

School Quality Reports

Educator Guide

High Schools

2014-15

Last Updated: June 29, 2016

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 provides multiple years of data, which can shed light on trends over time. The Guide also 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 and outside organizations 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 students' progress towards graduation by accumulating credits and improving from their incoming proficiency levels to pass Regents exams, graduation rates, college-and-career readiness of students based on their achievements in high school and their outcomes after leaving high 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 2013-14 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

In 2012, New York State received a waiver to implement a revised accountability system, which will be in place through 2014-15. The system 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 2014-15, School Quality Reports are provided for the following four school types: elementary schools, K-8 schools, middle schools, and high schools.

School Type	Grades and Students Served
Elementary School	K-4, K-5, and K-6
K-8 School*	K-7, K-8, and K-12 (minus grades 9-12)
Middle School	5-8, 6-8, and 6-12 (minus grades 9-12)
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)

* 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 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 Guides for high schools. A separate Educator's Guide details the rules for elementary schools, K-8 schools, and middle schools.

Survey School Type

For analyzing and scoring survey results in the 2014-15 School Quality Reports, schools are categorized by a survey school type:

School Type	Grades and Students Served
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

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 6-12.

Comparison Group

Please see this [section](#) of this Educator Guide for a detailed explanation of a school's Comparison Group.

Economic Need Index

A school's Economic Need Index reflects the likelihood that students at the school are in poverty. The metric is calculated as follows:

- The student's Economic Need Value is 1.0 if:
 - The student is HRA-eligible; or
 - The student lived in temporary housing in the past four years; or
 - The student has a home language other than English and entered the NYC DOE for the first time within the last four years.
- 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.

Previously, the Economic Need Index was calculated as $(\text{Percent Temporary Housing}) + (\text{Percent HRA Eligible} \times 0.5) + (\text{Percent Free Lunch Eligible} \times 0.5)$. 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.

The school's Economic Need Index is used as part of the matching process to create Comparison Groups. It is also used in calculating adjustments for Median Adjusted Growth Percentiles.

Students in a School's Lowest Third

The school's lowest third for high schools is based on a student's average 8th grade ELA and math scores. For each school, three separate cutoffs are calculated: one for first-year students, one for second-year students, and one for third-year students. As students in their fourth year or beyond do not contribute to the credit-accumulation metrics, they are not included in the school's lowest third calculations. Students without 8th grade scores cannot be in the school's lowest third.

Students in Lowest Third Citywide

For high-school students with 8th grade test scores, inclusion in the lowest third citywide is based upon a student's average 8th grade ELA and math scores. The cutoff for the lowest third citywide depends on a student's year in high school in 2014-15, and the cutoff values are presented in following table:

Year in High School	Lowest Third Citywide ELA / Math Cutoff
1 st	2.085
2 nd	2.055
3 rd	2.695
4 th or beyond	2.615

A student without 8th grade scores will also be included in the lowest third citywide if the student meets any of the following criteria:

- Had a self-contained placement anytime in the past five school years (2010-11 through 2014-15);
- Is considered over-age or over-age/under-credited; or
- Is a long-term ELL on entry to school.

Minimum N (Number of Students)

In general, the minimum number of values used for reported calculations at the school level is 15. For Closing the Achievement Gap metrics, the minimum number of students for each metric is five. For the table in the Student Achievement section of the School Quality Snapshot that shows multi-year growth (high school outcomes broken out by 8th grade starting points), the minimum number of students for each category 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.

Year in High School / Cohort Letter

Most accountability measures for high schools are based on each student's "year in high school." This is determined by the amount of time that has passed since the year that the student entered ninth grade. This ninth-grade entry year, which is the school year when the student entered ninth grade (or the equivalent) anywhere in the world, is referred to as "year one of high school." The next school year is the second year of high school, and so on. The year in high school often corresponds to the grade level, but not always. For example, a student who is repeating ninth grade is a second-year student. If this student drops out during the second year, the next year is the student's third year even if the student is no longer in school.

A group of students in the same year in high school are referred to as a "cohort" and each cohort is assigned a letter of the alphabet. Cohorts are sometimes referred to colloquially as the "class of [year]," with the year of expected graduation based on graduating in four years after entering ninth grade. The following table shows the group of students corresponding to each cohort letter:

Year in High School During 2014-15	Cohort Letter	Ninth Grade Entry School Year	“Class Of” Designation
First	T	2014-15	Class of 2018
Second	S	2013-14	Class of 2017
Third	R	2012-13	Class of 2016
Fourth	Q	2011-12	Class of 2015
Fifth	P	2010-11	Class of 2014
Sixth	O	2009-10	Class of 2013

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.

Progress Toward Graduation

Student Attribution

Students in grades 9-12 who are continuously accountable in the NYC DOE from October 31, 2014 through June 30, 2015 are attributed to the last diploma-granting school responsible as of October 31, 2014. That date is used to attribute students because it is tied to funding and there are yearly procedures in place to ensure the accuracy of the register on that date.

A student is considered continuously accountable for the year if the student is accountable to one or more NYC DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the DOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped out. Dropped-out students are accountable in the Progress Toward Graduation metrics through the end of the fourth year of high school. Students in non-diploma granting programs, such as YABC, GED, home/hospital instruction, or programs for incarcerated students, are also accountable through the end of the fourth year of high school. Dropped-out students and students in non-diploma granting programs become non-accountable in the Progress Toward Graduation metrics starting in year five of high school.

► **Percentage of Students Earning 10+ Credits in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School.**

These measures show the percentage of the school's students, in the relevant year of school, who accumulated 10 or more academic credits. Credits earned in the fall, spring, and summer terms contribute to this metric. A particular focus is given to credits earned in the four main subjects: English, math, science and social studies. A student contributes positively (contributes 1.0 to the numerator) to this metric if the student meets the following criteria:

- Earned 10 or more credits between Fall 2014 and Summer 2015;
- At least 6 credits of these credits were earned from the four main subjects (English, math, science and social studies); and
- At least some credit (greater than zero) is earned in at least three of the four main subjects. Both elective and core courses count toward this requirement.

Eligible students who do not meet the above requirements contribute negatively (contribute 0.0 to the numerator) to this metric. Students who drop out of school or

enter non-diploma granting programs remain in this metric for as long as they would have been in the first three years of high school.

Students eligible for the New York State Alternate Assessment (NYSAA) are excluded from this metric.

► *Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School*

These metrics are the same as the previous measures, except they measure only students in the school's lowest third as determined by the average of the 8th grade ELA and math proficiency ratings.

► *Average Completion Rate for Remaining Regents*

This measure evaluates a school's ability to help students progress each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, Social Studies, and an "additional" exam. The "additional" exam can be a second exam in Math, Science, or Social Studies. This metric applies to students in years two, three, and four of high school.

The metric value for the school is the total number of passed subjects (the numerator) divided by the total number of needed subjects (the denominator).

For students in years three and four of high school, the denominator contribution (exams needed) is the total number of subjects not passed as of the beginning of 2014-15. The numerator (exams passed) is the total number of needed subjects passed in 2014-15.

For students in year two of high school, the first and second years are considered together as if they were one long year. Also, because second-year students are only expected to have passed any three of the five subjects total, the denominator contribution (exams needed) is three minus the number of subjects passed in middle school. The numerator contribution is the number of needed subjects passed during years one or two.

When applying these rules, the denominator is never allowed to go below zero and the numerator is never allowed to be higher than the denominator.

On Regents exams, the required passing score for all students in all exams is 65 or higher. Scores of "PR" on component exams are considered passing. RCT exams in the corresponding subject are also considered passing. Successful completion of state-approved Regents alternatives, including some Advanced Placement exams, International Baccalaureate exams, and SAT subject exams, also count towards satisfying the Regents requirements. The minimum acceptable scores that can be substituted for Regents exams are described on the [NYSED website](#). Subjects with Regents waivers (WA) are excluded from the numerator and denominator unless the student actually takes an exam in that subject.

Exams that are failed have no impact on this metric. Since the denominator is based on the needed exams for the entire cohort, failing a needed exam counts the same as having never taken it. Students who are dropped out or in non-diploma granting programs contribute to this metric (until after their 4th year of high school). Students eligible for NYSAA are excluded. Schools with a waiver from the state to use portfolio assessments instead of some Regents exams do not get values for this metric.

► *Weighted Regents Pass Rates*

Phase-Out Metrics

These metrics are included in the 2014-15 School Quality Reports, but they are being phased out and will not be included in the 2015-16 School Quality Reports.

On a citywide basis, students' entering proficiency—as measured by their performance on State 8th grade subject tests—is highly predictive of their likelihood of passing the high school Regents exams. The Weighted Regents Pass Rate measures evaluate the extent to which high schools help their students meet or exceed these expectations.

Each student is given a possible weight for each exam, based on the student's performance decile for the corresponding 8th grade test (i.e., whether the student scored in the top 10%, the top 20%, the top 30%, etc.). If a student does not have an 8th grade social studies exam score, the student's result on the 8th grade ELA exam will be used to determine the appropriate decile for social studies Regents. Where a student's 8th grade proficiency is not available, the student's demographic characteristics are used as a proxy to predict the student's likelihood of passing the high school Regents exams.

