This document describes final changes to the 2014-15 School Quality Reports, which will again include a School Quality Snapshot designed primarily for families and a School Quality Guide designed primarily for educators. These changes build on the methodology described in the 2013-14 Educator Guides to the School Quality Reports. The School Performance team collected feedback about these proposed changes during meetings with principals and community members and during an open-comment period. The final changes below take this feedback into account. If you have questions, please email SchoolPerformance@schools.nyc.gov.

Changes to 2014-15 School Quality Reports

	School Quality Report Component	2013-14 Approach	Change for 2014-15	Reasons for Change
1	**Sections of the School Quality Reports**	The report sections were aligned to the old Progress Reports (Student Progress, Student Achievement, School Environment, Closing the Achievement Gap, and College and Career Readiness), with a separate section on the Quality Review.	The sections will be aligned to the Framework for Great Schools (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, Trust, and Student Achievement).	Aligning the reports with the Framework will promote a clear and coherent vision for school improvement in the NYC DOE.
2	**Section ratings**	Section ratings were included in the School Quality Guide, but not the Snapshot.	Section ratings (aligned to the Framework) will be included in both the Guide and the Snapshot.	Providing section ratings will more clearly communicate at a glance how a school is doing in different areas. It will create greater urgency around strengthening Framework elements and meeting achievement targets.
3	**Multi-year growth table in Snapshot**	The Snapshot did not include this information.	The Student Achievement page will include a table showing key student results broken out by students' starting points. The ES Snapshot will show performance on state Math and ELA tests in 5th grade broken out by 3rd grade starting points (Level 1, 2, 3-4). The MS and K-8 Snapshots will show performance on state Math and ELA tests in 8th grade broken out by 5th grade starting points (Level 1, 2, 3-4). The HS Snapshot will show high-school outcomes (4-year graduation rate and	Parents and others have requested this information, which gives a sense of how their child might perform at the school. This information provides insight on how well students from different starting points are improving and performing at the school.

School Quality Report Component	2013-14 Approach	Change for 2014-15	Reasons for Change
		college readiness) broken out by 8th grade starting points (Level 1, 2, 3-4). The starting point Levels are based on rescaled test scores, so that a starting point of Level 1 reflects a prior score that would be equivalent to a Level 1 under the latest state tests. For the HS table, the 8th grade starting point reflects the lower of the students' levels on the ELA and Math exams.	
4 Additional information on Snapshot	The Snapshot did not include this information.	The Snapshot will include new information: • Map showing school's location • Percentage of teachers with 3 or more years of experience • Information on extracurricular activities and sports from the Directory (MS/HS) • Arts courses (HS) • Details about the specific college and career preparatory courses/exams passed by students (HS) • Chronic absenteeism rate • Survey response rates	Parents and others have requested that this data be added to provide more detailed information about each school. Chronic absenteeism is highlighted because researchers have found that it is a strong predictor of academic failure. Survey response rates provide useful context when interpreting the survey results reported in the Snapshot.
5 Comparisons presented in the Snapshot	The Snapshot included comparisons to city, district (ES/MS), and borough (HS) results only.	In addition, the Snapshot will include comparisons to a Comparison Group of similar students. See the "Phase-in Changes" below for more information.	Researchers have found that incoming proficiency levels and student demographics can strongly affect student performance. City, district, and borough comparisons do not necessarily account for these factors, and including the Comparison Group results will give a better sense of how much the school is helping its students learn.

Phase-In Changes

The following phase-in changes will not affect ratings in the 2014-15 reports, but will affect ratings in the 2015-16 reports.

Comparison Group

The targets for 2014-15 (released in the 2013-14 School Quality Guide) were based mostly on comparisons to peer schools. Instead of using groups of peer schools, the 2015-16 targets (released in the 2014-15 School Quality Guide) will be based mostly on a Comparison Group of similar students across the city.

Each student at the main school will be 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 will be grouped together into a large Comparison Group. The DOE will then calculate the performance results (such as average test scores and graduation rates) of the Comparison Group. These results will be used to set rigorous and realistic targets for the school.

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)	High School (9+)
-Grade Level -ELL category[1] -IEP category (past 4 yrs)[2] -Temporary housing or HRA-eligible (past 4 yrs)	-Grade Level -ELL category -IEP category (past 4 yrs) -Temporary housing or HRA-eligible (past 4 yrs)	-Graduation Cohort -Overage/under-credited -IEP category (past 5 yrs) -Temporary housing or HRA-eligible (past 4 yrs)

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

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

Elementary School (K-5)	Middle School (6-8)	High School (9+)
Primary Factors[3] -Grade 3 ELA score -Grade 3 Math score **Secondary Factors** -School's % students with IEPs (past 4 yrs) -School's Economic Need -School's % ELL	**Primary Factors** -Grade 5 ELA score -Grade 5 Math score **Secondary Factors** -School's % students with IEPs (past 4 yrs) -School's Economic Need -School's % overage -School's % ELL	**Primary Factors** -Grade 8 ELA score -Grade 8 Math score **Secondary Factors** - School's % students with IEPs (past 5 yrs) -School's Economic Need -School's % overage/undercredited -School's % ELL

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[1] 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.

[2] For elementary, middle, and high 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.

[3] For third graders (who do not yet have state test scores), Grade 2 attendance is used as a matching factor.

- To find the 50 most similar students from the group, the primary factors are weighed more heavily than the secondary factors.
    - **Example:** Student A is a 7th grader. Her group of Step 1 matches includes Student B and Student C. Student A scored 2.8 on both her Grade 5 ELA and Math exams, Student B scored 2.1, and Student C scored 2.9. Student A is more likely to be matched with Student C than Student B.
    - **Example:** Student D is a 5th grader. His group of Step 1 matches includes Student E and Student F. All three students scored 2.7 on both their Grade 3 ELA and Math exams. Student D's school has 25% students with disabilities, Student E's school has 23% students with disabilities, and Student F's school has 2% students with disabilities. Student D is more likely to be matched with Student E than Student F.
- In addition to the primary factors based on the student's own characteristics, the secondary factors about school characteristics are also taken into account because the school's population can have peer effects on the student.

The Comparison Group results used to set targets for 2015-16 will be based on matches to the students attributed to the school in August 2015-16. (The Comparison Group results shared in the Snapshot, near the school's 2014-15 results, will be based on the matches to the students attributed to the school in early 2014-15.)

This method will be used to set targets one year in advance for the following metrics:

School Type(s)	Metric with targets set one year in advance using similar students
ES, MS, K-8	State Test Results for ELA and Math: Average Student Proficiency, Average Student Proficiency- School's Lowest Third, Percentage of Students at Level 3 or 4*
ES	Middle School Adjusted Core Course Pass Rate of Former 5th Graders
MS, K-8	Core Course Pass Rates: ELA, Math, Science, Social Studies
MS, K-8	Percentage of 8th Graders Earning HS Credit
MS, K-8	9th Grade Adjusted Credit Accumulation of Former 8th Graders
ES, MS, K-8	Average Proficiency Rating on State ELA and Math Tests for the following subgroups: Self-Contained, Integrated Co-Teaching, SETSS, ELL, Lowest Third Citywide, Black and Hispanic Males in Lowest Third Citywide
ES, MS, K-8	ELL Progress
ES, MS, HS	Less Restrictive Environment
ES, MS, HS	Percentage of Students with Attendance Rates of 90% or Higher (reflects chronic absenteeism)
HS	Percentage of Students Earning 10+ Credits in 1st, 2nd, and 3rd Years, among All Students and the School's Lowest Third
HS	Average Completion Rate for Remaining Regents, Average Score on the following Regents Exams: Algebra, English, Living Environment, U.S. History, Global History**
HS	4-Year and 6-Year Graduation Rates
HS	4-Year and 6-Year Non-Drop-Out Rates (percentage of the students in the graduating cohort who have either earned a local or higher diploma, earned a HS equivalency (formerly known as GED), earned a CDOS/SACC (only NYSAA-eligible students), or are still enrolled in a DOE school or program with at least 50% attendance since February 1, 2015.
HS	College and Career Preparatory Course Index, 4-Year College Readiness Index, 6-Year College Readiness Index with Persistence, Postsecondary Enrollment Rate – 6 Months, Postsecondary Enrollment Rate – 18 Months
HS	4-Year Graduation Rate for the following subgroups: ELL, Self-Contained/ICT/SETSS, Lowest Third Citywide, Black and Hispanic Males in Lowest Third Citywide

