

# School Quality Reports

## Educator Guide

### Elementary / Middle / K-8 Schools 2015-16

Last Updated: October 25, 2016

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## Overview

The School Quality Reports are an important part of the New York City Department of Education's (NYC DOE's) efforts to share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include (1) the **School Quality Snapshot**, a short report designed primarily to give families and community members a summary of key information about a school's practices and performance, and (2) the **School Quality Guide**, a more detailed report designed primarily to assist educators with their efforts at school improvement, but also publicly available for community members interested in more information about the school.

The School Quality Reports include information from a variety of sources, including Quality Reviews, the NYC School Survey, and student performance in courses and on state tests. The School Quality Reports provide context for a school's performance results by including the results of a Comparison Group, consisting of similar students from throughout the city. The School Quality Guide includes customized, school-specific targets for each quantitative metric, set in advance primarily based on the past performance of the school's Comparison Group of similar students.

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 sets forth six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive student achievement and school improvement.

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

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

**Collaborative Teachers:** This rating reflects the degree to which teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community. This section draws upon data from the Quality Review and the NYC School Survey.

**Supportive Environment:** This rating reflects the degree to which the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section draws upon data from the Quality Review, the NYC School Survey, 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 the degree to which school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision. This section draws upon data from the NYC School Survey.

**Strong Family-Community Ties:** This rating reflects the degree to which the school forms effective partnerships with families to improve the school. This section draws upon data from the NYC School Survey.

**Trust:** This rating reflects the degree to which relationships between administrators, educators, students, and families are based on trust and respect. This section draws upon data from the NYC School Survey.

**Student Achievement:** This section rating reflects 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 is based on how the school performed against the targets published in the 2014-15 School Quality Guide.

These section ratings are presented on a four-level scale. In the School Quality Guide, the four levels are called Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Poor.

## 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 is not incorporated into the School Quality Guide ratings, but is another tool used to evaluate school performance.

# Definitions

## School Quality Report School Type

For 2015-16, 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 6-12 (or K-12) will receive two separate School Quality Reports: one for the middle (or K-8) school, and one for the high school. In those cases, the middle (or K-8) school report is based on the students in grades 6-8 (or K-8 only) and the high school report is based on the students in grades 9-12 only.

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

## Survey School Type

For analyzing and scoring survey results in the 2015-16 School Quality Reports, schools are categorized by a survey school type:

School Type	Grades and Students Served
Early Childhood School	K, K-1, K-2, K-3
Elementary School	K-4, K-5, K-6
Elementary / Middle School	K-7, K-8
Elementary / Middle / High School	K-12
Middle School	5-8, 6-8
Middle / High School	5-12, 6-12
High School	9-12

Transfer High School	Transfer High School
YABC	YABC
District 75 School	District 75 School

For example, the survey results of a school that served grades 6-12 will be compared to the survey results of other schools that served grades 5-12 or 6-12.

## Comparison Group

Please see page 15 of this Educator Guide for a detailed explanation of a school's Comparison Group.

## Economic Need Index

A school's 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 1.0.
- Otherwise, the student's Economic Need Value is based on 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. The student's Economic Need Value equals this percentage divided by 100.
- The school's Economic Need Index is the average of its students' Economic Need Values.

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

The school's Economic Need Index is used as part of the matching process to create Comparison Groups.

## Students in a School's Lowest Third

A 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 May 2015. Similarly, the school's lowest third in mathematics is the third of students in each grade at the school who scored the lowest on the New York State math exam in May 2015.

## Students in Lowest Third Citywide

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 May 2015 citywide. Similarly, the lowest third citywide in mathematics is the third of students in each grade throughout the city who scored the lowest on the New York State math exam in May 2015 citywide.

Grade	ELA	Math
3	1.97	2.07
4	2.00	2.10
5	1.98	2.00
6	2.05	2.06
7	1.97	1.98
8	2.09	1.96

### Minimum N (Number of Students)

In general, a school's metric value will not be reported if fewer than 15 students contributed to the metric. For the Average Proficiency Rating for School's Lowest Third metrics, the minimum number of students required is five. For Closing the Achievement Gap metrics, the minimum number of students required for each metric is five. Metrics are excluded for a school when the sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

### Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2015 audited register. We use the enrollment from this register because it is audited for accuracy and also used to allocate funds to schools. To be included in a school's Student Achievement metrics for 2015-16, a student must have been on the school's audited register on October 31, 2015.

### 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.

<b>Level 1</b>	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.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	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 purposes of the School Quality Reports, the scale scores on State Common Core math and ELA exams are assigned a Proficiency Rating ranging 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 school year 2015-16, the United States Department of Education approved a math-testing waiver submitted by the New York State Education Department, which provided that 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.

To mitigate the effects of this double-testing policy on the school-performance data and ratings presented in the School Quality Reports, the NYC DOE incorporated student results on math Regents examinations into the metrics by converting math Regents exam 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 a student who achieved a certain score on a math Regents exam likely would have scored on the grade 7 or 8 Common Core math test. The imputed proficiency ratings will be 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 will consider only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 Common Core math test. Please refer to Appendix A to this document for conversion tables showing the specific imputed proficiency ratings that correspond to specific scores on the Regents exams.

# 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 state exam metrics, a student must

- Be on the school's October 31, 2015 audited register, and
- Have taken the relevant New York State ELA or math exam in 2016.

The following metrics are calculated separately for ELA and math based on the 2015 State exams.

### ► **Percentage of Students at Proficiency (Level 3 or 4)**

This metric shows the percentage of students who performed at or above proficiency, as defined by New York State, on Common Core ELA and math exams during the past year. This metric shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced), out of all the students at the school who took the exam.

### ► **Average Proficiency Rating for All Students**

This metric shows the average Proficiency Rating for all students at the school who took the exam, in ELA and math. As described above, the Average Proficiency Rating is on a scale from 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA and math.

### ► **Average Proficiency Rating for School's Lowest Third**

This metric is the same as the Average Proficiency Rating for All Students metric except it includes only the lowest-performing third of students within each grade and subject in the school. The lowest third is defined above and is based on the students' scores on the relevant test in May 2015. Only students who are eligible for inclusion in the Average Proficiency Rating metric are counted towards the lowest-third calculation. The minimum number of students for this metric is 10.

## Core Course Pass Rate Metrics (Middle and K-8 schools only)

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

- Be continuously enrolled in the school from October 31, 2015 through June 30, 2016;

- Be in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade in 2015-16; and
- Be eligible for standard assessment (i.e., non-NYSAA).

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

The following metric is 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.

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

These metrics show the percentage of students in 6<sup>th</sup> through 8<sup>th</sup> grade who received a passing grade in a full-year core course in the relevant subject area. Schools' 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.

## Next-Level Readiness Metrics

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

This metric shows how the school's 2014-15 5<sup>th</sup> graders performed as 6<sup>th</sup> graders in 2015-16 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 5<sup>th</sup> grade in 2014-15;
- Have been continuously enrolled in the elementary school under consideration from October 31, 2014 through June 30, 2015;
- Be enrolled in a NYC DOE middle or K-8 school from October 31, 2015 through June 30, 2016; 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.

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

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

- Be continuously enrolled in the school from October 26, 2015 through June 30, 2016;
- Be in 8<sup>th</sup> grade in 2015-16; and

- Be eligible for standard assessment (i.e., non-NYSAA).

To contribute positively to this measure, the student must pass the course and earn a college-ready score on the related Regents exam (of at least 70 on a Common Core Math Exam and 75 on a Common Core English Exam). Students who earned high-school credit in more than one subject count the same as those who earned credit in one subject.

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

This metric is based on the 9<sup>th</sup>-grade credit accumulation of the school's 2014-15 8<sup>th</sup> graders who attended a NYC DOE high school in 2015-16. To be included in this metric, a student must

- Have been in 8<sup>th</sup> grade in 2014-15;
- Have been continuously enrolled in the middle or K-8 school under consideration from October 31, 2014 through June 30, 2015;
- Be enrolled in a NYC DOE high school from October 31, 2015 through June 30, 2016; 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 9<sup>th</sup> 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 will account for the high schools that students attend by adjusting for the average credit accumulation rate of similar students at the high school.

If a middle school has more than 50% of its former 8<sup>th</sup> graders attend non-NYC DOE high schools, a metric value will not be calculated.

## Closing the Achievement Gap Metrics

These metrics reflect the degree to which 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 with its students in the relevant group. Data is not provided for any metric where the school has fewer than five students in the relevant high-need category. Metric scores and ratings show how the school's results compared to its customized targets. A metric will not be scored, however, if those 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**

No metric value if...	Fewer than five students in the category.
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 2016 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 2015 NYSESLAT exam and their 2016 overall performance level is higher than in 2015;
- They did not take the 2015 NYSESLAT exam and their 2016 overall performance level is intermediate or higher; or
- They scored level three or above on the State ELA exam in 2016 but not in 2015.

**► 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 measures are based on 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.

**Additional Information****► “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 Snapshot shows performance on state Math and ELA tests in 5th grade broken out by 3rd grade starting points (Level 1, 2, 3-4). The table shows: (1) among students who started at Level 3 or 4 in 3<sup>rd</sup> grade, the percentage that scored Level 3 or 4 in 5<sup>th</sup> grade; (2) among students who started at Level 2 in 3<sup>rd</sup>

grade, the percentage that scored Level 3 or 4 in 5<sup>th</sup> grade; and (3) among students who started at Level 1 in 3<sup>rd</sup> grade, the percentage that scored Level 2, 3, or 4 in 5<sup>th</sup> 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 2014-15 and 2015-16.

For middle and K-8 schools, the Snapshot shows performance on state Math and ELA tests in 8<sup>th</sup> grade broken out by 5<sup>th</sup> grade starting points (Level 1, 2, 3-4). The table shows: (1) among students who started at Level 3 or 4 in 5<sup>th</sup> grade, the percentage that scored Level 3 or 4 in 8<sup>th</sup> grade; (2) among students who started at Level 2 in 5<sup>th</sup> grade, the percentage that scored Level 3 or 4 in 8<sup>th</sup> grade; and (3) among students who started at Level 1 in 5<sup>th</sup> grade, the percentage that scored Level 2, 3, or 4 in 8<sup>th</sup> 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 2014-15 and 2015-16.

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.

### ► **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 and 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 2015-16 School Quality Guides include scores and ratings based on the targets that were published in the 2014-15 School Quality Guides. Those targets were customized for each school, and were based mostly 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 earns 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 where the school's value fell between the highest target level that it met and 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:  $3 + (\text{school's metric value} - t3) / (t4 - t3)$ , 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 must be used in addition to the published target levels. In general, the bottom of the target range =  $0.85 \times 2014-15$  bottom of Comparison Group range +  $0.15 \times 2014-15$  bottom of city range, and the top of the target range =  $0.85 \times 2014-15$  top of Comparison Group range +  $0.15 \times 2014-15$  top of city range.<sup>1</sup>

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

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<sup>1</sup> See pages 15-18 for further details on the Comparison Group range and city range. Also, for 2015-16, a modified formula was used to calculate the top of the target range for ELA state test metrics that took into account the significant shift in these scores from 2015 to 2016.

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

## 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 Student Achievement Scoring Appendix in the 2015-16 School Quality Guides.

## 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 will be generated 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 high-need group is more than one standard deviation below the citywide average.

For each Closing the Achievement Gap metric, the extra points will be  $(\text{metric score} - 1.00) / (4.99 - 1.00) \times \text{extra points possible}$ . For elementary, middle, and K-8 schools, the extra points possible per metric is 0.020. 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 will be 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 2015-16 will 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:

<b>School Quality Guide Rating Labels</b>	<b>School Quality Snapshot Rating Labels</b>
Exceeding Target	Excellent
Meeting Target	Good
Approaching Target	Fair
Not Meeting Target	Poor

# 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 a variety of comparisons—including city averages, district averages, and the results of a Comparison Group of similar students throughout the city.

### City and District Averages

In general, city and district averages are calculated 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 slightly differently from the general approach. For Elementary Schools, these averages are based on results from students in grades 3 through 5. For Middle School, 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 is helping 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 presenting the results of a Comparison Group of similar students. The Comparison Group takes into account the student population served by the school, and allows the reader to assess the school's effectiveness at helping its students improve. The Comparison Group results can be thought of as an estimate of how the students at the school would have performed if they had attended other schools throughout the city.

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 and graduation rates) 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 <sup>2</sup> -IEP category (past 4 yrs) <sup>3</sup> -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 4<sup>th</sup> 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 4<sup>th</sup> 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)
<b>Primary Factors<sup>4</sup></b> -Grade 3 ELA score -Grade 3 Math score	<b>Primary Factors</b> -Grade 5 ELA score -Grade 5 Math score
<b>Secondary Factors</b> -School's % students with IEPs -School's Economic Need Index -School's % ELL	<b>Secondary Factors</b> -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 weighted more heavily than the secondary factors.
 

**Example:** Student A is a 7<sup>th</sup> 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 5<sup>th</sup> 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 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> For third graders (who do not yet have state test scores), Grade 2 attendance is used as a matching factor.

Once the Comparison Group has been established by finding 50 matches for each of the students attributed to the school for 2015-16, 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  $300 \times 50 = 15,000$  students in it.<sup>5</sup> 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.

## 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 extends 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 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

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<sup>5</sup> 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 will occur if the same student falls within the group of 50 matches for multiple students at the school.

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 can be interpreted as showing 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
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:

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

# Student Achievement Targets for 2016-17

The targets for 2016-17 are realistic and rigorous goals customized for each school, based on the historical performance of the Comparison Group and city schools. The targets are driven primarily by results that have been achieved in the past by the similar students in the Comparison Group, and also reflect results achieved by all schools citywide (of the same school type).

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

- **Step 1:** For each school, we calculate a “combined percent of range” (on a 0-100% scale) for each of its 2015-16 metric values. The combined percent of range is a weighted average of the school’s Comparison Group percent of range (85%) and the school’s citywide percent of range (15%). Step 1 results in each school having a combined-percent-of-range value for Student Achievement metric, which primarily reflects the school’s performance against its Comparison Group performance range, and also takes into account its performance against the citywide performance range.
- **Step 2:** For each metric, we review the combined-percent-of-range results from Step 1 for each school, and determine the cut levels associated with the 75th percentile, the 40th percentile, and the 8th percentile. These are combined-percent-of-range cut scores for Exceeding Target, Meeting Target, and Approaching Target.
- **Step 3:** For each school, we set specific targets by finding the actual metric values that would be needed for the school to achieve the combined-percent-of-range cut score. Step 3 can be thought of as taking each school’s customized comparison range, and running a specified percentage of the way along that range to find a specific target for the school.

**Example:** For a specific metric, suppose that Steps 1 and 2 produce a combined-percent-of-range cut level of 70% for Exceeding Target—meaning that only the top 25% of schools achieved combined-percent-of-range scores of 70% or higher on that metric in 2015-16. Suppose that a school’s comparison range for ELA percent proficient ran from 10% to 40%. The school’s specific target for ELA percent proficient in 2016-17 would be 70% of the way along that range—or  $70\% \times (40\% - 10\%) + 10\% = 31\%$ .<sup>6</sup>

- **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

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<sup>6</sup> This example is simplified because it refers to a single percent of range and comparison range. The actual target calculation is more complicated because it involves the combined percent of range and two comparison ranges (one for the Comparison Group and one for the city). But the concept is the same as what is described in the example.

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 2016. 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 2016-17, the fourth graders at a school (in October 2016) are each matched to the closest 50 students throughout the city who were fourth graders in 2015-16 (and are fifth graders in 2016-17).

This approach allows the school's targets for 2016-17 to be customized and based on the closest matches to the specific students at the school in 2016-17.

The target levels will be used to generate metric ratings and scores in 2016-17. Although Step 2 of the target-setting process involves finding cut levels associated with fixed percentiles, the ratings for 2016-17 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 not be fixed, and will depend on how schools perform in 2016-17 against their targets. If all schools perform well, then all schools can get strong ratings.

# Framework Elements

## Metrics

The sections of the School Quality Reports on the Framework elements draw from the following data sources:

Section	Data
Rigorous Instruction	Quality Review indicators 1.1, 1.2, 2.2; NYC School Survey data related to Rigorous Instruction
Collaborative Teachers	Quality Review indicator 4.2; NYC School Survey data related to Collaborative Teachers
Supportive Environment	Quality Review indicator 3.4; NYC School Survey data related to Supportive Environment; student chronic absenteeism; movement of students with disabilities to less restrictive environments
Effective School Leadership	NYC School Survey data related to Effective School Leadership
Strong Family-Community Ties	NYC School Survey data related to Strong Family-Community Ties
Trust	NYC School Survey data related to Trust

### Quality Review

The School Quality Reports include ratings that the school received during its most recent Quality Review (that took place after August 2012) on the following five indicators:

- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
- 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.
- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

For each indicator, the rating given to the school by the reviewer is presented on a four-level scale, corresponding to the ratings of Well Developed, Proficient, Developing, and Underdeveloped. The School Quality Guide includes short excerpts from the Quality Review report.

For additional information about the Quality Review, please visit <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

## NYC School Survey

The NYC School Survey is administered annually to parents, teachers, and students in 6<sup>th</sup> grade and above. The survey was designed to gather information from school communities on the six elements of the Framework for Great Schools.

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

- **Example:** The element of Rigorous Instruction is composed of four measures: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, and Quality of Student Discussion. The NYC School Survey includes groups of questions related to each of those four measures.

See Appendix C 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 question-level percent positives of all the questions that fall within the measure.

### ► **Element-Level Percent Positive**

For each element, we calculate the percentage of positive responses. This value is not simply the average of the percent positives of all the questions that fall within the element. Instead, this value is the average of the measure-level percent positives for all the measures within the element. (For example, the percent positive for the Rigorous Instruction element is the average of the percent positives on its four measures: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, and Quality of Student Discussion.)

The School Quality Snapshot reports element-level percent positives as well as the

percent positives for selected questions.

NYC School Survey Reports, which include detailed information about the responses to each survey question, are available at each school's website. For additional information about the survey, please visit <http://schools.nyc.gov/surveys> or email [surveys@schools.nyc.gov](mailto:surveys@schools.nyc.gov).

## Other Metrics

### ► ***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 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 (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 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 a 6-12 (or K-12) school, this metric is calculated separately for the high school and non-high school portions of the school.

### ► ***Movement of Students with Disabilities to Less Restrictive Environments***

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2014-15, 2013-14, or 2012-13. Students who are newly certified in 2015-16 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2015-16. This number can range from zero (for students who are in their highest tier in 2015-16) to three (for students who were previously in Tier Four and are in Tier One in 2015-16). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

- No IEP, or
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

- Primary recommendation of SETSS or ICT, or
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers

- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers

- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

# Framework Elements

## Scoring and Ratings

Ratings on each element of the Framework are generated from the raw metric scores (described in the previous section of this Educator Guide) through a multi-step process:

- **Step 1:** Raw metric values are collected from data sources.
- **Step 2:** Raw metric values are converted into standard scores<sup>7</sup>, on a scale from 1.00 – 4.99.
- **Step 3:** Standard scores on different metrics are combined to generate element scores for the school.
- **Step 4:** The element scores are used to generate element ratings.

This section of the Educator Guide explains this multi-step process for the different data sources and elements. It explains how raw metric scores are converted into standard scores for Quality Reviews, the NYC School Survey, chronic absenteeism, and movement of students with disabilities to less restrictive environments. It explains how the standard scores on metrics are combined into element scores for the six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. It then explains how ratings are determined for each of the six elements.

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## Converting Metric Values into Standard Scores

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

For ease of interpretation, the standard scores are placed on a scale from 1.00 – 4.99 (similar to the scoring scale for the Student Achievement metrics), where 1, 2, 3, 4 reflect the cut levels for the four ratings.

### Quality Reviews

Quality Review ratings on Indicators 1.1, 1.2, 2.2, 3.4, and 4.2 are converted into standard scores as follows:

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

<sup>7</sup> “Standard scores” place the raw scores on different metrics onto a common scale, so that scores on different metrics can be combined.

The scoring uses a school's most recent published Quality Review ratings, from a review that took place after August 2013. If a school's most recent review took place in August 2013 or earlier, the Quality Review scores are N/A.

## NYC School Survey

For purposes of survey scoring, schools are categorized by survey school type, and are compared to other schools of the same survey school type.<sup>8</sup>

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.<sup>9</sup> Measures are sub-topics within each element.

The following process is used to generate a *standard survey element score* from *raw question scores*:

- (1) **Raw question score** (based on percent positive responses to question)
- ↓
- (2) **Raw measure score** (based on average of raw question scores for all questions within the measure)
- ↓
- (3) **Standard measure score** (standardized version of raw measure score)
- ↓
- (4) **Standard survey element score** (based on average of standard measure scores for all measures within the element)

Each step in this process is described in detail below.

### (1) *Raw question score*

For each question, the *raw question score* is the percent of “positive” responses (excluding “I don’t know” or missing responses from the denominator).

“Positive” responses are defined as those in the favorable half of response options (i.e., out of four possible response options, the two most favorable options are treated as positive responses; out of six possible response options, the three most favorable are treated as positive responses).

### (2) *Raw measure score*

This metric is the average of the *raw question scores* 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 score is the average of the raw question scores on all the Outreach to Parents questions.

### (3) *Standard measure score*

This metric is a standardized version of the *raw measure score*, which is converted to a scale that reflects standard deviations away from the mean. This standard score uses the “percent of range” method, which shows where the school’s score falls with

<sup>8</sup> See the Definitions section of this Educator Guide for more information on the survey school types.

<sup>9</sup> See Appendix C for a detailed explanation of the element-measure-question survey structure.

a range of two standard deviations above and below the city average (for the same school survey type).

For example, if the school is an Early Childhood School, the average and standard deviation are calculated based on the results from all Early Childhood Schools throughout the city.

The standard measure score is calculated by first calculating percent of range = (raw score – bottom of range) / (top of range – bottom of range), where top of range = city average + 2 standard deviations and bottom of range = city average – 2 standard deviations. The top of the range cannot exceed the maximum possible score of 100 and the bottom of the range cannot fall below the minimum possible score of 0. The percent of range is then converted from a 0 – 100 scale to a 1.00 – 4.99 scale using the following method: standard score = 1.00 + (percent of range / 25), with result capped at 4.99.

After the standard score is calculated using the percent-of-range method, an additional rule is applied: If the *raw measure score* meets certain thresholds, then the *standard measure score* cannot fall below certain floor levels:

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

**(4) Standard survey element score**

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

Element	Standard survey element score will be N/A if...
Rigorous Instruction	<ul style="list-style-type: none"> <li>Teacher response rate was less than 30%, or</li> <li>Fewer than 5 teachers responded.</li> </ul>
Collaborative Teachers	<ul style="list-style-type: none"> <li>Teacher response rate was less than 30%, or</li> <li>Fewer than 5 teachers responded.</li> </ul>
Supportive	For Elementary Schools and Early Childhood Schools:

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

## Percentage of Students with Attendance Rates of 90% or Higher

The raw value of this metric shows the percentage of students at the school with attendance rates of 90% or higher. The standard score for this metric is calculated based on how the school performed against its targets published in the 2014-15 School Quality Reports. It is calculated based on the same methodology used to calculate metric scores for Student Achievement metrics based on targets, as described on page 12 of this Educator Guide.

We calculate and report this metric separately for EMS grades and HS grades. If a school spans both EMS grades and HS grades (and received metric values for both school types), the average of the EMS standard score and the HS standard score is used for Framework scoring.

## Movement of Students with Disabilities to Less Restrictive Environments

The standard score for this metric is based on how the school performed against its targets published in the 2014-15 School Quality Guide. It is calculated based on the same methodology used to calculate metric scores for Student Achievement metrics based on targets, as described on page 12 of this Educator Guide.

We calculate and report this metric separately for EMS grades and HS grades. If a school spans both EMS grades and HS grades (and received metric values and scores for both school types), the average of the EMS standard score and the HS standard score for less restrictive environment is used for Framework scoring.

## Framework Element Scores

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

### Weighted Average of Standard Scores

The school's element scores are a weighted average of the standard scores from the data sources within each element category. The weights applied depend on the survey response rate(s) of the primary group(s) of respondents asked about that element on the NYC School Survey. When survey responses rates are lower, greater weight is given to non-survey data sources within that element (when non-survey data sources are available). If the survey response rates or numbers fall below specified thresholds, the element score will be N/A. The following table shows the weights applied to the different data sources to produce the element scores:

### Weighted Combinations of Data Scores to Produce Framework Element Scores

Different Weights Based on Survey Response Rates

	<i>If teacher response rate is at least 50%</i>	<i>If teacher response rate is below 50% but at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>
<b>Rigorous Instruction</b>			
Quality Review 1.1	22%	25%	Element score is N/A.
Quality Review 1.2	22%	25%	
Quality Review 2.2	22%	25%	
Survey (Rigorous Instruction)	34%	25%	
<b>Collaborative Teachers</b>	<i>If teacher response rate is at least 50%</i>	<i>If teacher response rate is below 50% but at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>
Quality Review 4.2	50%	67%	Element score is N/A.
Survey (Collaborative Teachers)	50%	33%	
<b>Supportive Environment</b>	<i>If teacher response rate is at least 50% (for elementary schools); If student response rate is at least 50% (for non-elementary schools)</i>	<i>If teacher response rate is below 50% but at least 30% (for ES); If student response rate is below 50% but at least 30% (for non-ES)</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses (for ES); If student response rate is less than 30% or fewer than 5 responses (for non-ES)</i>
Quality Review 3.4	30%	35%	Element score is N/A.
Survey (Supportive Environment)	35%	25%	
Chronic Absenteeism	30%	35%	

Less Restrictive Environment	5%	5%	
<b>Effective School Leadership</b> Survey (Effective School Leadership)	<i>If teacher response rate is at least 30%</i> 100%	<i>If teacher response rate is less than 30% or fewer than 5 responses</i> Element score is N/A.	
<b>Strong Family-Community Ties</b> Survey (Strong Family-Community Ties)	<i>If average of teacher and parent response rates is at least 30%</i> 100%	<i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i> Element score is N/A.	
<b>Trust</b> Survey (Trust)	<i>If average of teacher and parent response rates is at least 30%</i> 100%	<i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i> Element score is N/A.	

**Examples:**

- If the teacher response rate was over 50%, the school’s element score for Rigorous Instruction =  $0.22 \times \text{QR 1.1 standard score} + 0.22 \times \text{QR 1.2 standard score} + 0.22 \times \text{QR 2.2 standard score} + 0.34 \times \text{survey element score}$  for Rigorous Instruction.
- If the teacher response rate was under 50% but at least 30%, the school’s element score for Collaborative Teachers =  $0.67 \times \text{QR 4.2 standard score} + 0.33 \times \text{survey element score}$  for Collaborative Teachers.
- For a middle school, if the student response rate was under 30%, the school’s element score for Supportive Environment is N/A.

## Rigorous Instruction – Additional Rule

The Rigorous Instruction score, after being calculated based on the weighted average of standard scores as described in the table above, is supplemented with an additional rule:

The Rigorous Instruction score cannot fall below 3.00 if

- The school received a Quality Review during the past three years but not during the past year (i.e., during 2013-14 or 2014-15 but not 2015-16); and
- The school’s Rigorous Instruction survey score is at least 3.50; and
- The school’s Student Achievement score is at least 3.50.

This rule is designed to make it possible for schools that attain strong results on the Rigorous Instruction survey questions and in student achievement to earn Meeting Target in Rigorous Instruction if they do not have updated Quality Review ratings from 2015-16.

## Missing Data

If Quality Review data is unavailable for a district school, its element scores will be N/A for Rigorous Instruction, Collaborative Teachers, and Supportive Environment.

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, if a charter school had a teacher response rate above 30%, then its element score for Rigorous Instruction would be based 100% on the survey.<sup>10</sup>

If a school does not have a score for Chronic Absenteeism, Average Change in Student Attendance, or Less Restrictive Environment, the weight for that metric is shifted to the other data sources in the element.

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## Framework Element Ratings

### Element Ratings

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

Rating	Element Score
Exceeding Target (4 bars)	4.00 to 4.99
Meeting Target (3 bars)	3.00 to 3.99
Approaching Target (2 bars)	2.00 to 2.99
Not Meeting Target (1 bar)	1.00 to 1.99

Schools designated for phase-out and schools in their first year of operation in 2015-16 will not receive Framework element ratings in the 2015-16 School Quality Reports.

### Rating Labels in the Guide and Snapshot

The metric and section 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	Poor

<sup>10</sup> Because standard scores based on Quality Reviews and survey results are systematically different from standard scores based on surveys only, a rescaling is applied to the overall standard scores for charter schools and YABCs in Rigorous Instruction, Collaborative Teachers, and Supportive Environment. The rescaling has the effect of putting the results for charter schools and YABCs (without Quality Reviews) on the same scale as the element scores of district schools (that include Quality Reviews).



# Appendix A

## Converting Regents Exams Scores into Imputed Proficiency Ratings

### Conversion Table for Common Core Algebra Regents and Grade 8 Common Core Math Test

Common Core Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
0	1.36
8	1.39
11	1.41
15	1.44
21	1.44
25	1.46
28	1.52
30	1.52
33	1.57
36	1.62
38	1.62
41	1.67
43	1.74
45	1.79
47	1.83
49	1.89
51	1.92
53	1.94
54	1.96
55	1.96
56	1.96
57	2.00
58	2.06
60	2.14
61	2.26
62	2.34
63	2.34
64	2.40
65	2.46
66	2.51
67	2.54
68	2.60
69	2.66
70	2.71

<b>Common Core Algebra Regents score</b>	<b>Imputed proficiency rating for Grade 8 Common Core math test</b>
71	2.74
72	2.80
73	2.89
74	2.94
75	3.00
76	3.04
77	3.19
78	3.33
79	3.44
80	3.59
81	3.70
82	3.85
83	4.01
84	4.05
85	4.07
86	4.10
87	4.13
88	4.17
89	4.21
90	4.26
91	4.28
92	4.32
93	4.36
94	4.43
95	4.43
96	4.43
97	4.43
98	4.50
99	4.50
100	4.50

## **Conversion Table for Geometry Regents and Grade 8 Common Core Math Test**

<b>Geometry Regents score</b>	<b>Imputed proficiency rating for Grade 8 Common Core math test</b>
19	1.70
39	1.97
45	2.23
47	2.34
48	2.40
50	2.51
51	2.57
53	2.71
54	2.77
57	2.94
58	3.00
59	3.07
60	3.15
61	3.22
62	3.30
63	3.41
64	3.48
65	3.56
66	3.63
67	3.70
68	3.78
69	3.85
70	3.93
71	4.00
72	4.02
73	4.04
74	4.06
75	4.08
76	4.09
77	4.11
78	4.13
79	4.15
80	4.16
81	4.18
82	4.20
83	4.22
84	4.24
85	4.26
86	4.28
87	4.29
88	4.31
89	4.33
90	4.34
91	4.36
92	4.38

93	4.40
94	4.42
95	4.44

## Conversion Table for Common Core Algebra Regents and Grade 7 Common Core Math Test

Common Core Algebra Regents score	Imputed proficiency rating for Grade 7 Common Core math test
25	1.38
45	1.73
55	1.92
57	1.96
58	1.97
61	2.10
63	2.21
65	2.34
66	2.41
67	2.45
68	2.52
69	2.59
70	2.66
71	2.69
72	2.76
73	2.86
74	2.93
75	3.00
76	3.04
77	3.19
78	3.35
79	3.46
80	3.62
81	3.73
82	3.88
86	4.11
87	4.13
88	4.17
89	4.20
90	4.25
91	4.27
92	4.31
93	4.35
94	4.42
95	4.42
98	4.48
99	4.50
100	4.50

## Conversion Table for Common Core Geometry Regents and Grade 7 Common Core Math Test

Common Core Geometry Regents score	Imputed proficiency rating for Grade 7 Common Core math test
83	4.21
85	4.25
86	4.27
87	4.29

# Appendix B

## Floors and Ceilings for 2016-17 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
<b>State Test Results - ELA</b>						
Average Student Proficiency	1.90	2.00	2.10	3.80	3.90	4.00
Average Student Proficiency - School's Lowest Third	1.80	1.90	2.00	3.80	3.90	4.00
Percentage of Students at Level 3 or 4	5%	10%	15%	92%	95%	97%
<b>State Test Results - Math</b>						
Average Student Proficiency	1.80	1.90	2.00	3.80	3.90	4.00
Average Student Proficiency - School's Lowest Third	1.80	1.90	2.00	3.80	3.90	4.00
Percentage of Students at Level 3 or 4	5%	10%	15%	92%	95%	97%
<b>Core Course Pass Rates (Grades 6-8)</b>						
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%
<b>ELA Average Proficiency Rating (subgroups)</b>						
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	50%	60%	70%			
Movement of Students with Disabilities to Less Restrictive Environments	0.10	0.15	0.20			

# Appendix C

## Element-Measure-Question Structure of the NYC School Survey

The following tables show the measures within each element, the respondent group(s) asked about each measure, and the questions that were asked.

Element Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
<b>Rigorous Instruction</b>					
Common Core shifts in literacy		✓		✓	
Common Core shifts in math		✓		✓	
Course clarity	✓				
Quality of student discussion		✓		✓	
<b>Collaborative Teachers</b>					
Collective responsibility		✓		✓	
Cultural awareness and inclusive classroom instruction	✓	✓	✓	✓	✓
Innovation		✓		✓	
Peer collaboration		✓		✓	
School commitment		✓		✓	
Quality of professional development		✓		✓	
<b>Supportive Environment</b>					
Classroom behavior	✓			✓	
Guidance	✓				
Peer support for academic work	✓			✓	
Personal attention and support	✓				
Press toward academic achievement	✓			✓	
Safety	✓			✓	
Social-emotional		✓		✓	
<b>Effective School Leadership</b>					
Inclusive principal leadership			✓		✓
Instructional leadership		✓		✓	
Program coherence		✓		✓	
Teacher influence		✓		✓	
<b>Strong Family-Community Ties</b>					
Parent involvement in the school			✓		✓
Outreach to parents		✓	✓	✓	✓
<b>Trust</b>					
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.

### 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 q16a building students' knowledge through content-rich non-fiction.
- T q16b reading and writing experiences grounded in evidence from text, both literary and informational.
- T q16c students to interact with complex grade-level text.
- T q16d 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 q17a focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- T q17b 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 q17c creating coherent progressions within the standards from current grade to next grades so student knowledge/skills build onto previous learning as foundations for math concepts taught in later years.
- T q17d 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 is the following statement true?*

- S q2a I learn a lot from feedback on my work.
- S q2b It's clear what I need to do to get a good grade.
- S q2c The work we do in class is good preparation for our class tests.
- S q2d The homework assignments help me learn the course material.
- S q2e I know what my teacher wants me to learn in class.

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

### Quality of student discussion

---

*How many students in your classes...*

- T q18a build on each other's ideas during class discussions?
- T q18b use data or text references to support their ideas?
- T q18c show that they respect each other's ideas?
- T q18d provide constructive feedback to their peers/teachers?
- T q18e participate in class discussions at some point?

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

## Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

### Collective responsibility

---

- How many teachers at this school...*
- T q1a help maintain discipline in the entire school, not just their classroom?
  - T q1c take responsibility for improving the school?
  - T q1d feel responsible for helping students develop self-management?
  - T q1g feel responsible that all students learn?
- 1 = None, 2 = Some, 3 = A lot, 4 = All*

### 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 My teachers call on students of different races, ethnicities, cultures, and backgrounds.
  - S q1i I feel that my teachers respect my culture/background.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know*
- Please mark the extent to which you disagree or agree with each of the following. I am able to...*
- T q2a use my students' prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful.
  - T q2b modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
  - T q2c critically examine the curriculum to determine whether it appropriately represents all groups.
  - T q2d design appropriate instruction that is matched to English language learners (ELL) proficiency and students with disabilities.
  - T q2f develop appropriate Individual Education Programs for my students with disabilities.
  - T q2g distinguish linguistic/cultural differences from learning difficulties.
- 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 about this school.*
- P q1i My child's teachers incorporate materials about different races, ethnicities, cultural backgrounds, and families into the curriculum to make learning more meaningful.
  - P q1j My child sees people of many different races, ethnicities, or cultural backgrounds represented in the curriculum.
- 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 about this school.*
- P q2g 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*

### Innovation

---

- How many teachers at this school...*
- T q1b are really trying to improve their teaching?
  - T q1e are willing to take risks to make the school better?
  - T q1f are eager to try new ideas?
- 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 q10a teachers design instructional programs together.
- T q10b teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q10c the principal, teachers, and staff collaborate to make this school run effectively.
- T q10d teachers talk about instruction in the teacher's lounge, faculty meetings, etc.
- 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 wouldn't want to work in any other school.
- T q4c I would recommend this school to parents/guardians seeking a place for their child.
- 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*

## Supportive Environment

Questions included within each measure in the Supportive Environment element.

### Classroom behavior

---

*In how many of your classes at this school do students...*

- S q6a listen carefully when the teacher gives directions?
- S q6b follow the rules in class?
- S q6c pay attention when they are supposed to?
- S q6d work when they are supposed to?
- S q6e behave well even when the teacher isn't watching?

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

*How many students in your classes...*

- T\* q19b listen carefully when the teacher gives directions?
- T\* q19d follow the rules in class?
- T\* q19f pay attention when they are supposed to?
- T\* q19h do their work when they are supposed to?
- T\* q19i behave well in class even when the teacher isn't watching?

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

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

### Guidance

---

*If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question.*

- S q9a This school provides useful information to students about the application/enrollment process to high school.
- S q9b This school provides guidance for the application process for high school.
- S q9c This school educates families about the application/enrollment process for high school.