Students who are less likely to pass the exam are weighted to contribute more points to this metric if they pass. For example, if only one in five students with Student A's entering math proficiency is expected to pass the Integrated Algebra Regents exam (based on the prior results of students with that entering proficiency), then Student A's weight for Integrated Algebra is five. If one in two students with Student B's entering math proficiency passed the Integrated Algebra exam, then Student B's Integrated Algebra weight is two. If Student A passes the Integrated Algebra exam, the student will contribute five points to the numerator of the school's weighted Regents pass rate. If Student B passes the exam, the student will contribute two points to the numerator.

Please see Appendix to this Educator Guide for more information on performance deciles and decile weights.

Ten Regents exams, from five subjects, can count toward the weighted Regents pass rate in 2013-14:

Subject	Exam
English	English
U.S. History	U.S. History
Global History	Global History
Science	Living Environment
	Earth Science
	Chemistry
	Physics
Mathematics	Integrated Algebra
	Geometry
	Algebra II

[State-approved Regents alternatives](#), including some Advanced Placement exams, International Baccalaureate exams, and SAT subject exams, are also included in the weighted Regents pass rates. Each state-approved alternative is specific to one of the five subject areas: English, U.S. History, Global History, Science, or Mathematics.

Not all exam results necessarily count toward this metric. Exams are included and excluded from the weighted Regents pass rate based on the following rules:

General Rules for including / excluding exams

- Only Regents exams taken in January, June, or August 2014 can be included in the 2013-14 weighted Regents pass rate. Each student's highest score on a particular test during the year is the only score included.
- Regents alternatives taken during the 2013-14 school year are included.
- All exams are attributed to the last diploma-granting school responsible on October 31, 2013.
- Regents with a score of ABS (absent), 0, or INV (invalid) are excluded.
- Regents Competency Tests (RCTs) are excluded from weighted Regents pass rates.

Rules for including / excluding exams passed in 2013-14

- The exam is included if it is the first time the student passed the exam.
- The exam is excluded if the student has already passed the same exam at an earlier date.
- If a student passes both a Regents exam and a Regents alternative in the same subject in the same school year, the Regents exam is excluded because the Regents alternative is always worth the same or more points.

Rules for including / excluding exams failed in 2013-14

- Failed exam results are excluded if the student passed or passes any exam in the same subject (or the same exam) either in the same year or a previous year.
- If the same student fails multiple exams in the same year in the same subject, then a maximum of one of the failed exams will be included.

Examples:

If a student passed Integrated Algebra in 9th grade and then attempts the Geometry Regents in 10th grade, the Geometry exam is included if the student passes and excluded if the student fails.

If a student scores 70 on Integrated Algebra one year and tries it again in the next year to get an 80, the exam is excluded from weighted Regents pass rate regardless of the student's result; however, a score of 80+ could still contribute to the College Readiness Index or College Readiness Rate Including Persistence.

If a student passes both Integrated Algebra and Geometry for the first time in the same year, both exams are included.

If a student fails Algebra twice, fails Geometry twice, then passes Algebra in the

summer of the same year, only the passing exam is included and all four failed exams are excluded.

If a student who has never passed Algebra fails it three times in the same year, one failed exam is included and the other two are excluded.

► **Average Regents Score on the Following Exams: English (non-Common Core), English (Common Core), Living Environment, Global History, U.S. History, Algebra I (non-Common Core), Algebra I (Common Core)**

Phase-In Metrics

These metrics are being phased into the School Quality Reports. They are not included in the 2014-15 reports, but targets will be set for 2015-16 and these metrics will be included in the 2015-16 School Quality Reports.

These metrics are equal to the school's mean scores on the listed Regents exams. There will be a separate metric for each of the listed exams.

NOTE: Because it is not possible to accurately predict who will take the Regents exams in advance, we will set and share *estimated* targets for these Regents score metrics in the 2014-15 School Quality Guide. These targets will be adjusted based on the students at the school who actually take the exams.

Graduation, Diploma, and Non-Dropout Metrics

Student Attribution

4-Year Graduation Cohort

Attribution for graduation metrics uses a separate system from the Progress Toward Graduation metrics. Students are attributed to the last diploma-granting school as of June 30 of the fourth year of high school. In keeping with state and federal graduation reporting rules, continuous enrollment is not necessary. Any student enrolled for one or more days (including no-shows) are accountable if their enrollment represents the last diploma-granting school before June 30 of the fourth year of high school.

For the 2014-15 School Quality Reports, a school's 4-year graduation cohort, represented by the letter 'Q', consists of all students who:

- Entered 9th grade for the first time anywhere in 2011-12 (these students are referred to as "cohort Q");
- Were active in the school as of June 30, 2015, or the school is the last diploma-granting high school that they attended before June 30, 2015; *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2015.

There are limited circumstances under which a discharged student can become non-accountable. If the student leaves school for one of the reasons below before June 30 of year four, then the student will become non-accountable if all required documentation is collected and stored on file. For more information about discharges, please see the [Transfer Discharge Guidelines](#).

Potentially Cohort-Removing Discharge Codes:

Code	Description
08	Admitted to nonpublic NYC school with documentation
10	Discharged to a court ordered placement (non-incarceration)
11	Transferred to a school outside of NYC with documentation
15	Deceased
20	Early admission to a four year university
25	Already received a high school diploma outside DOE at time of enrollment

6-Year Graduation Cohort

For the 2014-15 School Quality Reports, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2012-13. These students are represented by cohort letter 'O'. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30th of year four, if a student transfers to a new school in year five, the student remains accountable for graduation to the year-four school.

► Four-Year Graduation Rate

This measure reflects the percentage of students in the school's four-year cohort (defined above) that graduated with a Regents or Local Diploma, including August graduates. For the 2014-15 School Quality Reports, the four-year cohort reflects the 'Q' cohort which includes students who first entered high school during the 2011-12 school year. This cohort can be viewed in ATS using the command RGCS.

For schools with at least 1.5% of students who are NYSAA-eligible, a separate metric indicates the school's graduation rate for only students eligible for standard assessment. This graduation rate is printed on the School Quality Snapshot to inform families. The graduation rate including all students is used for purposes of the rating calculation in the School Quality Reports.

► Six-Year Graduation Rate

This measure is similar to the four-year graduation rate, except that it evaluates the percentage of students in a school's cohort that graduated with a Regents or Local Diploma within six years of beginning high school, including August graduates. For the 2014-15 School Quality Guide, the six-year cohort reflects the 'O' cohort which includes students who first entered high school during the 2009-10 school year. This cohort can be viewed in ATS using the command RGCS.

► Four-Year Weighted Diploma Rate**Phase-Out Metric**

This metric is included in the 2014-15 School Quality Reports, but is being phased out and will not be included in the 2015-16 School Quality Reports.

This measure assigns a weight to each type of diploma based on the level of

proficiency and college and career readiness indicated by the diploma type. GEDs and IEP Diplomas, which are not included in the non-weighted graduation rates, can contribute to this measure. GEDs can contribute to this measure for any student, but IEP diplomas are only counted for students eligible for NYSAA (i.e. those that are exempt from Regents and RCTs). Non-NYSAA eligible students with IEP diplomas are considered non-graduates (0.0 points). The base weights are as follows:

Diploma Type	Diploma Weight	With CTE-Endorsed Diploma	With Advanced Designation in Art	With Advanced Designation in Math or Science	With Associate's Degree or IB Diploma
GED	0.5	NA	NA	NA	NA
IEP or Skills and Achievement Commencement Credential	(NYSAA only)	NA	NA	NA	NA
Local	1.0	1.5	NA	NA	1.5
Regents	2.0	2.5	2.5	NA	2.5
Advanced Regents	2.5	3.0	3.0	3.0	3.0
Regents with Honors	2.5	3.0	3.0	NA	3.0
Advanced Regents with Honors	3.0	3.0	3.0	3.0	3.0

The diploma weights in the shaded boxes above can also be multiplied based on certain demographic characteristics:

Demographic Characteristic	Diploma Weight Multiplier (except for GED and IEP diplomas)
Overage (16 years) on December 31st of 9th Grade Entry	x2
Overage/under-credited on entry to school	x2
Long-term ELL on entry (seventh year or later of service in the year immediately prior to entry).	x2
High-need ELL (missing 8th grade test scores and scored "Beginning" on the NYSESLAT at any point in high school)	x2
Student was in temporary housing within past five years	x2
Student with a history of participating in a DOE program for incarcerated students	x2
Students with Disabilities: Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT), or self-contained placement in past five years	x2, x3, x4, respectively

For example, a student with an ICT placement who receives an Advanced Regents Diploma has a total weight of 7.5 (2.5 x 3).

If a student meets the criteria for more than one multiplier, only the highest multiplier is used. For example, a student who is over-age and had an ICT placement would have a total multiplier of x 3 (not x 6). Students with disabilities who receive only related services do not receive a multiplier on their diploma weight.

The adjustment for a student with disabilities will be based upon the most restrictive placement during the last five school years.

The weighted diploma rate for the school is the average of all the individual diploma weights of its students (non-graduates contribute 0.0). The four-year weighted diploma rate evaluates the same cohort of students as the four-year graduation rate.

► ***Six-Year Weighted Diploma Rate***

Phase-Out Metric

This metric is included in the 2014-15 School Quality Reports, but is being phased out and will not be included in the 2015-16 School Quality Reports.

This measure is similar to the four-year weighted diploma rate, except that it evaluates the diplomas earned by students within six years of beginning high school. The same weights from the table above are used for this metric.

The adjustment for a student with disabilities will be based upon the most restrictive placement during the last seven school years.

► ***4-Year Non-Dropout Rate***

Phase-In Metric

This metric is being phased into the School Quality Reports. It is not included in the 2014-15 reports, but targets will be set for 2015-16 and it will be included in the 2015-16 School Quality Reports.

This metric is the percentage of the students in the 4-year graduation 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.

► ***6-Year Non-Dropout Rate***

Phase-In Metric

This metric is being phased into the School Quality Reports. It is not included in the 2014-15 reports, but targets will be set for 2015-16 and it will be included in the 2015-16 School Quality Reports.

This metric is the same as the 4-Year Non-Dropout Rate except that it is calculated based on students in the 6-year graduation cohort.

College and Career Readiness Metrics

Student Attribution

For the College and Career Readiness metrics, students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school. The inclusion criteria are the same as those used for the graduation rate; both graduates and non-graduates are included.

If a student earns an Associate's Degree before the end of high school, that student contributes positively to all of the college and career readiness metrics regardless of whether they meet the other requirements.

► *College and Career Preparatory Course Index*

This measure indicates the percentage of students in the school's four-year cohort who have successfully completed approved rigorous courses and assessments after four years of high school. For the 2014-15 School Quality Reports, this metric evaluates cohort 'Q' (students who first entered high school during the 2011-12 school year / "Class of 2015").

A student who has accomplished any of the following achievements contributes positively to this metric:

- Scored 65+ on the Algebra II or Math B Regents exam;
- Scored 65+ on the Chemistry Regents exam;
- Scored 65+ on the Physics Regents exam;
- Scored 3+ on any Advanced Placement (AP) exam;
- Scored 4+ on any International Baccalaureate (IB) exam;
- Earned a grade of "C" or higher in a college credit-bearing course (e.g. College Now, Early College);
- Passed another course certified by the DOE as college- and career- ready;
- Earned a diploma with a Career and Technical Education (CTE) endorsement;
- Earned a diploma with an Arts endorsement; or
- Passed an industry-recognized technical assessment.

Students who meet more than one of the requirements above will only be counted once in the numerator.

► *College Readiness Index*

This measure indicates the percentage of students in the school's four-year cohort who, by the August after their fourth year in high school, have graduated with a Local Diploma or higher and have met CUNY's standards for college readiness in English and mathematics. For the 2014-15 School Quality Reports, this metric evaluates cohort 'Q' (students who first entered high school during the 2011-12 school year / "Class of 2015").

A student can demonstrate college readiness in English with any one of the following assessment results:

Assessment	Minimum Score Needed
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NYS English Regents*	75
SAT I Verbal	480
ACT English	20
CUNY Assessment Test	Reading – 70 and Writing – 56

* CUNY has not yet announced what score on the Common Core English Regents will allow students to test out of remediation. The NYC DOE will use 75 on the Common Core English Regents until CUNY announces the cut-off score.

A student can demonstrate college readiness in math with any one of the following assessment results:

Assessment	Minimum Score Needed
Integrated Algebra, Geometry, or Algebra 2/Trigonometry Regents	80
Common Core Math Regents	70*
SAT I Math	500
ACT Math	21
CUNY Assessment Test	Math 2 – 40
New York State Performance Standards Consortium PBAT	Pass, plus coursework requirement

* CUNY has announced that a score of 70 on the Algebra Common Core Regents will allow students to test out of remediation, but has not yet announced what score on the Common Core Geometry Regents will be required. Until this announcement is made, the NYC DOE will use 70 as the cut-off.

If a student uses a NYS Regents math exam (or PBAT) to demonstrate math proficiency, the student must also demonstrate completion of coursework through at least Algebra II / Trigonometry. Any of the following accomplishments satisfy the coursework requirement:

- Passing a course identified as Algebra II / Trigonometry or Pre-Calculus, and also attempting (scoring 1 or higher on) the Algebra II / Trigonometry Regents or any A.P. / I.B. math exam;
- Passing the Algebra II / Trigonometry Regents exam or any A.P. / I.B. math exam;
- Earning two credits in a course identified as Geometry and earning two credits in a course identified as Algebra II / Trigonometry or Pre-Calculus;
- Passing a course identified as Calculus; or
- Passing a course identified as a math class that results in college credit.

Math courses are identified by schools in STARS, with the exception of charter schools. Charter schools use the UACR screen in ATS to identify advanced math courses.

► **6-Year College Readiness Index Including Persistence**

This measure shows the percentage of students in the six-year cohort who (1) graduated with a Regents diploma and have met CUNY's standards for English and mathematics after six years of high school (including the summer following the sixth year) by August 2015, or (2) graduated, enrolled, and persisted in college through the

beginning of their third semester, within six years of starting high school. To count as having persisted, a student must have enrolled in college for three consecutive semesters. For the 2014-15 School Quality Reports, this metric evaluates cohort 'O' (students who first entered high school during the 2009-10 school year / "Class of 2013").

► **Postsecondary Enrollment Rate by Six Months after High School**

This measure shows the percentage of students who have graduated and enrolled in a two- or four-year college, vocational program, or public service within six months of their scheduled graduation date. For the 2014-15 School Quality Reports, this metric evaluates cohort 'P' (students who first entered high school during the 2010-11 school year / "Class of 2014"). To contribute positively, a student must have graduated high school with a local or higher diploma and enrolled in a qualifying postsecondary program by December 31, 2014.

For this metric, public service includes enlistment in armed forces (U.S. Army, Navy, Marine Corps, Air Force, or Coast Guard) or participation in AmeriCorps or the City Year Volunteer Corps.

► **Postsecondary Enrollment Rate by 18 Months after High School**

This measure is similar to the Postsecondary Enrollment Rate by Six Months after High School measure except that it evaluates the percentage of students who have graduated and enrolled in a two- or four-year college, vocational program, or public service within 18 months of their scheduled graduation date. For the 2014-15 School Quality Reports, this metric evaluates cohort 'O' (students who first entered high school during the 2009-10 school year / "Class of 2013"). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2014.

Closing the Achievement Gap Metrics

These metrics reflect the degree to which the school is helping 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 the rest of the city. 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 (percent of city range) is less than 25.0% (meaning that 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.
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No metric score (or rating) if...	School's population percentage is more than one standard deviation below the citywide average.
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► ***Four-Year Weighted Diploma Rate for: Students with Disabilities; English Language Learners; Students in the Lowest Third Citywide; and Black and Hispanic Males in the Lowest Third Citywide***

Phase-Out Metric

This metric is included in the 2014-15 School Quality Reports, but is being phased out and will not be included in the 2015-16 School Quality Reports.

These metrics are calculated in the same way as the Four-Year Weighted Diploma Rate for the school, except that each metric is limited to students in each of the specified groups.

For this metric, students are included in the Students with Disabilities group if their most restrictive placement in the last five school years was self-contained, ICT, or SETSS.

Any student identified as an English Language Learner for any of the last five school years will be considered an ELL for this metric.

If a student belongs to more than one of these groups, the student is counted in all groups in which the student belongs.

► ***College and Career Preparatory Index for Students in the Lowest Third Citywide***

► ***Four-Year College Readiness Index for Students in the Lowest Third Citywide***

► ***Postsecondary Enrollment Rate by Six Months after High School for Students in the Lowest Third Citywide***

These metrics are calculated the same way as the corresponding metrics in the College and Career Readiness category, except that the population for each metric is limited to students in the lowest third citywide.

► ***4-Year Graduation Rate for Student Subgroups: English Language Learners; Self-Contained, ICT, SETSS; Students in the Lowest Third Citywide; Black and Hispanic Males in the Lowest Third Citywide***

Phase-In Metrics

These metrics are being phased into the School Quality Reports. They are not included in the 2014-15 reports, but targets will be set for 2015-16 and these metrics will be included in the 2015-16 School Quality Reports.

These metrics are calculated in the same way as the Four-Year Graduation Rate for the school, except that each metric is limited to students in each of the specified

groups.

For this metric, students are included in the Students with Disabilities group if their most restrictive placement in the last five school years was self-contained, ICT, or SETSS.

Any student identified as an English Language Learner for any of the last five school years will be considered an ELL for this metric.

If a student belongs to more than one of these groups, the student is counted in all groups in which the student belongs.

Additional Information

► ***“Then and Now” Table***

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

For high schools, the Snapshot shows four-year graduation rates and college-readiness rates (based on the College Readiness Index) broken out by 8rd grade starting points (Level 1, 2, 3-4). The comparable citywide percentages are provided for context. The data are based on students from the four-year graduation cohort (Cohort Q), who were in their 4th year of high school in 2014-15.

The starting point Levels are based on rescaled test scores, so that a starting point of Level 1 on the 8th grade exams 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.

In addition, for purposes of this table, students are categorized based on the *lower* of their levels on the Math and ELA state tests in 8th grade. For example, a student who scored a Level 3 on Math and a Level 2 on ELA would be characterized as a Level 2 in the table.

► ***Attendance***

The attendance rate includes the attendance for all HS 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. School attendance rates can be reviewed using the RGAR screen in ATS. Pre-K attendance is excluded for any school that has a Pre-K grade, students in grades 6-8 are not included in the high school report of a 6-12 school, and students in grades K-8 are not included in the high school report of a K-12 school.

Student Achievement Scores and Ratings

The 2014-15 School Quality Guides include scores and ratings based on the targets that were published in the 2013-14 School Quality Guides. Those targets were customized for each school, and were based mostly on the historical performance of peer schools with similar student populations. 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. The bottom of the target range = $0.75 \times 2013-14$ bottom of peer range + $0.25 \times 2013-14$ bottom of city range. The top of the target range = $0.75 \times 2013-14$ top of peer range + $0.25 \times 2013-14$ top of city range. (The 2013-14 peer and city ranges were published in the 2013-14 School Quality Guides.)

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.

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 2014-15 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 (i.e., school’s population percent of range < 25%).

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 high schools, the extra points possible per metric is 0.036. 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, 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.

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

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, the results of a Comparison Group of similar students throughout the city, and “percent of range” values that show where the school’s results fell along performance ranges based on citywide results and the Comparison Group results.

Comparison Group’s 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. 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 zero in on the school’s effectiveness at helping its students improve.

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:

High School (9+)
-Graduation Cohort
-Overage/under-credited or history of incarceration ¹
-IEP category (past 5 yrs) ²
-Temporary housing (past 4 years) or HRA-eligible

Example: If a student is in Cohort S, is not overage/under-credited, 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 Cohort S, are not overage/undercredited, are or were in self-contained disability settings during the past 5 years, and are in temporary housing or eligible for public assistance.

¹ A student is considered overage/undercredited if the student was age 16 on December 31 of the entry school year and had fewer than 11 credits before the entry school year, was age 17 on December 31 of the entry school year and had fewer than 22 credits before the entry school year, was age 18 on December 31 of the entry school year and had fewer than 33 credits before the entry school year, or was age 19-21 on December 31 of the entry school year and had fewer than 44 credits before the entry school year.

² 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.

- **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:

High School (9+)
<p>Primary Factors</p> <ul style="list-style-type: none"> -Grade 8 ELA score -Grade 8 Math score
<p>Secondary Factors</p> <ul style="list-style-type: none"> - School's % students with IEPs -School's Economic Need -School's % overage/undercredited -School's % ELL

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

Example: Student A is in her second year of high school. Her group of Step 1 matches includes Student B and Student C. Student A scored 2.8 on both her Grade 8 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 in his third year of high school. His group of Step 1 matches includes Student E and Student F. All three students scored 2.7 on both their Grade 8 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.

Once the Comparison Group has been established by finding 50 matches for each of the students attributed to the school for 2014-15, we calculate the performance results (such as 4-year graduation rate) 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.³ We then calculate performance results for the Comparison Group—such as a 4-year graduation rate.

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

The Comparison Group results can be thought of in two ways:

- as an estimate of how the students at the school might have performed if they had attended other schools throughout the city; or
- as the performance results of a very large, hypothetical school with a group of students similar to the students at the main school.

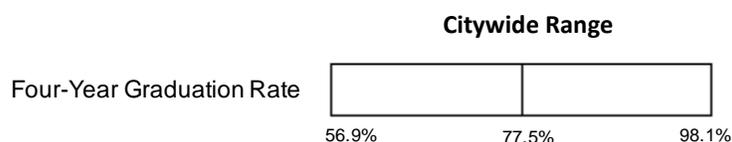
³ While the same student cannot appear more than once in an individual student's group of 50 matches, a student can appear multiple times in the school's Comparison Group. This will occur if the same student falls within the group of 50 matches for multiple students at the school.

The Comparison Group takes into account the student population served by the school, and allows the reader to zero in on the school's effectiveness at helping its students improve. The Comparison Group helps to avoid the common pitfall of mischaracterizing schools as ineffective simply because they serve higher-need students.

Citywide and Comparison Group Ranges

The School Quality Reports include ranges based on citywide and Comparison Group results. 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).

Below is a graphical display of a citywide range:



The number in the middle is the average (mean) metric value for school throughout the city (of the same School Quality Report school type). The line near the middle of the bar represents the position of the average.

In the example shown above, the average four-year graduation rate for the school's peer group was 77.5%, with a standard deviation of 10.3%. The top of the range is calculated by:

$$\text{top of city range} = (\text{citywide average}) + 2 \times (\text{standard deviation of city results})$$

In the example above:

$$77.5\% + 2 \times 10.3\% = 98.1\%$$

The bottom of the range is calculated by:

$$\text{bottom of city range} = (\text{citywide average}) - 2 \times (\text{standard deviation of city results})$$

In the example above:

$$77.5\% - 2 \times 10.3\% = 56.9\%$$

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 credit accumulation 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 4-year graduation rate is 73%, which is 14% higher than the Comparison Group’s 59%. Is the school’s result exceptional, or just somewhat above average? If the conditional standard deviation is 7%, then the Comparison Group performance range runs from 45% to 73%. 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 14% 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.

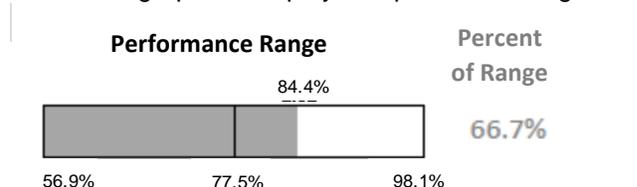
The percent of range can be interpreted as showing how far along the path, from very poor performers to very strong performers, the school’s result fell. For example, a percent of range of 70% means that the school’s result covered 70% of the distance between the results of very poor performers and very 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.

Below is a graphical display of a percent of range:



In this example, the school's result is 84.4%, and the percent of peer range is 66.7%. The percent of range can be calculated based on the following formula:

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

In this example:

$$\frac{84.4 - 56.9}{98.1 - 56.9} = 66.7\%$$

The School Quality Guide includes graphical representations of the school's metric values within the Comparison Group and citywide performance ranges. It also includes data on the school's percent of range.

Student Achievement Targets for 2015-16

The targets for 2015-16 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 four basic steps:

- **Step 1:** For each school, we calculate a “combined percent of range” (on a 0-100% scale) for each of its 2014-15 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%). We then calculate a weighted average of the combined-percent-of-range values for all the metrics in Student Achievement, based on the weight percentages used in Student Achievement scoring. Step 1 results in each school having a combined-percent-of-range value for Student Achievement, 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:** We review the combined-percent-of-range results from 2014-15 for each school from Step 1, and determine the cut levels associated with the 75th percentile, the 50th percentile, and the 10th 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: Suppose that Steps 1 and 2 produce a 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 in 2014-15. Suppose that a school’s comparison range for 4-year graduation rate ran from 50% to 90%. The school’s specific target for 4-year graduation rate in 2015-16 would be 70% of the way along that range—or $70\% \times (90\% - 50\%) + 50\% = 78\%$.⁴

⁴ This example is simplified because it refers to a single percent of range and comparison range. The actual target calculation is slightly 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.

- **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 (i.e., a school receiving a very low metric rating despite achieving a very high raw metric value, or a school receiving a very high metric rating despite achieving a very low raw metric value). Appendix B includes 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 August 2015. 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 year of high school last year.

Example: To create a Comparison Group to set targets for 2015-16, a school's students in their second year of high school are each matched to the closest 50 students throughout the city who were in their second year of high school in 2014-15 (and are in their third-year of high school in 2015-16).

This approach allows the school's targets for 2015-16 to be customized and based on the closest matches to the specific students at the school in 2015-16.

The target levels will be used to generate metric ratings and scores in 2015-16. Although Step 2 of the target-setting process involves finding cut levels associated with fixed percentiles, the ratings for 2015-16 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 2015-16 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 6th grade and above. The survey was redesigned for 2014-15 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.

In some cases, only one respondent group was asked about a measure. In other cases, more than one respondent group was asked about the measure.

- **Example:** Teachers were the only respondent group asked about the Inclusive Classroom Instruction measure (within the Collaborative Teachers element).
- **Example:** Both teachers and parents were asked about the Teacher Outreach to Parents measure (within the Strong Family-Community Ties element).

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).

In general, 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).⁵

⁵ For three frequency-based questions that parents were asked about parent involvement in schools, the responses are scored differently. For p_q1a (“How often have you had an in-person parent-teacher meeting?”) and p_q1b (“How often have you volunteered time to support this school?”), a response of “Once” or more frequent is treated as positive. For p_q1c (“How often have you communicated with your child’s teacher about your child’s performance?”), a response of “Once a month” or more frequent is treated as positive.

► **Element-Level Percent Positive**

For each element, we calculate the percentage of positive responses. This value is not simply the straight average of the percent positives of all the questions that fall within the element. Instead, this calculation follows the hierarchical structure of the survey, which consists of groups of questions about measures, and groups of measures within elements. The calculation involves three steps:

- **Step 1:** Calculate the percent positive for each measure by respondent group (e.g., Teacher Outreach to Parents – Teacher Respondents) by taking the average of the question-level percent positives for all the questions within the measure asked of that respondent group.
- **Step 2:** Calculate the percent positive for each measure by taking the average of the percent positive for measure by respondent group, calculated in Step 1, for each of the respondent groups asked about the measure (e.g., the percent positive for the Teacher Outreach to Parents measure is the average of the percent positive of Teacher Outreach to Parents – Teacher Respondents and Teacher Outreach to Parents – Parent Respondents). If only one respondent group was asked about the measure, then the value for Step 2 will equal the value from Step 1.
- **Step 3:** Calculate the percent positive for each element by taking the average of the percent positive by measure, calculated in Step 2, for each of the measures within the element (e.g., calculate the percent positive for the Rigorous Instruction element by taking 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.

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, students in grades 6-8 are not included in the high school report of a 6-12 school, and students in grades K-8 are not included in the high school report of a K-12 school.

► ***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 2013-14, 2012-13, or 2011-12. Students who are newly certified in 2014-15 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2014-15. This number can range from zero (for students who are in their highest tier in 2014-15) to three (for students who were previously in Tier Four and are in Tier One in 2014-15). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

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

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

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

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

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

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

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

Students who start a less restrictive program at the beginning of 2014-15 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year of the School Quality Guide.

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 scores are converted into standard scores.⁶
- **Step 2:** Standard scores on different metrics are combined to generate an element score for the school.
- **Step 3:** The element score is used to generate an element rating.

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.

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	3.40
Developing	2.00
Under Developed	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

⁶ "Standard scores" place the raw scores on different metrics onto a common scale, so that scores on different metrics can be combined.

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 type, and are compared to other schools of the same survey school type.⁷

The scoring method for the NYC School Survey 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).⁸

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 for respondent group** (based on average of raw question scores)
- ↓
- (3) **Standard measure score for respondent group** (standardized version of raw measure score for respondent group)
- ↓
- (4) **Standard measure score for school** (based on average of standard measure scores for respondent groups)
- ↓
- (5) **Standard survey element score** (based on average of standard measure scores for school)

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).

In general, “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).⁹

(2) *Raw measure score for respondent group*

⁷ See the Definitions section of this Educator Guide for more information on the survey school types.

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

⁹ For three frequency-based questions that parents were asked about parent involvement in schools, the responses are scored differently. For p_q1a (“How often have you had an in-person parent-teacher meeting?”) and p_q1b (“How often have you volunteered time to support this school?”), a response of “Once” or more frequent is treated as positive. For p_q1c (“How often have you communicated with your child’s teacher about your child’s performance?”), a response of “Once a month” or more frequent is treated as positive.

This metric is the average of the *raw question scores* for all questions within the measure asked of that respondent group.

For example, Outreach to Parents is a measure (within the element of Strong Family-Community Ties). The Outreach to Parents score for Teachers is the average of the raw question scores on Outreach to Parents questions asked of teachers (at that school).

(3) Standard measure score for respondent group

This metric is a standardized version of the *raw measure score for respondent group*, which is converted to a scale that reflects standard deviations away from the mean. This standard score is based on the “percent of range” concept described on pages 26-27 of this Educator Guide. The standard score reflects where the school’s score falls with a range of two standard deviations above and below the city average (for the same survey school type).

For example, if the school is an 6-12 School, the average and standard deviation are calculated based on the results from all 6-12 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 percent of range is then converted from a 0 – 100 scale to a 1.00 – 4.99 scale.¹⁰ On the new scale, a score of 1.00 corresponds to two or more standard deviations below the mean, 2.00 corresponds to one standard deviation below the mean, 3.00 corresponds to the mean, 4.00 corresponds to one standard deviation above the mean, and 4.99 corresponds to two or more standard deviations above the mean.

After the standard score is calculated using the percent of range and conversion described above, 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...	Standard measure score for respondent group cannot fall below...
95%	4.00
90%	3.00
85%	2.00

(4) Standard measure score for school

This metric is the average of the *standard measure scores for respondent group* for all respondent groups that were asked about the measure.

For example, because both teachers and parents were asked on the survey about the Outreach to Parents measure, the *standard measure score for school* for the Outreach to Parents measure is the average of the Outreach to Parents *standard measure score for teachers* and the Outreach to Parents *standard measure score for parents*.

¹⁰ Standard score = 1.00 + (percent of range / 25), with the result capped at 4.99.

For many measures, only one respondent group was asked about the measure. In those cases, the standard measure score for school will be the same as the standard measure score for respondent group.

(5) Standard survey element score

This metric is the average of the *standard measure scores for school* 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 school* for the Teacher Outreach to Parents measure and the *standard measure score for school* 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"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Collaborative Teachers	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	<p>For Elementary Schools and Early Childhood Schools:</p> <ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. <p>For other school types:</p> <ul style="list-style-type: none"> • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	<ul style="list-style-type: none"> • Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.
Trust	<ul style="list-style-type: none"> • Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.

Percentage of Students with 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 the “percent of range” concept. First, a peer percent of range is calculated based on where the school’s value falls within the 2013-14 peer range.¹¹ Second, a city percent of range is calculated based on where the school’s value fell within the 2013-14 city range. Third, these two values are combined, with the peer percent of range weighted by 75% and the city percent of range weighted by 25%. The combined percent of range is then converted from its 0-100 scale to the 1.00 – 4.99 scale for standard scores.

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 the targets published in the 2013-14 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 16 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 elements 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

¹¹ Comparing against 2013-14 ranges produces a metric score similar to the score that would have been earned if the school had received 2014-15 targets for this metric in the 2013-14 School Quality Guide.

the element scores:

Weighted Combinations of Data Scores to Produce Framework Element Scores

Different Weights Based on Survey Response Rates

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

Survey (Trust)

100%

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.

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 to generate an element score is shifted to the survey.¹² 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.

In the Supportive Environment section, if a school does not have a score for Percentage of Students with Attendance Rates of 90% or Higher, 15% of that weight shifts to the survey and the remainder of the weight shifts to Quality Review 3.4.

In the Supportive Environment section, if a school does not have a score for Less Restrictive Environment, that 5% weight shifts to Quality Review 3.4.

Examples:

- For a charter school, if the teacher response rate was at least 30%, the school's element score for Rigorous Instruction = $1.00 \times \text{survey element score for Rigorous Instruction}$.
- For a district middle school, if the student response rate is above 50% and the school has no score for Less Restrictive Environment, the school's element score for Supportive Environment = $0.35 \times \text{QR 3.4 standard score} + 0.35 \times \text{survey element score for Supportive Environment} + 0.30 \times \text{Chronic Absenteeism score}$.
- For a district school, if the school's Quality Review took place in 2014-15 but the data is not yet available, the element scores for Rigorous Instruction, Collaborative Teachers, and Supportive Environment are N/A.

¹² 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 in Rigorous Instruction, Collaborative Teachers, and Supportive Environment. The rescaling has the effect of putting the charter-school results (without Quality Reviews) on the same scale as the element scores of district schools (that include Quality Reviews).

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

Although the distribution of ratings varies for the different elements, the 4-bar rating corresponds approximately to the top 20-30% of scores, the 3-bar rating approximately to the next 40-50% of scores, the 2-bar rating to the next 20-30% of scores, and the 1-bar rating to the lowest 0-8% of scores.

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 Framework element ratings in the 2014-15 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

Appendix A

Decile Weights for Weighted Regents Pass Rates

As described above, the Weighted Regents Pass Rates measure the extent to which high schools help their students pass Regents exams at higher rates than expected based on the students' performance on State 8th grade subject exams. Appendix A provides details on the decile weights applied to each exam, which give more points to passing results by students who were less likely to pass the exam based on their 8th grade results.

Performance Deciles

Each student is given a possible weight for each exam, based on the student's performance decile (i.e., whether the student scored in the top 10%, the top 20%, the top 30%, etc.) for the corresponding 8th grade test. Decile weights are assigned to students based on their performance on the 8th grade New York State tests in ELA, science, social studies, and math. Decile 1 represents students who scored in the bottom 10% of all students on the corresponding 8th grade test that year. Decile 10 represents students who scored in the top 10% of all students on the corresponding 8th grade test that year.

For students without an 8th grade social studies score, the 8th grade ELA score is used to determine the appropriate decile for the social studies Regents exams.

Students without 8th grade New York State tests are assigned a "decile equivalent" based on demographic characteristics:

Demographic Characteristic	Adjustment
Black / Hispanic	+1
Free Lunch Eligible	+1
Students with Disabilities	+2
English Language Learner	+2 (English Regents only)
High-need English Language Learner (missing 8th grade test scores and scored "Beginning" on the NYSESLAT at any point in high school)	+1
Students with interrupted formal education (SIFE)	+1 (English Regents only)

A student's adjustment is added to 11 to determine the student's "decile equivalent." For example, a student who was Free Lunch Eligible and an English Language Learner would have an adjustment of 3 for the ELA Regents, and the student's ELA decile equivalent would be 14 (11 + 3).

Decile Weights

When a student passes a Regents exam, the student contributes positively to the numerator for this metric by the student's decile weight (i.e., the weight

corresponding to the student's decile for that Regents subject). If a student fails a Regents exam, the student contributes zero to the numerator for this metric.

The decile weights are the reciprocal of the historical pass rates during the years 2009-10 through 2014-15 for students in that decile. For example, suppose that students in Decile 4 attempted the Integrated Algebra Regents 42,997 times during that period, and that 32,598 of them achieved passing scores. This gives a passing rate of $32,598 / 42,997 = 75.8\%$. The decile weight for Integrated Algebra Decile 4 would be the inverse of that: $1 / 75.8\% = 1.32$.

In some cases, the decile weight is modified from the inverse of the pass rate to account for additional factors, such as ensuring that a higher-need decile does not have a smaller weight than a lower-need decile for the same exam, ensuring that more difficult exams do not have smaller decile weights than easier exams within the same subject, and accounting for situations where very few students within a decile group take the exam. In addition, decile weights may not exceed 15.00.

Because the decile weights are generally equal to the reciprocal of the historical pass rates, a Weighted Regents Pass Rate of 1.00 means that a school's students are passing the exam at about the rate expected based on the students' 8th grade scores. For example, suppose that one in four students from a certain decile passed a certain Regents exam between 2009-10 and 2014-15. The decile weight would be the inverse of $\frac{1}{4}$, or 4. Suppose that a school had four students from that decile take the exam. If one out of the four students at the school passed the exam, the one passing student would contribute 4 points (because the decile weight is 4), while the other students would contribute 0 points. The school's result for these four students would be $4 \text{ total points} / 4 \text{ exams taken} = 1.00$. By the same logic, a Weighted Regents Pass Rate of greater than 1.00 generally means that a school's students are passing the exam at a greater rate than expected based on their 8th grade scores, while a Weighted Regents Pass Rate of less than 1.00 generally means that a school's students are passing the exam at a lesser rate than expected based on their 8th grade scores.

The decile weights for the different Regents exams are set forth below.

English and History Regents Exams

Decile	English	U.S. History	Global History
1	2.07	2.16	2.78
2	1.44	1.6	1.97
3	1.23	1.36	1.62
4	1.15	1.24	1.42
5	1.09	1.15	1.26
6	1.05	1.09	1.17
7	1.03	1.06	1.1
8	1.02	1.03	1.05
9	1.01	1.01	1.02
10	1.00	1.00	1.00
11	1.04	1.08	1.13
12	1.09	1.15	1.24
13	1.12	1.21	1.37
14	1.39	1.59	2.05

Decile	English	U.S. History	Global History
15	1.60	2.51	3.32
16	1.81	3.45	5.57
17	2.52		
18	5.00		
19	5.00		

Math Regents Exams

Decile	Integrated Algebra	Geometry	Algebra II
1	2.92	8.42	10.11
2	1.89	5.61	10.11
3	1.51	4.05	7.79
4	1.32	2.90	6.41
5	1.22	2.22	5.02
6	1.13	1.73	3.47
7	1.08	1.41	2.54
8	1.03	1.20	1.87
9	1.02	1.08	1.41
10	1.00	1.02	1.11
11	1.07	1.15	1.33
12	1.17	1.33	1.55
13	1.29	1.67	2.32
14	1.73	2.91	4.85
15	3.00	3.75	5.92
16	4.05	4.05	5.92

Science Regents Exams

Decile	Living Environment	Earth Science	Chemistry	Physics
1	2.75	7.20	7.20	7.20
2	1.83	4.88	5.70	4.88
3	1.47	3.60	4.55	3.80
4	1.25	2.72	3.79	3.38
5	1.14	2.10	3.17	2.82
6	1.07	1.71	2.54	2.33
7	1.04	1.42	2.01	1.93
8	1.01	1.21	1.62	1.62
9	1.01	1.09	1.32	1.34
10	1.00	1.02	1.09	1.11
11	1.06	1.21	1.21	1.21
12	1.15	1.51	1.51	1.51
13	1.24	1.78	1.95	1.78
14	1.82	3.48	4.66	3.48
15	2.46	4.67	4.67	4.67
16	5.30	5.67	5.67	5.67

Regents alternatives that have been approved by the New York State Education Department can also contribute to the Weighted Regents Pass Rate. Historical passing data was also used to determine weights for each decile. The basic formula is the same (weight = number taking / number passing). The years used depend on data availability for each exam. In some cases, the calculated weight for an exam covering more advanced curriculum (e.g. calculus is more advanced than trigonometry) would have been lower due to lower numbers of students taking the exam or because the students taking the alternative are not representative of the decile as a whole. In these cases, the weight for the less advanced exam is used in place of the calculated weight.

Due to data limitations, not all alternatives are included at this time.

Regents Alternatives (passing score) – Social Studies

Decile	A.P. United States History (3)	A.P. World History (3)	SAT Subject Test in U.S. History (560)
1	15.00	12.00	14.00
2	15.00	12.00	14.00
3	15.00	11.93	12.50
4	15.00	11.93	9.00
5	13.68	11.93	6.91
6	8.98	7.19	5.78
7	5.94	4.52	4.05
8	3.92	3.07	2.65
9	2.45	1.95	1.75
10	1.41	1.26	1.20
11	1.53	1.27	1.24
12	2.65	1.94	1.87
13	4.31	3.56	3.16
14	4.31	3.56	3.16
15	4.31	3.56	3.16
16		5.57	3.45

Regents Alternatives (passing score) – Science

Decile	A.P. Biology (3)	SAT Subject Test in Chemistry (540)	SAT Subject Test in Physics (530)
1	15.00	15.00	15.00
2	15.00	15.00	15.00
3	15.00	15.00	15.00
4	15.00	15.00	15.00
5	15.00	15.00	15.00
6	13.38	15.00	15.00
7	7.37	15.00	15.00
8	4.64	15.00	15.00
9	2.66	15.00	15.00
10	1.43	15.00	15.00
11	1.37	15.00	15.00
12	2.04	15.00	15.00
13	4.17	15.00	15.00
14	4.17	15.00	15.00
15	4.67	15.00	15.00

Regents Alternatives (passing score) – English

Decile	AP English Language and Composition (3)	AP English Literature and Composition (3)	International Baccalaureate English (4)
1	11.00	15.00	15.00
2	11.00	15.00	15.00
3	11.00	15.00	15.00
4	11.00	15.00	2.30
5	11.00	15.00	2.30
6	10.10	15.00	1.48
7	5.41	9.31	1.37
8	3.52	5.38	1.11
9	2.18	3.01	1.09
10	1.33	1.61	1.03
11	1.33	1.62	1.09
12	2.65	3.67	1.16
13	4.10	6.20	1.25
14	6.00	13.38	1.39
15	15.00	15.00	1.60
16	15.00	15.00	
17	15.00	15.00	
18		15.00	

Regents Alternatives (passing score) – Math

Decile	International Baccalaureate Mathematics Methods (4)	International Baccalaureate Mathematics Studies (4)	SAT Subject Test in Mathematics Level 1 (470)	SAT Subject Test in Mathematics Level 2 (510)	A.P. Calculus AB (3)	A.P. Calculus BC (3)
1		15.00	15.00	15.00	15.00	15.00
2	15.00	15.00	10.11	15.00	10.50	15.00
3		15.00	7.79	15.00	10.00	15.00
4	15.00	6.41	6.41	6.41	7.50	15.00
5	15.00	5.02	5.02	5.02	7.50	15.00
6	15.00	3.47	3.47	3.47	5.78	5.78
7	6.00	2.54	2.54	2.54	4.27	4.27
8	3.39	1.87	1.87	1.87	2.82	2.82
9	2.65	1.41	1.41	1.41	2.10	2.10
10	1.97	1.15	1.11	1.11	1.39	1.39
11	1.86	1.52	1.33	1.33	1.34	1.34
12	3.88	1.74	1.55	1.55	1.55	1.55
13	3.88	2.58	2.32	2.32	2.64	2.64
14			4.85	4.85	4.85	4.85
15		5.92	5.92	5.92	5.92	
16			5.92			

Appendix B

Floors and Ceilings for 2015-16 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
Credit Accumulation						
Percent of Students Earning 10+ Credits in 1st Year	50%	60%	70%	92%	95%	97%
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year	30%	45%	60%	92%	95%	97%
Percent of Students Earning 10+ Credits in 2nd Year	50%	60%	70%	92%	95%	97%
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	30%	45%	60%	92%	95%	97%
Percent of Students Earning 10+ Credits in 3rd Year	50%	60%	70%	92%	95%	97%
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	30%	45%	60%	92%	95%	97%
Regents Performance						
Average Completion Rate for Remaining Regents	25%	30%	40%	92%	95%	97%
Average Regents Score - English (non-Common Core)	60	65	67	80	85	90
Average Regents Score - English (Common Core)	60	65	67	80	85	90
Average Regents Score - Living Environment	60	65	67	80	85	90
Average Regents Score - Global History	55	60	65	80	85	90
Average Regents Score - US History	60	65	67	80	85	90
Average Regents Score - Algebra I (Common Core)	55	60	65	80	85	90
Graduation / Non-Dropout						
4-Year Graduation Rate	50%	60%	70%	92%	95%	97%
6-Year Graduation Rate	50%	60%	70%	92%	95%	97%
4-Year Non-Dropout Rate	60%	70%	80%	92%	95%	97%
6-Year Non-Dropout Rate	50%	60%	70%	92%	95%	97%

	Target Floors			Target Ceilings		
	Approaching Target	Meeting Target	Exceeding Target	Approaching Target	Meeting Target	Exceeding Target
College and Career Readiness						
College and Career Preparatory Course Index	5%	10%	15%	92%	95%	97%
4-Year College Readiness Index	5%	10%	15%	92%	95%	97%
6-Year College Readiness Index with Persistence	5%	10%	15%	92%	95%	97%
Postsecondary Enrollment Rate - 6 months	20%	25%	30%	92%	95%	97%
Postsecondary Enrollment Rate - 18 months	25%	30%	35%	92%	95%	97%
4-Year Graduation Rate (subgroups)						
English Language Learners	20%	30%	40%	92%	95%	97%
Self-Contained / ICT / SETSS	20%	30%	40%	92%	95%	97%
Lowest Third Citywide	20%	30%	40%	92%	95%	97%
Black / Hispanic Males in Lowest Third Citywide	20%	30%	40%	92%	95%	97%
College and Career Readiness of Students in Lowest Third Citywide						
College and Career Preparatory Course Index	5%	10%	15%	92%	95%	97%
4-Year College Readiness Index	1%	3%	5%	92%	95%	97%
Postsecondary Enrollment Rate - 6 months	10%	15%	20%	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	Respondent group(s) asked about the measure				
	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Rigorous Instruction					
Common Core shifts in literacy		✓		✓	
Common Core shifts in math		✓		✓	
Course clarity	✓				
Quality of student discussion		✓		✓	
Collaborative Teachers					
Cultural awareness	✓	✓	✓	✓	✓
Inclusive classroom instruction		✓		✓	
Quality of professional development		✓		✓	
School commitment		✓		✓	
Innovation		✓		✓	
Reflective dialogue		✓		✓	
Peer Collaboration		✓		✓	
Focus on student learning		✓		✓	
Collective responsibility		✓		✓	
Supportive Environment					
Safety	✓			✓	
Classroom behavior	✓			✓	
Social-emotional measure		✓		✓	
Peer interactions	✓				
Next-level guidance	✓				
Press toward academic achievement	✓			✓	
Personal attention and support	✓				
Peer support for academic work	✓		✓	✓	✓
Effective School Leadership					
Inclusive principal leadership			✓		✓
Teacher influence		✓		✓	
Program coherence		✓		✓	
Principal instructional leadership		✓		✓	
Strong Family-Community Ties					
Teacher outreach to parents		✓	✓	✓	✓
Parent involvement in the school			✓		✓
Trust					
Parent-teacher trust			✓		✓
Parent-principal trust			✓		✓
Student-teacher trust	✓				
Teacher-principal 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 was able to include opportunities for students to...

- T Q4a build students' knowledge through content-rich non-fiction.
 - T Q4b provide students reading and writing experiences grounded in evidence from text, both literary and informational.
 - T Q4c provide regular opportunities for students to interact with complex grade-level text.
 - T Q4d provide regular opportunities for students to interact with academic language.
- 1 = Never, 2 = Once, 3 = Once a month, 4 = Weekly, 5 = A few times a week, 6 = Almost every day*

Common Core shifts in math

For general/self-contained/math/science: In planning my last instructional unit, I was able to include opportunities for students to...

- T Q5a focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
 - T Q5b create 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 Q5c create 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 Q5d develop students' conceptual understanding, procedural fluency, and their ability to apply math in context.
- 1 = Never, 2 = Once, 3 = Once a month, 4 = Weekly, 5 = A few times a week, 6 = Almost every day*

Course Clarity

Think about the class that you attend first on Mondays. How much do you agree with the following statements about that class?

- S q4a a. I learn a lot from feedback on my work.
 - S q4b b. It's clear what I need to do to get a good grade.
 - S q4c c. The work we do in class is good preparation for our class tests.
 - S q4d d. The homework assignments help me learn the course material.
 - S q4e e. I know what my teacher wants me to learn in class.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

Quality of student discussion

In your first class today, how often do...

- T Q6a students build on each other's ideas during class discussions?
 - T Q6b students use data or text references to support their ideas?
 - T Q6c students show that they respect each other's ideas?
 - T Q6d students provide constructive feedback to their peers/teachers?
 - T Q6e most students participate in class discussions at some point?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Cultural awareness

- How much do you agree with the following statements?*
- S q10a a. My teachers incorporate students' cultures/ backgrounds into the curriculum to make learning more meaningful.
- S q10b b. I see people of many cultures/backgrounds represented in the curriculum.
- S q10c c. My teachers connect to students of different cultures/backgrounds.
- S q10d d. My teachers can communicate well with parents/guardians from different cultures/ backgrounds.
- S q10e e. My teachers appreciate 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 Q13a use my student's prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful.
- T Q13c critically examine the curriculum to determine whether it appropriately represents all groups.
- T Q13f identify cultural differences when communicating with parents/guardians regarding their child's educational progress.
- T Q13h distinguish linguistic/ cultural differences from learning difficulties.
- 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*
- Please mark the extent to which you disagree or agree with each of the following statements about this school.*
- P q3d d. My child's teacher appreciates our culture/background.
- P q4k k. My child's teachers can communicate well with parents/guardians from different cultures/backgrounds.
- P q4l l. My child's teachers incorporate students' cultures/backgrounds into the curriculum to make learning more meaningful.
- P q4m m. My child sees people of many cultures/backgrounds represented in the curriculum.
- P q4n n. My child's teachers connect to students of different cultures/backgrounds.
- 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

Inclusive classroom instruction

- Please mark the extent to which you disagree or agree with each of the following. I am able to...*
- T Q13b modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- T Q13d design appropriate instruction that is matched to English language learners (ELL) proficiency and students with disabilities.
- T Q13e create a learning environment that reflects the various backgrounds of all of my students.
- T Q13g develop appropriate Individual Education Programs for my students with disabilities.
- 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*

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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 Q12a been sustained and coherently focused, rather than short-term and unrelated.
- T Q12b included enough time to think carefully about, try, and evaluate new ideas.
- T Q12c included opportunities to work productively with colleagues in my school.
- T Q12d included opportunities to work productively with teachers from other schools.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

School commitment

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

- T Q14b I usually look forward to each working day at this school.
- T Q14e I wouldn't want to work in any other school.
- T Q14h I feel loyal to this school community.
- T Q15d I would recommend this school to parents/guardians seeking a place for their child.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Innovation

How many teachers at this school...

- T Q2b are really trying to improve their teaching?
- T Q2e are willing to take risks to make the school better?
- T Q2f are eager to try new ideas?

1 = None, 2 = A few, 3 = Some, 4 = Most, 5 = Nearly all, 6 = All

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

- T Q15c All teachers are encouraged to stretch and grow.
- T Q15g In this school, teachers are continually learning and seeking new ideas.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Reflective dialogue

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

- T Q11a teachers talk about instruction in the teacher's lounge, faculty meetings, etc.
- T Q11c teachers in this school share/discuss students work with other teachers.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Peer collaboration

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

- T Q11e teachers design instructional programs together.
- T Q11g teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T Q11i the principal, teachers, and staff collaborate to make this school run effectively.
- T Q11j most teachers in this school are cordial.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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Focus on student learning

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

- T Q14a This school really works at developing students' social skills.
- T Q14c When making important decisions, this school always focuses on what's best for student learning.
- T Q14f This school has well-defined learning expectations for all students.
- T Q15a This school sets high standards for academic performance.
- T Q15e The school day is organized to maximize instruction.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Collective responsibility

How many teachers at this school...

- T Q2a help maintain discipline in the entire school, not just their classroom?
- T Q2c take responsibility for improving the school?
- T Q2d feel responsible for helping students develop self-management?
- T Q2g Feel responsible that all student learn?

1 = None, 2 = A few, 3 = Some, 4 = Most, 5 = Nearly all, 6 = All

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Safety

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

- S q6a a. outside around this school.
- S q6b b. traveling between home and this school.
- S q6c c. in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q6d d. 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* Q21a outside around this school.
- T* Q21b traveling between home and this school.
- T* Q21c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T* Q21d in your class(es).

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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

Classroom behavior

Think about the class that you attend first on Mondays. How much do you agree with the following statements about that class?

- S q3a a. work quietly and calmly?
- S q3b b. listen carefully when the teacher gives directions?
- S q3c c. follow the rules in class?
- S q3d d. pay attention when they are supposed to?
- S q3e e. work when they are supposed to?
- S q3f f. behave well even when the teacher isn't watching?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always

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

- T* Q24a work quietly and calmly?
- T* Q24c listen carefully when the teacher gives directions?
- T* Q24e follow the rules in class?
- T* Q24g pay attention when they are supposed to?
- T* Q24i do their work when they are supposed to?
- T* Q24j behave well in class even when the teacher isn't watching?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always

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

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Social-emotional measure

How much do you agree with the following statements?

- T Q19b Adults at this school teach students the perseverance skills they need to succeed after high school.
- T Q19c Adults at this school instill academic self-confidence in students.
- T Q19e Adults at this school teach critical thinking skills to students.
- T Q19g Adults at this school inspire students to work towards a college degree.
- T Q19h Adults at this school teach students how to advocate for themselves.
- T Q19i Adults at this school support students to live independently.
- T Q20b Adults at this school teach students the organizational skills needed to succeed in and be prepared for their next grade.
- T Q20d Adults at this school teach students the study skills needed to succeed in and be prepared for their next grade.
- T Q20f Adults at this school teach critical thinking skills to students.
- T Q20g Adults at this school instill academic self-confidence in students.
- T Q20h Adults at this school teach students how to advocate for themselves.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

Peer interactions

How much do you agree with the following statements? Students in this school...

- S q7a a. get to know each other well in classes.
- S q7b b. are very interested in getting to know other students.
- S q7c c. enjoy doing things with each other during school activities.
- S q7d d. get to know each other really well.
- S q7e e. enjoy working together on projects in classes.

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

Next-level guidance

If you are a student in grades 9-12, ANSWER this question.

- S q12a a. Adults at this school help students aspiring to enter the workforce, develop a plan to reach their future employment goals.
- S q12b b. Adults at this school provide students with information about the college enrollment process.
- S q12d d. Adults at this school support students in navigating the post-secondary process.
- S q12e e. This school programs students with appropriate courses to achieve their postsecondary goals.

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

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 q13a a. This school provides useful information to students about the application/enrollment process to high school.
- S q13b b. This school provides guidance for the application process for high school.
- S q13c c. This school educates families about the application/enrollment process for high school.

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

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Press toward academic achievement

2. *Think about the class that you attend first on Mondays. In that class, to what extent do students...*
- S q2a a. are you challenged?
 - S q2b b. do you have to work hard to do well?
 - S q2c c. do your teachers ask difficult questions on tests?
 - S q2d d. do your teachers ask difficult questions in class?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always*

5. *How much do you agree with the following statements? In my classes, my teachers...*
- S q5a a. expect students to work hard.
 - S q5b b. expect me to do my best all the time.
 - S q5c c. expect me to learn from my peers.
 - S q5d d. want students to become better thinkers, not just memorize things.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

9. *How much do you agree with the following statements?*
- S q9a a. I'm learning a lot in my classes at this school.
 - S q9h h. My classes at this school really make me think.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

- How often do students in your class(es)...*
- T* Q24b feel challenged?
 - T* Q24d have to work hard to do well?
 - T* Q24f respond to challenging test questions?
 - T* Q24h respond to challenging questions in class?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

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

Personal attention and support

8. *How much do you agree with the following statements? The teachers at this school...*
- S q8a a. help me catch up if I am behind.
 - S q8b b. are willing to give extra help on schoolwork if I need it.
 - S q8c c. notice if I have trouble learning something.
 - S q8d d. give me specific suggestions about how I can improve my work in class.
 - S q8e e. compliment me if I do good work.
 - S q8f f. explain things a different way if I don't understand something in class.
 - S q8g g. notice when I am upset or having emotional difficulty.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

(continued on next page)

Peer support for academic work

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

- S q1a a. feel it is important to come to school every day?
- S q1b b. feel it is important to pay attention in class?
- S q1c c. think doing homework is important?
- S q1d d. try hard to get good grades?

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

How many of the students in your child's class(es)...

- P q7a a. feel it is important to come to school every day?
- P q7b b. feel it is important to pay attention in class?
- P q7c c. think doing homework is important?
- P q7d d. try hard to get good grades?

1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = Nearly all, 6 = All, 7 = I don't know

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

- T* Q26a feel it is important to come to school every day?
- T* Q26b feel it is important to pay attention in class?
- T* Q26c think doing homework is important?
- T* Q26d try hard to get good grades?

1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = Nearly all, 6 = All

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

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. The principal at this school...

- P q2a a. is strongly committed to shared decision making.
- P q2b b. works to create a sense of community in the school.
- P q2c c. promotes family and community involvement in the school.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Teacher influence

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

- T Q1a Hiring new professional personnel
- T Q1b Planning how discretionary school funds should be used
- T Q1c Selects instructional materials used in classrooms
- T Q1d Developing instructional materials
- T Q1e Setting standards for student behavior

1 = No influence, 2 = Very little, 3 = Little, 4 = Some, 5 = A moderate amount, 6 = A great deal of influence

Program coherence

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

- T Q10a once we start a new program, we follow up to make sure that it's working.
- T Q10g curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- T Q10h 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 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Principal instructional leadership

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

- T Q9a makes clear to the staff his or her expectations for meeting instructional goals.
- T Q9b communicates a clear vision for this school.
- T Q9c understands how children learn.
- T Q9d sets high standards for student learning.
- T Q9e sets clear expectations for teachers about implementing what they have learned in professional development.
- T Q9f carefully tracks student academic progress.
- T Q9g knows what's going on in my classroom.
- T Q9h participates in instructional planning with teams of teachers.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Strong Family-Community Ties

Questions included within each measure in the Strong Family-Community Ties element.

Teacher outreach to parents

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

- T Q10b parents/guardians are invited to visit classrooms to observe the instructional program.
- T Q10d there is an expectation that teachers communicate regularly with parents/guardians.
- T Q10f school staff encourage feedback from parents/guardians and the community.
- T Q10i teachers try to understand parents/guardians problems and concerns.
- T Q11b parents /guardians are greeted warmly when they call or visit the school.
- T Q11d teachers work closely with families to meets students' needs.
- T Q11f school staff tell families what the staff needs to advance the school's mission.
- T Q11h school staff regularly communicate with parents/guardians about how staff can help students learn.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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

- P q4a a. School staff regularly communicate with parents/guardians about how staff can help students learn.
- P q4c c. School staff tell families what the staff needs to advance the school's mission.
- P q4d d. Parents/guardians are invited to visit classrooms to observe instruction.
- P q4e e. Parents/guardians are greeted warmly when they call or visit the school.
- P q4g g. Teachers work closely with families to meet students' needs.
- P q4h h. Teachers communicate regularly with parents/guardians.
- P q4i i. School staff encourage feedback from parents/guardians and the community.
- P q4j j. Teachers try to understand families' problems and concerns.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Parent involvement in the school

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

- P q1a a. had an in-person parent-teacher meeting?
- P q1b b. volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.)?
- P q1c c. communicated with your child's teacher about your child's performance?

1 = Never, 2 = Once, 3 = Once a month, 4 = A few times a month, 5 = Weekly, 6 = Almost every day

Trust

Questions included within each measure in the Trust element.

Parent-teacher trust

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

- P q3a a. I feel good about the way my child's teachers support him or her.
 P q3b b. My child's teachers do their best to help my child learn.
 P q3c c. I feel respected by my child's teachers.
 P q4b b. Staff at this school work hard to build trusting relationships with parents/guardians like me.
 P q4f f. Teachers and parents/guardians think of each other as partners in educating children.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Parent-principal trust

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

- P q5b b. I feel respected by my child's principal.
 P q5c c. I trust the principal at his or her word.
 P q5d d. The principal is an effective manager who makes the school run smoothly.
 P q5e e. The principal at this school works hard to build trusting relationships with parents/guardians like me.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

Student-teacher trust

How much do you agree with the following statements?

- S q9b b. I feel safe and comfortable with my teachers at this school.
 S q9c c. There is at least one adult in the school that I can confide in.
 S q9d d. My teachers will always listen to students' ideas.
 S q9e e. My teachers always keep their promises.
 S q9f f. My teachers treat me with respect.
 S q9g g. When my teachers tell me not to do something, I know they have a good reason.

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

Teacher-principal trust

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

- T Q16a I feel respected by the principal at this school.
 T Q16b The principal at this school is an effective manager who makes the school run smoothly.
 T Q16d The principal has confidence in the expertise of the teachers at this school.
 T Q16f I trust the principal at his or her word.
 T Q17a At this school, It's OK to discuss feelings, worries, and frustrations with the principal.
 T Q17c The principal takes a personal interest in the professional development of teachers.
 T Q17e The principal looks out for the personal welfare of the staff members.
 T Q17g The principal places the needs of children ahead of personal interests.
 T Q17h The Principal and Assistant Principals function as a cohesive unit.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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Teacher-teacher trust

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

- T Q14d Teachers in this school trust each other.
- T Q14g It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T Q15b Teachers respect other teachers who take the lead in school improvement efforts.
- T Q15f I feel respected by other teachers at this school.
- T Q15h Teachers at this school respect those colleagues who have a specific expertise.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree