectively.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of professional development

		Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...
T	Q11a	been sustained and coherently focused, rather than short-term and unrelated.
T	Q11b	included enough time to think carefully about, try, and evaluate new ideas.
T	Q11c	included opportunities to work productively with colleagues in my school.
T	Q11d	included opportunities to work productively with teachers from other schools.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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*	q22b	listen carefully when the teacher gives directions?
T*	q22d	follow the rules in class?
T*	q22f	pay attention when they are supposed to?
T*	q22h	do their work when they are supposed to?
T*	q22i	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 guidance for the application process for high school.
S	q9b	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	talk to me about what I plan to do after high school.
S	q10b	encourage me to continue my education after high school.
S	q10c	provide me with information about the college application process.
S	q10d	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

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

Preventing bullying

		How often are the following things true?
S	q8a	At this school students harass, bully, or intimidate other students.
S	q8b	At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
S	q8c	At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
S	q8d	At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
S	q8e	At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).
		1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

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*	q26a	outside around this school.
T*	q26b	traveling between home and this school.
T*	q26c	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
T*	q26d	in my class(es).
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
		How much do you agree with the following statement?
T*	q7	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	q23a	help students develop the skills they need to complete challenging coursework despite obstacles?
T	q23b	tell their students they believe they can achieve high academic standards?
T	q23c	teach critical thinking skills to students?
T	q23d	teach students how to advocate for themselves?
T	q23e	teach students the organizational skills needed to be prepared for their next level?
T	q23f	recognize disruptive behavior as social-emotional learning opportunities?
T	q23g	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	q23h	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	q2c	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	q12a	makes clear to the staff his or her expectations for meeting instructional goals.
T	q12b	communicates a clear vision for this school.
T	q12c	understands how children learn.
T	q12d	sets high standards for student learning.
T	q12e	participates in instructional planning with teams of teachers.
		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. The principal/assistant principal(s) at this school...
T	q13a	sets clear expectations for teachers about implementing what they have learned in professional development.
T	q13b	carefully tracks student academic progress.
T	q13c	knows what's going on in my classroom.
T	q13d	provides teachers with formative feedback to improve practice.
T	q13e	provides teachers with the support to implement formative feedback.
		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	q9b	once we start a new program, we follow up to make sure that it's working.
T	q9c	it is clear how all of the programs offered are connected to our school's instructional vision.
T	q9f	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	q10e	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	q14a	Hiring new professional personnel.
T	q14b	Planning how discretionary school funds should be used.
T	q14c	Selecting instructional materials used in classrooms.
T	q14d	Developing instructional materials.
T	q14e	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	q10a	parents/guardians are offered opportunities to visit their child's classroom, such as observing instruction, participating in an activity with their child, etc.
T	q10b	teachers understand families' problems and concerns.
T	q10c	teachers work closely with families to meets students' needs.
T	q10d	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	My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.
P	q1c	My child's school offers me the opportunity to volunteer time to support this school (for example, helping in classrooms, helping with school-wide events, etc.)
P	q1d	I am greeted warmly when I call or visit the school.
P	q1e	Teachers work closely with me to meet my child's needs.
P	q1f	I feel well-informed by the communications I receive from my child's school.
P	q1i	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	communicated with your child's teacher about your child's performance?
P	q4b	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	q1j	I feel respected by my child's principal/school leader.
P	q1k	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	q1l	The principal/school leader is an effective manager who makes the school run smoothly.
P	q2b	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	q1g	I feel respected by my child's teachers.
P	q1h	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 principal 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 their colleagues' specific expertise.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree