School Quality Reports

Educator Guide

Elementary / Middle / K–8 Schools

2023-24

Last Updated: January 15, 2025

Overview

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

- **School Quality Snapshot:** A summary report for families and community members to learn about school performance and quality.
- **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.
- **Citywide Data Workbooks:** Spreadsheets that contain detailed results for every public school in NYC.

These reports include information from multiple sources, including the NYC School Survey and student performance. This Educator Guide typically describes the methodology used to calculate metric values in the School Quality Reports.

School Quality Report Sections

The School Quality Reports include four categories—: School Description, Instruction and Performance, Safety and School Environment, and Relationships With Families. These new categories aim to be intuitive and aligned with New York City Public Schools' priorities.

School Description: information on programs, student and faculty, and the school space.

Instruction and Performance: survey questions about the instruction and learning environment and data on standardized test performance, graduation, credit accumulation, special populations, and next-level readiness.

Safety and School Environment: survey data on safety, social-emotional support, school leadership, and attendance data.

Relationships With Families: survey data on how schools engage families and school-family trust.

New York State School Designations

New York State implements a state accountability system, which measures student performance on NYS ELA and math exams, Regents exams, and 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
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 IEPs
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 under-credited 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.

NYC School Survey School Type

School Type	Grades and Students Served
Elementary School	K–5, and K–6
K–8 School*	K–8
6–12/K–12	K–12, 6–12
Middle School	5–8, 6–8
High School	9–12
Transfer High School	Transfer schools serving grades 9–12
District 75 School	District 75 schools

Comparison Group

See the Comparison Group section of this guide for a detailed explanation of a school's Comparison Group.

Economic Need Index

The Economic Need Index (ENI) 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.

To protect confidentiality, schools with an HRA or ENI over 95% will be reported as "over 95%" instead of their exact values.

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	2.47	2.23
5	2.63	2.23

Grade	Grade 5 ELA	Grade 5 Math
6	1.94	2.07
7	1.94	2.07
8	1.77	1.79

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, students in a Special Class, ICT students, and SETSS students.

Metrics with fewer than the minimum number of students are not reported 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, 2023, 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 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 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 math and ELA exams are assigned a Proficiency Rating from 1.00–4.50. 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.

Student Attribution for State ELA and math exams

Note: Proficiency ratings on the School Quality Reports may vary slightly from the New York State Education Department's reported numbers due to differences in how NYCPS and NYSED attribute students to schools. NYCPS uses the attribution rules found in this guide for all students across all metrics in the School Quality Reports. NYSED's calculations exclude students with Individualized Education Plans (IEPs) in grades K–8 who have a home address in a different community school district than their school's address and students who were not continuously enrolled at a school from BEDS Day (October 5, 2023) through the exam date.

Impact of Math Double-Testing Waiver

For the 2023–24 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 grades 7 and 8 who take math Regents examinations are not required to take the State math test for their grade level. After this waiver, NYCPS implemented a policy that students in accelerated math courses should not take the grade 7 or 8 State 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 State math tests. To prevent this policy from distorting the performance data and ratings in the School Quality Reports, NYCPS 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 State math tests. These imputed proficiency ratings—based on NYCPS's analysis of students who took both the math Regents exam and grade 7 or 8 State math test—estimate what scores on a math Regents exam are equivalent to on grade 7 or 8 State 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, NYCPS uses only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 State 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.

Demographic Information

This section describes the demographic information reported in the School Quality Reports, including the School Quality Snapshot.

Student Subgroup Demographics

► *Percent of Students Enrolled in the School*

The first set of values reflect students in grades K–8 who are enrolled on the audited register as of October 31, 2023, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflects students in grades K–8 who are enrolled on the audited register as of October 31, 2023, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

► *Percent of Students Enrolled in the District*

NYCPS students in grades K–5/6–8/K–8 who are enrolled on the audited register as of October 31, 2023, attending a school inside of the school's district by racial/ethnic subgroup.

► *Percent of Grade K–8 Public School Students Living within X Miles*

NYCPS students in grades K–5/6–8/K–8 who are enrolled on the audited register as of October 31, 2023, residing inside of the school's nearby area, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

The school's nearby area is calculated as the median distance of students' home addresses from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2023. Based on current students' home addresses, NYCPS projects that a typical family living within this nearby area would be willing to have their child travel the necessary distance to attend this school. If the school's racial percentages are not representative of the racial percentages of public school students living in the nearby area, this may indicate that the reason for the school's racial make-up relates more to school factors (e.g., admissions) than to housing factors.

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2023, by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

A value for this metric is displayed when there are at least 5 people in a given category.

Instruction and Performance
Metrics

This section describes the Instruction and Performance metrics that are not related to the New York City School Survey. 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, 2023, audited register, and
- Have taken the relevant New York State ELA or math exam in 2024.

The following metrics are calculated separately for ELA and math based on students' performance on the 2024 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.

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, 2023, through June 30, 2024.
- Be in 6th, 7th, or 8th grade in 2023–24; 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 learning standards. For additional guidance, see the [Middle School Academic Policy Guide](#).

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 2022–23 5th graders performed as 6th graders in 2023–24 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 2022–23.

- Have been continuously enrolled in the elementary school under consideration from October 31, 2022, through June 30, 2023.

- Be enrolled in an NYCPS middle or K–8 school from October 31, 203, through June

30, 2024; 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 NYCPS, 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, 2023, through June 30, 2024.

- Be in 8th grade in 2023–24; 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 since they do not give Regents exams in all subjects. 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 2022–23 8th graders who attended an NYC DOE high school in 2023–24. To be included in this metric, a student must

- Have been in 8th grade in 2022–23.

- Have been continuously enrolled in the middle or K–8 school under consideration from October 31, 2022, through June 30, 2023.

- Be enrolled in an NYCPS high school from October 31, 2023, through June 30, 2024; 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 NYCPS, the student is excluded from the metric.

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

► *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 2024 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 2023 NYSESLAT exam and their 2024 overall performance level is higher than in 2023:

- They did not take the 2023 NYSESLAT exam and their 2024 overall performance level is Emerging or higher: or

- They scored level three or above on the State ELA exam in 2024 but not in 2023.

► *Average Student Proficiency Rating in ELA and Math Among: Students with Special Class 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 IEPs in Special Class placements, (2) students with IEPs in ICT placements, (3) students with IEPs in SETSS placements, and (4) English language learners. 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. Students are counted in all groups to which they belong.

These metrics are calculated separately for ELA and math.

► *Performance by Racial/Ethnic Subgroups*

<u>Snapshot</u>: 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 each subgroup's metric value.

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.

<u>School Quality Reports</u>: In addition to the metrics listed above (ELA and math percent proficient), the School Performance Dashboard and Citywide Results file will include the following performance metrics for Asian, Black, Hispanic, Multiracial, Native American, and White students:

- Average ELA Proficiency Rating
- Average Math Proficiency Rating

► *"Then and Now" Table*

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

For the 2023–24 school year, the elementary school "Then and Now" table is displayed. In 2022–23, 5th-grade students had the option to take the State math and ELA tests as 3rd graders since the tests were made optional due to COVID-19.

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.

For the 2023–24 school year, the middle and K-8 schools' "Then and Now" table is not displayed. In 2022–23, 8th-grade students could not take the State math and ELA tests as 5th-graders due to COVID-19.

Students with Individualized Education Programs (IEPs)

► *Movement of Students with IEPs to Less Restrictive Environments*

The metric score for this metric is calculated like the Student Achievement metric scores: by weighing the school's impact and performance for moving students with IEPs to a less restrictive environment. 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.

► *Percent of Students Receiving Special Education Programs*

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, where the IEP recommends special education programs. Types of programs include Special Class (SC), Integrated Co-Teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as "fully receiving" if there is an exact match between the IEP and the course enrollment in the STARS scheduling system. If the student is receiving some subjects or services but not all recommended subjects or services, this is reflected as "partially receiving." Students with no STARS data or no matching program are reflected as "not receiving."

► *Percent of Students Receiving Recommended Related Services*

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student's received services match all of the recommended services, the student is listed as "fully receiving." If they have some but not all services, this is "partially receiving." A student with a recommendation but no services is reflected as "not receiving."

Attendance

The attendance rate includes the attendance for all K–8 students on a school's register at any point during the period September 2023 through June 2024. 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 6–8 are not included in the high school report of a 6–12 school, and students in grades K–8 are not included in the high school report of a K–12 school.

► *Percentage of Students with Attendance Rates of 90% or Higher*

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 <u>not</u> 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.

Scores and Ratings

The School Quality Reports include scores and ratings based on schools' performance across various metrics relative to citywide averages and their Comparison Group estimates. The scores for each rated metric in the School Quality Reports are used to calculate an overall rating on a 1-4.99 scale for each rated SQR category. The section below details how metrics from sources other than the New York City School Survey are scored.

Overall Category Scores and Ratings

Category ratings are the weighted average of the various scores of the metrics that compose each category. In cases where a metric or subcategory score is missing, the weight that would be given to the missing score is distributed across all other metrics or subcategories.
- For Instruction and Performance, all metrics and the survey subcategory are weighted individually.
- For Safety and School Climate and Relationships with Families, each subcategory score is the average of the metric scores in that subcategory and the category score is the weighted average of the subcategory scores.

The section ratings for Instruction and Performance, Safety and School Climate, and Relationships with Families are based on the first digit of the weighted average.
- If the first digit is 4, the section rating is Excellent.
- If the first digit is 3, the section rating is Good.
- If the first digit is 2, the section rating is Fair.
- If the first digit is 1, the section rating is Needs Improvement.

Schools designated for phase-out and schools in their first year of operation in 2023-2024 do not receive ratings for any category.

Schools do not receive ratings for Instruction and Performance if less than 25% of eligible students took state tests in 2023-2024.

Schools do not receive ratings for Safety and School Climate if
- Teacher response rate was less than 30%, or
- Fewer than 5 teachers responded, or
- Student response rate was less than 30% (K-8 and middle schools only), or
- Fewer than 5 students responded.

Schools do not receive ratings for Relationships with Families if
- 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.

Metric Scores and Ratings

Non-Survey Performance Metrics

For each metric, the school received a metric score from 1.00 to 4.99 based on their students' raw performance and their impact on their students, as determined through their Comparison Group. The metric scores are calculated through the following steps:

1. Determine the school's "impact score" for a given metric, which measures the school's performance relative to their Comparison Group estimate for the metric. The formulas used to determine a school's "impact score" allow us to compare schools' performance to their Comparison Group and to other schools of the same school type. We use the conditional standard deviation to find the "impact score," which is the standard deviation of (school's performance minus Comparison Group value) for each metric/school type.

   a. If the school's raw performance met or exceeded their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale:

   $$3 + \frac{topHalfConst(value - CompGroup)}{Conditional\ Std\ Dev}$$

   b. If the school's raw performance is less than their Comparison Group estimate, then their "impact score' is defined by this formula on a 1-4.99 scale:

   $$3 - \frac{bottomHalfConst(CompGroup - value)}{Conditional\ Std\ Dev}$$

   c. The topHalfConst and bottomHalfConst refer to constants that allow scores to be distributed reasonably across school types. They are listed in Appendix C for 2023-2024.

2. Determine the school's "performance score" for a given metric, which measures the school's performance relative to the citywide average. The "performance score" is based on the same formulas as the "impact score," but the conditional standard deviation is replaced by the citywide standard deviation: the standard deviation of (school's performance minus city average) for each metric/school type.

3. Each metric score is a balance of the school's "impact" and "performance" on that particular metric. To find how much each plays a part in that metrics' score, we find the "impact weight" and "performance weight" for that specific metric at that specific school.

   a. The impact weight is found using the quadratic formula *Y=–3.6(x-0.5)²+0.95*, where x is the performance score for that metric and Y is the impact weight.

      i. **Why do we use this formula?** Using this quadratic formula means that schools with very low and very high-performance scores will be scored primarily on their performance, whereas schools with more moderate performance scores will be scored more heavily based on their impact on their students. This particular formula

weighs a school's impact on a metric a minimum of 5%, which allows schools that outperform their Comparison Group estimates to have that reflected in their metric scores even if raw performance is relatively low.

   ii. **Example:** A school has a metric performance score of 0.62 on a scale of 0– 1. The school's impact weight for that metric is calculated by solving for y: $y = -3.6(0.62 - 0.5)^2 + 0.95$. The school's impact weight is thus 0.8982, or 89.82%.

b. The performance weight is 1-Y.

   i. **Example:** In the example above, the school would have a metric performance weight of $(1 - 0.8982 = 0.1018)$, or 10.18%.

4. The score for the metric is (impact score * impact weight) + (performance score * performance weight).

a. **Example:** If the school in the example above had an impact score of 0.78 on this metric, then their metric score would be $(0.78 * 0.8982) + (0.62 * 0.1018) = 0.7637$. Rescaled to a 1-4.99 scale, this is a metric score of 4.05.

Category Scores

Each category score is a weighted average of the metric scores in that category, where each metric score is multiplied by its weight percentage. If any metrics are missing, their weight is distributed proportionally to the other metrics.

The weight percentage for each metric is listed in the School Quality Scoring Appendix, which can be accessed at the top of the School Quality Guide by selecting "Related Sites" and at the bottom of the School Quality Snapshot.

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

Metric Comparisons

In addition to the scores and ratings, 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's Results

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

New York City Public Schools measures many student achievement metrics to assess school quality through these reports. Some examples of these metrics are student scores on ELA and math State tests, students earning 9th grade credit, and NYSESLAT proficiency. For a complete list of Student Achievement metrics, see the Student Achievement – Metrics section of this document.

The School Quality Reports provide context for each school's performance on these metrics by predicting how students at that school would have performed had they enrolled in the hypothetical "average" New York City public school. This "average" school is not a specific existing school in NYC; rather, it serves as a benchmark to gauge "if students at a given school, school ABC, had instead enrolled at a random school in the NYC Public School system, what performance level would these students have achieved?" This depends on the school's quality, as shown in the graphic below.
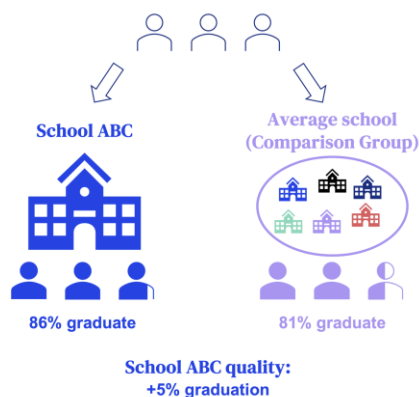
We refer to this benchmark as the "Comparison Group" performance level for the students at school ABC. By comparing School ABC's results to the Comparison Group estimate, a reader can assess School ABC's effectiveness at helping students improve and exceed expected outcomes.

New York City Public Schools worked with MIT Blueprint Labs to develop an updated methodology for Comparison Groups beginning in the 2023 School Quality Reports.

To create Comparison Groups for each school, we use a statistical technique called regression. This technique allows us to measure the relationship between the quality of an individual school and the outcomes of its students. We are also able to control for factors that shape students' starting points and challenges—such as incoming test scores, socio-economic status, English language proficiency, and special education program recommendations—which enables us to measure a school's effectiveness or impact on their students' achievement independent of student background. We measure how a school's impact on students compares to what we would expect students to achieve had they enrolled in the "average" New York City public school, shown as the Comparison Group performance level in the graphic below.
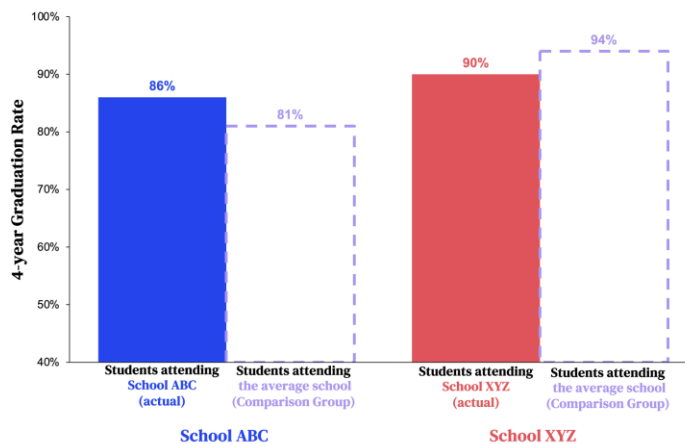
In this graphic, 4-year graduation rates for school ABC and XYZ combine two key components: 1) Comparison Group graduation rates, which measure how School ABC or XYZ's students would have achieved if they enrolled in the "average" NYC school; and 2) the impact School ABC or XYZ had on their students' graduation rates. In this case, we can see that students have benefitted from enrolling in School ABC because their graduation rate was 86%, which is significantly higher than the 81% Comparison Group graduation rate that

we would expect had these students enrolled in the "average" NYC school instead. We would say then that School ABC positively affects its students' outcomes. In contrast, students at School XYZ did not benefit as much from enrolling in School XYZ. While 90% of School XYZ's students graduated, we expect that 94% of these students would have graduated had they enrolled in the "average" NYC school. This suggests that School XYZ is less effective than the average NYC school at improving student graduation. Additionally, School ABC appears more effective than School XYZ at improving student graduation.

For readers with a statistics background, there are three steps to make Comparison Group performance for each school and each Student Achievement metric:

- **Step 1:** Student outcomes are regressed on enrolled school indicators. This regression model allows us to measure the relationship between school enrollment and student outcomes. Our outputs are indicative of the effect schools have on their students' achievement. To isolate the extent to which schools impact, or cause, certain outcomes in their students from the backgrounds of their students, this regression model controls for student demographics, baseline student achievement, and grade fixed effects (which control for variations in school quality across grade levels). Regressions for high schools add baseline curricular achievement controls. Step 1 allows us to determine the effect of enrolling in a certain school on each Student Achievement metric outcome.
    - o Note: The baseline student achievement metrics used as controls are 3rd, 4th, and 5th grade attendance rate and State test scores for middle schools and K-8 upper grades. For high schools, baseline achievement metrics come from grades 6th, 7th, and 8th and also include curricular achievement controls. For elementary schools, baseline scores are not available for all students within a school, so the model replaces scores for these students with city-wide mean scores. This is also the case for a few schools across school types where many students do not have baseline scores. For these schools, missing scores are replaced by city-wide mean scores by grade, and additional control variables indicate that these scores have been imputed. In these cases, it should be noted that the Comparison Group estimates are not as robust.
- **Step 2:** The estimates of school quality obtained in Step 1 are adjusted by "shrinking" the estimated quality for each school closer to the mean quality for NYC. This step aims at removing the variation in quality across schools which result from the random nature of the specific sample of students used for estimation and does not reflect real differences in school quality. Step 2 corrects for the statistical error in the estimates from Step 1, allowing us to distill true differences in quality.
- **Step 3:** Step 3 uses Step 2 quality estimates to compute how students at each school would have performed had they enrolled in the hypothetical "average" NYC school. The resulting counterfactual estimate for each school is the "Comparison Group" value for the school. For each Student Achievement metric and each school, the Comparison Group value is the difference between a school's actual outcome and its school quality estimate from Step 2. The difference in performance between each school and its Comparison Group illustrates the impact that each school had on students' actual achievement.
    - o Example: If a school had a rate of 96% for all students earning a level 3 or 4 on the ELA State test and their school quality estimate was 2.50, then their Comparison Group value would be *96 – 2.50 = 93.5*. The Comparison Group value for this school's ELA proficiency rate for all students would be 93.5%, thus the school has outperformed expectations.

The Comparison Group results are shared in the School Quality Snapshot. They are also used to calculate a school's Impact score, which is shared in the School Performance Dashboard, and are considered when determining a school's overall Student Achievement score.

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 considering 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 their Comparison Group value.
  - **Example:** The school's ELA percent proficiency rate was 5 percentage points higher than its Comparison Group.
- We standardize these differences, translating the scores to a 0.00–1.00 scale. We use the range of differences for a particular metric and school type to rescale these differences, excluding outliers.
  - **Example:** The school's difference is 5 percentage points. The highest difference for ELA percent proficiency rate among high schools is 10 percentage points and the lowest difference is –12 percentage points, excluding outliers. The difference for this school is rescaled through the following calculation: *(5– –12)/(10– –12) = 0.773.*
- Any standardized difference outside of the 0.00–1.00 scale (the outlier values) is capped at 0 if it is negative and 1 if positive.
- We take a weighted average of the 0.00–1.00 standardized scores for each Student Achievement metric to produce an overall impact score for the school.

Performance Score Calculation

We calculate the performance score using the following method. The difference between impact and performance scores is that in the latter, 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 proficiency rate was 5 percentage points higher than the citywide average.
- We standardize these differences, translating the scores to a 0.00–1.00 scale. We use the range of differences for a particular metric and school type to rescale these differences, excluding outliers.
  - **Example:** The school's difference is 5 percentage points. The highest difference for ELA percent proficiency rate among high schools is 10

percentage points and the lowest difference is –12 percentage points, excluding outliers. The difference for this school is rescaled through the following calculation: *(5– –12)/(10– –12) = 0.773.*

- Any standardized difference outside of the 0.00–1.00 scale (the outlier values) is capped at 0 if it is negative and 1 if positive.
- 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.

School Performance Dashboard: Impact and Performance Scores

The impact and performance scores shown in the School Performance Dashboard are calculated using the above method, but they use a limited number of Student Achievement metrics. These simplified scores were developed by Blueprint Labs at MIT to be more predictive of student success and increase the identification of high-quality schools that are under-subscribed. The metrics and their corresponding weights for the Dashboard impact and performance scores are detailed below.

Elementary, Middle, and K–8 Student Achievement Metric	Metric Weight
State tests – ELA rating – All	50%
State tests – Math rating - All	50%

School Quality
Metrics and Data Sources

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 three School Quality Report categories.

The survey is organized as groups of questions relating to a measure, and groups of measures relating to a category.

> **Example:** The category of Instruction and Performance comprises six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction. The NYC School Survey includes groups of questions related to each measure.

See Appendix B for a detailed explanation of the 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).

The percent positive is displayed overall for all students and for each of the following subgroups: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, White, English language learners, and students with IEPs.

► *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.

► *Category-Level Percent Positive*

For each category, 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 category. Instead, this value is the average of the measure-level percent positives for all the measures within the category. (For example, the percent positive for the Instruction and Performance category is the average of the percent positives on its six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction.)

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

Survey Performance Metrics

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 a subcategory.

The following process is used to generate a survey subcategory 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 subcategory score** (average of measure scores for all measures within the subcategory)

(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, Instructional Leadership is a measure within the subcategory of School Leadership. The Instructional Leadership percent positive is the average of the question-level percent positive values on all the Instructional Leadership 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.

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

Additional Notes:
- We set separate targets for each 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 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).
- The constants referenced in the table allow scores to be distributed reasonably across school types. They are listed in Appendix C for 2023-2024.

(1) Survey subcategory score

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

For example, the Family-School Trust subcategory contains two measures: Parent-Principal Trust and Parent-Teacher Trust. The school's *subcategory score* for the Family-School Trust subcategory is the average of the *measure score* for the Parent-Principal Trust measure and the *measure score* for the Parent-Teacher Trust measure.

For all metric scores, 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 first digit of the metric score is 1, the school is considered "Needs Improvement" for that metric.
- If the first digit of the metric score is 2, the school is considered "Fair" for that metric.
- If the first digit of the metric score is 3, the school is considered "Good" for that metric.
- If the first digit of the metric score is 4, the school is considered "Excellent" for that metric.
- The subsequent digits reflect how close the school's value was to the next higher metric rating level.

Appendix A

Converting Regents Exams Scores into Imputed Proficiency Ratings

Conversion Table for Regents (Algebra I, Geometry, and Algebra II) and Grades 7 and 8 State Math Test 2023-2024

Regents Score	7th Grade Imputed Scaled Score	7th Grade Imputed Proficiency Rating	8th Grade Imputed Scaled Score	8th Grade Imputed Proficiency Rating
0	378	1.00	382	1.00
1	379	1.02	383	1.02
2	380	1.04	384	1.04
3	381	1.06	385	1.06
4	382	1.08	386	1.08
5	383	1.10	387	1.10
6	384	1.12	388	1.12
7	385	1.14	389	1.14
8	386	1.16	390	1.16
9	387	1.18	391	1.18
10	388	1.20	392	1.20
11	389	1.22	393	1.22
12	390	1.24	394	1.24
13	391	1.25	395	1.25
14	392	1.27	396	1.27
15	393	1.29	397	1.29
16	394	1.31	398	1.31
17	395	1.33	399	1.33
18	396	1.35	400	1.35
19	397	1.37	401	1.37
20	398	1.39	402	1.39
21	399	1.41	403	1.41
22	400	1.43	404	1.43
23	401	1.45	405	1.45
24	402	1.47	406	1.47
25	404	1.51	408	1.51
26	405	1.53	409	1.53
27	406	1.55	410	1.55
28	407	1.57	411	1.57
29	408	1.59	412	1.59
30	409	1.61	413	1.61
31	410	1.63	414	1.63
32	411	1.65	415	1.65
33	412	1.67	416	1.67
34	413	1.69	417	1.69
35	414	1.71	418	1.71
36	415	1.73	419	1.73
37	416	1.75	420	1.75

38	417	1.76	421	1.76
39	418	1.78	422	1.78
40	419	1.80	423	1.80
41	420	1.82	424	1.82
42	421	1.84	425	1.84
43	422	1.86	426	1.86
44	423	1.88	427	1.88
45	424	1.90	428	1.90
46	425	1.92	429	1.92
47	426	1.94	430	1.94
48	427	1.96	431	1.96
49	428	1.98	432	1.98
50	429	2.00	433	2.00
51	430	2.05	434	2.06
52	431	2.11	435	2.13
53	432	2.16	435	2.13
54	433	2.21	436	2.19
55	434	2.26	437	2.25
56	435	2.32	438	2.31
57	436	2.37	439	2.38
58	437	2.42	439	2.38
59	438	2.47	440	2.44
60	438	2.47	441	2.50
61	439	2.53	442	2.56
62	440	2.58	442	2.56
63	441	2.63	443	2.63
64	442	2.68	444	2.69
65	443	2.74	445	2.75
66	444	2.79	446	2.81
67	445	2.84	446	2.81
68	446	2.89	447	2.88
69	447	2.95	448	2.94
70	448	3.00	449	3.00
71	451	3.11	452	3.10
72	454	3.22	455	3.20
73	457	3.33	459	3.33
74	460	3.44	462	3.43
75	462	3.52	465	3.53
76	465	3.63	468	3.63
77	468	3.74	472	3.77
78	471	3.85	475	3.87
79	474	3.96	478	3.97
80	475	4.00	479	4.00
81	477	4.02	481	4.02
82	480	4.05	483	4.05
83	482	4.07	485	4.07
84	485	4.10	487	4.09
85	487	4.12	490	4.13
86	489	4.14	492	4.15
87	492	4.17	494	4.17
88	494	4.19	496	4.20
89	497	4.22	498	4.22

90	499	4.24	500	4.24
91	501	4.27	502	4.27
92	504	4.30	504	4.29
93	506	4.32	506	4.31
94	509	4.35	508	4.34
95	511	4.37	511	4.37
96	513	4.39	513	4.40
97	516	4.42	515	4.42
98	518	4.44	517	4.44
99	521	4.47	519	4.47
100	523	4.50	521	4.50

Appendix B

Measure-Category-Question Structure

The following tables show the measures within each category, the respondents' group(s) that were asked about each measure in the NYC School Survey, and the questions that were asked.

Instruction and Performance						
		Non-Elementary Schools			**Elementary Schools**	
Subcategory	**Measure**	**Students**	**Teachers**	**Parents**	**Teachers**	**Parents**
Instruction/ Learning Environment	*Academic Press*	X	X		X	
Instruction/ Learning Environment	*Classroom Behavior*		X		X	
Instruction/ Learning Environment	*Course Clarity*	X				
Instruction/ Learning Environment	*Cultural Awareness and Inclusive Classroom Instruction*	X	X		X	
Instruction/ Learning Environment	*Quality of Student Discussion*		X		X	
Instruction/ Learning Environment	*Strong Core Instruction*		X		X	

Safety and School Climate						
		Non-Elementary Schools			**Elementary Schools**	
Subcategory	**Measure**	**Students**	**Teacher**	**Parents**	**Teacher**	**Parents**
Advising and Planning	*Guidance*	X	X		X	
Safety	*Preventing Bullying*	X	X		X	
Safety	*Safety*	X	X		X	
Safety	*Student-Student Trust*	X				
Student Support	*Personal Attention and Support*	X				
Student Support	*Social-Emotional*	X	X		X	

Subcategory	Measure	Students	Teachers	Parents	Teachers	Parents
Student Support	*Student-Teacher Trust*	X				
School Leadership	*Inclusive Leadership*	X		X		X
School Leadership	*Instructional Leadership*		X		X	
School Leadership	*Quality of Professional Development*		X		X	
School Leadership	*Teacher Influence*		X		X	
School Leadership	*Teacher-Principal Trust*		X		X	
Teaching Environment	*Teacher-Teacher Trust*		X		X	
Teaching Environment	*School Commitment*		X		X	
Teaching Environment	*Program Coherence*		X		X	
Teaching Environment	*Peer Collaboration*		X		X	
Teaching Environment	*Innovation and Collective Responsibility*		X		X	

Relationship with Families						
		Non-Elementary Schools			**Elementary Schools**	
Subcategory	**Measure**	**Students**	**Teachers**	**Parents**	**Teachers**	**Parents**
Communication	*Outreach to Parents*		X	X	X	X
Family Involvement	*Parent Involvement in School*			X		X
Family-School Trust	*Parent-Principal Trust*			X		X
Family-School Trust	*Parent-Teacher Trust*			X		X

Instruction and Performance

Questions are included within each measure in the Instruction and Performance category.

Academic Press

Please mark the extent to which you disagree or agree with each of the following.
- T   q152   in this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.

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

How many students in your classes…
- T   q40   have to work hard to do well?

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

How much do YOU agree with the following statements?
- S   q38   the classes at this school prepare me for the next step in my education.

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

In how many of your classes …
- S   q54   are you challenged?
- S   q55   do your teachers have high expectations for you?
- S   q56   are you encouraged to work in small groups?
- S   q57   do your teachers want you to become better thinkers, not just memorize things?
- S   q59   do you get so focused on learning during class activities that you lose track of time?

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

Classroom Behavior

How many students in your classes…
- T   q155   respond to challenging questions in class?
- T   q151   listen carefully when the teacher gives directions?
- T   q153   follow the rules in class?
- T   q156   do their work when they are supposed to?

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

Course Clarity

In how many of your classes, this school year, do YOU feel the following statement is true?
- S   q26 My teachers make learning expectations clear.
- S   q27 Class assignments are purposeful in learning the course content.
- S   q28 the work I do in class is good preparation for class assignments, projects, and assessments.
- S   q29 I learn a lot from feedback on my work.

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

NYC Public Schools

Cultural awareness and inclusive classroom instruction

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

T	q26	I have conversations about race and racism at my school that help me examine my own beliefs around identity.

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. I am able to...

T	q12	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).
T	q13	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q14	develop appropriate Individualized Education Programs for my students with disabilities.
T	q15	monitor progress on Individualized Education Program goals for my students with disabilities.
T	q16	distinguish linguistic/cultural differences from learning difficulties.
T	q6	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q8	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q9	Ensure instruction represents multiple perspectives, cultures and backgrounds.

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

How much do YOU agree with the following statements?

S	q7	at this school, we have productive conversations about race and racism where I feel my voice is heard.
S	q9	I feel that my teachers respect my culture, background, and identity.
S	q5	My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
S	q6	I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
S	q8	My teachers treat students of different races, cultures, or backgrounds equally.