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

*If you are a student in grades 9-12, ANSWER this question. How much do you agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...*

- S q10a help keep me on track for college or career.
- S q10b provide me with information about the college enrollment process.
- S q10c help me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.).
- S q10d help me choose which colleges to apply to.
- S q10e talk with me about how to pay for college.
- S q10f help me plan for how to meet my future career goals.

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

### Peer support for academic work

---

*In how many of your classes at this school do students...*

- S q6f feel it is important to come to school every day?
- S q6g feel it is important to pay attention in class?
- S q6h think doing homework is important?
- S q6i try hard to get good grades?

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

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

- T\* q23a feel it is important to come to school every day?
- T\* q23b feel it is important to pay attention in class?
- T\* q23c think doing homework is important?
- T\* q23d try hard to get good grades?

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

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

### Personal attention and support

---

*In how many of your classes is the following statement 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 notice when I am upset.

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

### Press toward academic achievement

---

*In how many of your classes ...*

- S q4a are you challenged?
- S q4b do your teachers ask difficult questions on tests?
- S q4c do your teachers ask difficult questions in class?
- S q4d do you work in small groups?
- S q4e do your teachers want students to become better thinkers, not just memorize things?

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

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

- S q5a I'm learning a lot in my classes at this school to prepare me for the next level or grade.
- S q5g My classes at this school really make me think.

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

*How many students in your classes...*

- T\* q19a feel challenged?
- T\* q19c have to work hard to do well?
- T\* q19e respond to challenging test questions?
- T\* q19g respond to challenging questions in class?

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

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

- T\* q22a Work in small groups?

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

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

### Safety

---

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

- S q5h 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\* q24a outside around this school.
- T\* q24b traveling between home and this school.
- T\* q24c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T\* q24d in my class(es).

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

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

- T\* q25a Discipline is applied to students fairly in my school.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

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

## **Social-emotional**

---

*How many adults at this school...*

- T q20a help students develop the skills they need to complete challenging coursework despite obstacles?
- T q20b tell their students they believe they can achieve high academic standards?
- T q20c teach critical thinking skills to students?
- T q20d teach students how to advocate for themselves?
- T q20e teach students the organizational skills needed to be prepared for their next level?
- T q20f recognize disruptive behavior as social-emotional learning opportunities?
- T q20g teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)?
- T q20h have access to school based supports to assist in behavioral/emotional escalations?
- T q28a create an atmosphere that encourages students to work towards a college degree?

*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 principal leadership

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

- P q1g The principal/school leaders encourage feedback from parents/guardians and the community through regular meetings with parent 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 sets clear expectations for teachers about implementing what they have learned in professional development.  
 T q12f carefully tracks student academic progress.  
 T q12g knows what's going on in my classroom.  
 T q12h participates in instructional planning with teams of teachers.  
*1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

## Program coherence

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

- T q8a once we start a new program, we follow up to make sure that it's working.  
 T q8b it is clear how all of the programs offered are connected to our school's instructional vision.  
 T q8c curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.  
 T q8d there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.  
*1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

## Teacher influence

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

- T q9f The principal/school leader encourages feedback through regular meetings with parent and teacher leaders.  
*1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

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

- T q13c Selecting instructional materials used in classrooms.  
 T q13d Developing instructional materials.  
 T q13e 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.

### Parent involvement in the school

---

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

- P q4a Been asked or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with wide school-wide events, etc.)?
- P q4b Communicated with your child's teacher about your child's performance?
- P q4c Seen your child's projects, artwork, homework, tests or quizzes?

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

### Outreach to parents

---

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

- T q9a Parents/guardians are invited to visit classrooms to observe the instructional program.
- T q9c Teachers understand families' problems and concerns.
- T q9d Teachers work closely with families to meet students' needs.
- T q9e School staff regularly communicate with parents/guardians about how parents can help students learn.

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

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

- P q1a School staff regularly communicate with parents/guardians about how parents can help students learn.
- P q1b Parents/guardians are invited to visit classrooms to observe instruction.
- P q1c Parents/guardians are greeted warmly when they call or visit the school.
- P q1e Teachers work closely with families to meet students' needs.
- P q1f Teachers communicate regularly with parents/guardians.
- P q1h Teachers understand families' problems and concerns.

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

## 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 q2c I feel respected by my child's principal/school leader.  
 P q2d 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 q2e The principal/school leader is an effective manager who makes the school run smoothly.  
 P q2f 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 q1d 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*

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

- P q2a I feel respected by my child's teachers.  
 P q2b 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*

### Student-teacher trust

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

- S q5b There is at least one adult in the school that I can confide in.  
 S q5c My teachers will always listen to students' ideas.  
 S q5d My teachers always keep their promises.  
 S q5e My teachers treat me with respect.  
 S q5f 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-teacher trust

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

- T q5a Teachers in this school trust each other.  
 T q5b It's OK in this school to discuss feelings, worries, and frustrations with other teachers.  
 T q5c Teachers respect other teachers who take the lead in school improvement efforts.  
 T q5d I feel respected by other teachers at this school.  
 T q5e Teachers at this school respect those colleagues who have a specific expertise.

*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 q6a I feel respected by the principal at this school.  
 T q6b The principal at this school is an effective manager who makes the school run smoothly.  
 T q6c The principal has confidence in the expertise of the teachers at this school.  
 T q6d 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 q6e At this school, It's OK to discuss feelings, worries, and frustrations with the principal.

- T q6f The principal takes a personal interest in the professional development of teachers.
- T q6g The principal looks out for the personal welfare of the staff members.
- T q6h The principal places the needs of children ahead of personal interests.
- T q6i The principal and assistant principals function as a cohesive unit.

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