HS	Students in the Lowest Third Citywide: College and Career Preparatory Course Index, 4-Year College Readiness Index, Postsecondary Enrollment Rate – 6 Months
ES, MS, K-8, HS	Movement of Students with Disabilities to Less Restrictive Environments
ES, MS, K-8, HS	Percentage of Students with Attendance Rates of 90% or Higher (reflects chronic absenteeism)

* **Schools with high rates of test refusals or other non-participation in grades 3-8 will have their targets adjusted to better reflect the population that actually takes the test in 2016.**

Because it is not possible to accurately predict who will take the Regents a year in advance, we will provide *estimated* **targets for the Regents score metric, and then adjust the targets based on the population of students that actually takes the test.

By setting customized targets that take into account students' prior proficiency levels and student need, the DOE can create ratings that are valid, reliable, and fair to schools with high-need student populations. This will make a number of harder-to-interpret metrics on the existing reports redundant, and the DOE will discontinue them. These metrics will not have 2015-16 targets, will not be included in the 2015-16 reports, and will not contribute to ratings in the 2015-16 reports.

School Type(s)	Redundant Metrics to be Discontinued for 2015-16 Targets and Ratings
ES, MS, K-8	All metrics based on Median Adjusted Growth Percentiles or Growth Percentiles
ES	Early Grade Progress
HS	Weighted Regents Pass Rates
HS	Weighted Diploma Rates

Because the Weighted Regents Pass Rate will be replaced with the Regents Score, this new approach will have the effect of recognizing schools where students are scoring beyond the minimum to pass the exam.

Because the Weighted Diploma Rate is being replaced, schools will no longer receive additional points for Advanced Regents Diplomas, which can result in unnecessary additional testing for students. CTE, Arts, and Associates Diplomas are all recognized in the Career and College Readiness metrics. HS equivalency (formerly known as GED), and the CDOS/SACC credentials (only for NYSAA eligible students) are recognized in a new Non-Dropout Rate Metric which will count toward the Student Achievement rating (instead of Weighted Diploma Rate) starting in 2015-16.

Technical Changes

- *College Readiness Index:* Since the DOE first introduced this metric, CUNY has made some changes to the requirements needed to avoid remediation. The DOE will reflect those changes in the College Readiness Index. CUNY has announced a cutoff of 70 on the Common Core Algebra Regents, and the DOE will use that cutoff. CUNY has not yet announced the cutoffs for the English and other Math Common Core Regents. For now, the DOE will use 70 on the Common Core Math Regents and 75 on the Common Core English Regents.

Previous Standard	New Standard
480 on the SAT I Math	500 on the SAT I Math
20 on the ACT Math	21 on the ACT Math
35 on CUNY Math 1 Assessment and 40 on CUNY Math 2 Assessment	40 on CUNY Math 2 Assessment

- *Percent of 8th Graders Earning High School Credit:* Students who take Regents in 8th grade will need to reach college-ready scores to receive credit. Therefore, 8th grade students that score 65 to 69 on a Common Core Math Exam (or 65 to 74 on a Common Core English Exam) will no longer receive credit for this metric.

- *Economic Need Index:* Previously, the Economic Need Index was calculated as (Percent Temporary Housing) + (Percent HRA Eligible x 0.5) + (Percent Free Lunch Eligible x 0.5). The metric will be revised to reflect the likelihood that students at the school are in poverty. The metric will be calculated as follows:

  - If the student is HRA-eligible or living in temporary housing, the student's Economic Need Value will be 1.0.
  - Otherwise, the student's Economic Need Value will be 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 will equal this percentage divided by 100.
  - The school's Economic Need Index will be the average of its students' Economic Need Values.

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

- *Regents Completion Rate:* The Regents completion rate has been adjusted to reflect the 4+1 graduation requirements. Students are still expected three Regents at the end of the second year and all five by the end of the third year. Now, the five subjects are: ELA, Math, Science, Social Studies, and "Additional." The "additional" exam can be a second exam Math, Science, or Social Studies.

Appendix A

Data Included in Each Section of the School Quality Reports

The new School Quality Guide will include the following data:

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
Student Achievement	All of the metrics from the Student Progress, Student Achievement, Closing the Achievement Gap, and College and Career Readiness sections of the 2013-14 School Quality Guide will be part of the Student Achievement section of the 2014-15 School Quality Guide (except for movement of students with disabilities to less restrictive environment, which will be in the Supportive Environment section).

The School Quality Snapshot will contain selected data points from each section of the School Quality Guide.

Appendix B

Student Achievement Section Ratings

In the Student Achievement section, the ratings will be based on the targets that were published in the 2013-14 School Quality Guides.

Metric Scores/Ratings
For each metric, the school will earn a score from 1.00 to 4.99 based on how the school's metric 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 the Approaching Target level, the first digit will be 1.
- If the school met its Approaching Target level (but not higher targets), the first digit will be 2.
- If the school met its Meeting Target level (but not the higher target), the first digit will be 3.
- If the school met its Exceeding Target level, the first digit will be 4.

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

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. The bottom of the range = 0.75 * 2014 bottom of peer range + 0.25 * 2014 bottom of city range. The top of the range = 0.75 * 2014 top of peer range + 0.25 * 2014 top of city range.

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

Student Achievement Score (not including the Closing the Achievement Gap metrics)
The Student Achievement score (not including the Closing the Achievement Gap metrics), or "Pre-CtAG Weighted Average" is a weighted average of the metric scores, 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.

Closing the Achievement Metrics
The Closing the Achievement Gap metrics are "extra credit" 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 (i.e., school's population percent of range < 25%).

For each Closing the Achievement Gap metric, the extra points will be (metric score – 1.00) / (4.99 – 1.00) * extra points possible. For elementary, middle, and K-8 schools, the extra points possible per metric is 0.030. For high schools, the extra points possible per metric is 0.036. If a Closing the Achievement Gap is N/A, the extra points associated with that metric do not shift to any other metrics.

The total Closing the Achievement Gap extra credit will be the sum of the extra points earned on each metric.

Student Achievement Score and Rating
The Student Achievement score will equal the Pre-CtAG Weighted Average plus the Closing the Achievement Gap extra credit, rounded to the nearest hundredth, and capped at 4.99.

The section rating will be based on the first digit of the 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, schools in their first year of operation in 2014-15, and new high schools without a graduating class, will not receive a Student Achievement rating.

Appendix C

Section Ratings for Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust

These ratings will be based on the results of the NYC School Survey, Quality Review, percentage of students with attendance rates of 90% or higher, and movement of students with disabilities to less restrictive environments (LRE).

These section ratings are generated through a multi-step process: (1) raw metric scores are collected from the data sources, (2) raw metric scores are converted into standard scores (which place different metrics on a common scale, so that they can be combined), (3) the standard scores are combined to generate an element score for the school, and (4) the element score is compared to rating cut levels to generate an element rating.

For ease of interpretation, the standard scores will be 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 Review

Quality Review ratings on indicators 1.1, 1.2, 2.2, 3.4, and 4.2 are converted into standard scores as follows:
- Well Developed has a standard score of 4.99.
- Proficient has a standard score of 3.40.
- Developing has a standard score of 2.00.
- Underdeveloped has a standard score of 1.00.

The scoring uses a school's most recent published Quality Review ratings, from a review that took place after August 2012. If a school's most recent review took place in August 2012 or earlier, or if a school's most recent review since August 2012 has not been finalized, the Quality Review scores are N/A.

NYC School Survey
For purposes of survey scoring, schools are categorized by survey school types and are scored against schools of the same survey school type. A listing of the survey school types will appear in the 2014-15 Educator Guide to the School Quality Reports.

The scoring method follows the structure of the survey itself, which was organized as groups of questions relating to a measure, and groups of measures relating to an element (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust). Details on the measures within each element and the questions within each measure will appear in the 2014-15 Educator Guide to the School Quality Reports.

The scoring method follows several steps:
- **Step 1:** For each question, the *raw question score* is the percent of "positive" reponses, excluding "I don't know" or missing responses from the denominator.
- **Step 2:** The *raw measure score for respondent group* is the average of the raw question scores for all questions with the measure asked of that respondent group (e.g., all the questions on Outreach to Parents that were asked of teachers).
- **Step 3:** The *standard measure score for respondent group* is a standardized version of the raw measure score for respondent group, which is placed on a scale that reflects standard deviations away from the mean. The standard score uses the "percent of range" concept from the 2013-14 School Quality Guides, which shows where the school's score falls within a range of two standard deviations above and below

the city average (for the same school type). The score is converted from the 0 – 100 scale used for percent of range to a 1.00 – 4.99 scale.

- o   An additional rule is applied: If the raw measure score for respondent group meets certain thresholds, then the standard measure score for respondent group cannot fall below certain floor levels:
    - ▪   If raw measure score for respondent group is at least 95%, the standard measure score for respondent group cannot fall below 4.00.
    - ▪   If raw measure score for respondent group is at least 90%, the standard measure score for respondent group cannot fall below 3.00.
    - ▪   If raw measure score for respondent group is at least 85%, the standard measure score for respondent group cannot fall below 2.00.
- **Step 4:** The *standard measure score for school* is the average of the standard measure score for respondent group for all respondent groups that were asked about the measure.
- **Step 5:** The *standard survey element score* is the average of the standard measure score for school for all measures within the element.

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 detailed thresholds will be set forth in the 2014-15 Educator Guide to the School Quality Reports.

Percentage of Students with Attendance Rates of 90% or Higher
The raw value of this metric is the percentage of students at the school with attendance rates below 90%. (The metric is equal to 100% - chronic absenteeism rate.) Because targets were not set in advance for this metric, the standard score is calculated using the "percent of range" methodology, placing the school's 2014-15 result against the 2013-14 peer range and the 2013-14 city ranges. The two values are combined, wth the peer percent of range weighted by 75% and the city percent of range weighted by 25%. The resulting percent of range, on a 0 – 100 scale, is converted to a 1.00 – 4.99 scale.

The DOE calculates 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 scoring.

Movement of Students with Disabilities to Less Restrictive Environments
The score for this metric is based on how the school's value compared to the targets published in the 2013-14 School Quality Guide. The score is calculated in the same way as they are calculated for Student Achievement metrics, with the result on a scale from 1.00 to 4.99.

The DOE calculates movement of students with disabilities to less restrictive environments 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), then the average of the EMS standard score and the HS standard score is used for scoring.

Section Scores
The school's section scores are a weighted average of the standard scores from the data sources within each element category. The weights that are applied depend on the survey response rate of the primary group(s) of respondents that were asked about that element on the NYC School Survey. When survey response 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 response numbers fall below specified thresholds, then the element score will be N/A.

The table on the following page shows the weights that are applied to the standard scores from 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

Rigorous Instruction	If teacher response rate is at least 50%	If teacher response rate is below 50% but at least 30%	If teacher response rate is less than 30% or fewer than 5 responses
Quality Review 1.1	22%	25%	
Quality Review 1.2	22%	25%	
Quality Review 2.2	22%	25%	Element score is N/A.
Survey (Rigorous Instruction)	34%	25%	

Collaborative Teachers	If teacher response rate is at least 50%	If teacher response rate is below 50% but at least 30%	If teacher response rate is less than 30% or fewer than 5 responses
Quality Review 4.2	50%	67%	
Survey (Collaborative Teachers)	50%	33%	Element score is N/A.

Supportive Environment	If teacher response rate is at least 50% (for elementary schools); If student response rate is at least 50% (for non-elementary schools)	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)	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)
Quality Review 3.4	30%	35%	
Survey (Supportive Environment)	35%	25%	
Percentage of Students with Attedance Rates of 90% or Higher	30%	35%	Element score is N/A.
Less Restrictive Environment	5%	5%	

Effective School Leadership	If teacher response rate is at least 30%	If teacher response rate is less than 30% or fewer than 5 responses
Survey (Effective School Leadership)	100%	Element score is N/A.

Strong Family-Community Ties	If average of teacher and parent response rates is at least 30%	If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses
Survey (Strong Family-Community Ties)	100%	Element score is N/A.

Trust	If average of teacher and parent response rates is at least 30%	If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses
Survey (Trust)	100%	Element score is N/A.

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. Because charter schools do not receive Quality Reviews, any weight that would be applied to the Quality Review is shifted to the survey.

In the Supportive Environment section, weight can be shifted if the school does not have a score for chronic absenteeism or movement of students with disabilities to less restrictive environments. The details will be set forth in the 2014-15 Educator Guide to the School Quality Reports.

Section Ratings

The section rating will be based on the first digit of the section 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, schools in their first year of operation in 2014-15, and new high schools without a graduating class, will not receive a Student Achievement rating.