Quality of student discussion

How many students in your classes…

T	q142	build on each other's ideas during class discussions?
T	q143	use data or text references to support their ideas?
T	q144	show that they respect each other's ideas?
T	q145	provide constructive feedback to their peers/teachers?
T	q146	participate in class discussions at some point?

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

Strong Core Instruction

ELA/math/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…

    T   q108   creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.

    T   q96, 118, 128   focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.

    T   q100, 111, 89   reading and writing experiences grounded in evidence from text, both literary and informational.

    T   q105, 116, 126, 94 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.

    T   q103, 114, 92, 124 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.

    T   q101, 112, 122, 90 students to interact with complex grade-level text and tasks.

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

Safety and School Climate

Questions included within each measure in the Safety and School Climate category.

Guidance

How much do you agree with the following statements? It's a priority at this school that adults…
- T Q176 provide students with guidance on the application/enrollment process for middle or high school.
- T Q177 provide families with guidance on the application/enrollment process for middle or high school.

How much do you agree with the following statements? Adults at this school…
- T Q178 meet with students to discuss what they plan to do after high school.
- T Q180 provide students with information about the college application process.
- T Q182 help students plan for how to meet their future career goals.
- T Q183 show students options for how to pay for college (scholarship, grants, loans, work study programs).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

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 q73 This school provides me with guidance on the high school application process.
- S q74 This school provides my family with guidance on the high school application process.

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

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 q73 meet with me to discuss what I plan to do after high school.
- S q74 encourage me to continue my education after high school.
- S q75 provide me with information about the college application process.
- S q76 help me plan for how to meet my future career goals.
- S q77 encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
- S q78 advise me to take advanced courses.

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 q79 help me consider which colleges to apply to.
- S q80 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

Inclusive Leadership

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

    P   q22 puts decisions made with families into action.
    P   q23 works to create a sense of community in the school.
    P   q24 ensures families are comfortable communicating with the school.

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

How much do YOU agree with the following statements?

    S   q3   I have the opportunity to work with adults at this school to make decisions in important areas that impact my life (e.g. instruction, safety, conflict resolution, etc.).

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   q1   helps build a welcoming school environment in the entire school, not just their classroom.
    T   q2   are actively trying to improve their teaching?
    T   q3   take responsibility for improving the school?
    T   q4   are eager to try new ideas?
    T   q5   feel responsible that all students learn?

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

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   q65 makes clear to the staff his or her expectations for meeting instructional goals.
    T   q67 understands how children learn.
    T   q68 sets high standards for student learning.

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   q69 supports teachers in implementing what they have learned in professional development.
    T   q70 carefully tracks student academic progress.
    T   q71 knows what's going on in my classes.
    T   q72 provides teachers with formative feedback to improve practice.
    T   q74 participates in instructional planning with teams of teachers.

Peer Collaboration

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

    T   q49 the principal/school leader, teachers, and staff collaborate to make this school run effectively.
    T   q52 teachers design instructional programs (e.g. lessons, units) together.
    T   q53 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.

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

Personal Attention and Support

Please mark the extent to which you disagree or agree with each of the following. At this school…
- T   q52 teachers design instructional programs (e.g. lessons, units) together.
- T   q53 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T   q49 the principal/school leader, teachers, and staff collaborate to make this school run effectively.

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

In how many of your classes, this school year, do YOU feel the following statement is true? My teachers…
- S   q31 ask if I have everything that I need to succeed in their class
- S   q34 give me specific suggestions about how I can improve my work in class.
- S   q35 explain things a different way if I don't understand something in class.
- S   q36 support me when I am upset.

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

How much do YOU agree with the following statements?
- S   q31 Adults at this school check in with me frequently about how I'm doing personally.
- S   q34 I feel like I belong at this school.
- S   q35 explain things a different way if I don't understand something in class.
- S   q36 support me when I am upset.

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

Preventing Bullying

How often is the following thing true?
- T   q48 at this school students harass, bully, or intimidate other students.

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

How often are the following things true? At this school...
- S   q65 students harass, bully, or intimidate other students.
- S   q66 students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accent, or citizenship/immigration status.
- S   q67 students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- S   q68 students harass, bully, or intimidate each other because of other differences, like different body type or disability.
- S   q69 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

Program Coherence

Please mark the extent to which you disagree or agree with each of the following. At this school…
- T   q50   once we start a new program, we follow up to make sure that it's working.
- T   q51   it is clear how all of the programs offered are connected to our school's instructional vision.
- T   q54.   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

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   q61   included enough time to think carefully about, try, and evaluate new ideas.
  T   q63   included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
  T   q64   directly related to my students' needs.

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

Safety

How much do you agree with the following statements?

  T   q147   Conflicts are resolved fairly in my 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   q172   outside around this school.
  T   q173   traveling between home and this school.
  T   q174   in the hallways, bathrooms, locker rooms, and cafeteria of this school.
  T   q175   in my class(es).

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

How much do YOU agree with the following statements?

  S   q50 Conflicts are resolved fairly in this school.

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

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

  S   q61   outside around this school.
  S   q62   traveling between home and this school.
  S   q63   in the hallways, bathrooms, locker rooms, and cafeteria of this school.
  S   q64   in my classes at this school.

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

School Commitment

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

  T   q22   I usually look forward to each working day at this school.
  T   q23   I would recommend this school to parents/guardians seeking a place for their child.
  T   q30   I would recommend this school to other teachers as a place to work.

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

Social-Emotional

How many adults at this school…
- T   q157   help students develop the skills they need to complete challenging coursework despite obstacles?
- T   q158   tell their students they believe they can achieve high academic standards?
- T   q160   teach students how to advocate for themselves?
- T   q162   recognize disruptive behavior as social-emotional learning opportunities?
- T   q164   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

How much do YOU agree with the following statements?
- S   q18 I know where to go at my school if I need additional support with my mental health.

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

If you need mental health supports or resources, click here. During this school year, I have felt ___ while learning.
- S   q20 Happy
- S   q21 Safe
- S   q22 Optimistic
- S   q23 Bored
- S   q24 Stressed
- S   q25 Worried

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

How much do YOU agree with the following statements?
- S   q42 There is time at school to talk about feelings and emotions.

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

Student - Student Trust

Please mark the extent to which you disagree or agree with each of the following. At this school…
- T q58   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   q76 hiring new professional personnel
- T   q77 planning how discretionary school funds should be used.
- T   q78 Selecting instructional materials and/or curriculum used in classrooms.
- T   q80 Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

How much do YOU agree with the following statements?
- S   q1   Most students at this school treat each other with respect.

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

How much do YOU agree with the following statements?
- S   q47 Most students treat students from different cultures or backgrounds equally.

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

Student -Teacher Trust

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

  T   q58 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   q76 hiring new professional personnel
  T   q77 planning how discretionary school funds should be used.
  T   q78 Selecting instructional materials and/or curriculum used in classrooms.
  T   q80 Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

How much do YOU agree with the following statements?

  S q40   There is at least one adult at my school that I can confide in.
  S q44   My teachers are open to students' ideas, suggestions, and comments.
  S q45   My teachers always do what they say they will do.
  S q46   My teachers treat me with respect.

Teacher Influence

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

  T   q58   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   q76   hiring new professional personnel
  T   q77   planning how discretionary school funds should be used.
  T   q78   Selecting instructional materials and/or curriculum used in classrooms.
  T   q80   Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Teacher-Principal Trust

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

  T   q31   I feel respected by the principal/school leader at this school.
  T   q32   the principal/school leader at this school is an effective manager who makes the school run smoothly.
  T   q33   the principal/school leader has confidence in the expertise of the teachers at this school.
  T   q34   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   q37   the principal/school leader looks out for the personal welfare of the staff members.
  T   q38   the principal/school leader places the needs of children ahead of personal interests.
  T   q39   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   q24   Teachers in this school trust each other.
  T   q25   It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
  T   q28   I feel respected by other teachers at this school.

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

Relationships with Families

Questions included within each measure in the Relationships with Families category.

Outreach to Parents

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

- T   q55   teachers understand families' problems and concerns.
- T   q56   teachers work closely with families to meets students' needs.
- T   q57   school staff regularly communicate with parents/guardians about how parents can help students learn.
- T   q59   school staff value families' race, ethnicity, culture, or background.

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   q01   School staff regularly communicate with me about how I can help my child learn.
- P   q18   My child's school will make me aware if there are any concerns about my child's social or emotional well-being.
- P   q02   Teachers work closely with me to meet my child's needs.
- P   q05   My child's school communicates with me in a language that I can understand.
- P   q11   I am greeted warmly when I contact or visit the school.

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   q12   communicated with your child's teacher about your child's performance?
- P   q13   seen your child's projects, artwork, homework, tests, or quizzes?

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

During the school year, have you...

- P   q40   attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?

1 = Yes, 2 = No

Parent-Principal Trust

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

- T   q55   teachers understand families' problems and concerns.
- T   q56   teachers work closely with families to meets students' needs.
- T   q57   school staff regularly communicate with parents/guardians about how parents can help students learn.
- T   q59   staff value families' race, ethnicity, culture, or background.

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   q6   I feel respected by my child's principal/school leader.
- P   q9   I trust the principal/school leader at their word (to do what they say that they will do).
- P   q10   the principal/school leader is an effective manager who makes the school run smoothly.

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. At this school…

    T   q55   teachers understand families' problems and concerns.
    T   q56   teachers work closely with families to meets students' needs.
    T   q57   school staff regularly communicate with parents/guardians about how parents can help students learn.
    T   q59   staff value families' race, ethnicity, culture, or background.

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   q14   My child's teachers treat me as a partner in educating my child.

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

    P   q3   I feel respected by my child's teachers.
    P   q4   Staff at this schoolwork hard to build trusting relationships with parents/guardians like me.

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

Appendix C

School Type	Category	Type	Bottom Half Constant	Top Half Constant
Elementary	IP	performance	0.9	1.5
Elementary	IP	survey	0.9	1.4
Elementary	RF	survey	0.9	0.7
Elementary	SS	performance	0.8	2
Elementary	SS	survey	0.8	1.5
K-8	IP	performance	1	1.4
K-8	IP	survey	1	1.2
K-8	RF	survey	0.7	1
K-8	SS	performance	0.7	100
K-8	SS	survey	0.7	100
Middle	IP	performance	0.8	2.3
Middle	IP	survey	0.8	2.3
Middle	RF	survey	0.6	1.5
Middle	SS	performance	0.5	200
Middle	SS	survey	0.5	200
6-12/ K-12	IP	survey	0.7	1.9
6-12/ K-12	RF	survey	0.8	1
6-12/ K-12	SS	survey	0.9	75