School Quality Reports
Educator Guide

High Schools
2022–23

Last Updated: February 15, 2024

Overview

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

- **School Quality Snapshot:** A summary report for families and community members to learn about school performance and quality.

- **School Quality Guide:** A more detailed, interactive report for educators to investigate school data more deeply. The School Quality Guide was not produced for the 2022–23 school year.

- **School Performance Dashboard:** An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.

These reports include information from multiple sources, including Quality Reviews, the NYC School Survey, and student performance in courses and on State tests.

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

School Quality Report Sections

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

The School Quality Reports do not include an overall grade or rating. Instead, they share information on each of these elements and on Student Achievement.

Rigorous Instruction: This element reflects how well the curriculum and instruction engage students and build critical-thinking skills. This section uses data from the Quality Review and the NYC School Survey.

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

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

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

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

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

Student Achievement: This element reflects students' progress towards graduation by accumulating credits and passing 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.

Scores and Ratings

School Quality Report scores are on a 1.00 – 4.99 scale, and ratings are on a four-level scale. In the School Quality Guide, the four levels are called Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Needs Improvement, and are presented as 1–4 bars in a graphic.

Example of a 4-bar rating in Rigorous Instruction:

New York State School Designations

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

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

School Type	Grades and Students Served
Early Childhood School	K, K–1, K–2, K–3
Elementary School	K–4, K–5, and K–6
K-8 School*	K–7, K–8, and K–12 (minus grades 9–12)
Middle School	5–8, 6–8, and 6–12 (minus grades 9–12)
District 75 School	K–8 and K–12, focused on students with IEPs
High School	9–12, K–12 (minus grades K–8), and 6–12 (minus grades 6–8)
Transfer High School	9–12, focused on overage and under-credited students.

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

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

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

This document explains the rules for the School Quality Reports for one school type: high schools. Separate Educator Guides explain the rules for the other school types.

NYC School Survey School Type

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

Comparison Group

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

Economic Need Index

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

- If the student is eligible for public assistance from the NYC Human Resources Administration (HRA) or lived in temporary housing in the past four years, the student's Economic Need Value is 1.

- If the student is in grades 9–12, has a home language other than English, and entered NYCPS for the first time within the last four years, the student's Economic Need Value is 1.

- Otherwise, the student's Economic Need Value is the percentage of families with school-age children in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. This percentage is converted to a decimal from 0.00 to 1.00.

- The school's Economic Need Index is the average of its students' Economic Need Values.

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

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

Students in a School's Lowest Third

The school's lowest third for high schools is based on a student's average 8th grade ELA and math scores. For students who took math Regents exams in lieu of 8th grade math scores, an imputed 8th grade score is used that estimates what they would have most likely received on the regular 8th grade exam. 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.

Because of disruptions caused by the COVID-19 pandemic, NYCPS did not calculate any schools' lowest third for students in the second or third year of high school in 2022–23. In 2021, when second-year high school students were in 8th grade, many remote students did not take the New York State 8th grade ELA and math exams. In 2020, when third-year high school students were in 8th grade, the New York State 8th grade ELA and math exams were cancelled. The school's lowest third is reported for first-year high school students in the 2022-23 School Quality Reports.

Students in Lowest Third Citywide

High-school students with 8th grade test scores are included in the lowest third citywide based on their average 8th grade ELA and math scores.

A student without 8th grade scores will also be included in the lowest third citywide if the student:

- Was placed in a Special Class anytime in the past five school years (2018–19 through 2022–23); or

- Is considered overage or overage/under-credited; or

- Is a long-term ELL upon entry into school.

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. For graduation rate for ELLs and students with IEPs, the minimum number is 10. For the following metrics, the minimum number of students required for each metric is five: graduation rate for lowest third citywide and graduation rate for Black and Hispanic males in lowest third citywide.

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

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 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 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 members of a "cohort" and each cohort is assigned a letter or number. Cohorts are sometimes referred to 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/number:

Year in High School During 2022–23	Cohort Letter/Number	Ninth Grade Entry School Year	"Class Of" Designation
First	2	2022-2023	Class of 2026
Second	1	2021–22	Class of 2025
Third	Z	2020–21	Class of 2024
Fourth	Y	2019–20	Class of 2023
Fifth	X	2018–19	Class of 2022
Sixth	W	2017–18	Class of 2021

Overage / Under-credited

For high schools, a student's overage/under-credited status is based on credits earned and Regents passed given the student's age (where age is as of December 31 of the entry school year, and the credits and Regents are earned before the start of the entry school year). During the COVID-19 pandemic, some Regents exams were not offered, and eligible students received waivers for those exams. For this metric, a Regents waiver is equivalent to a passed Regents exam.

Age	Criteria
16	• Under 22 credits and two or fewer Regents passed.
17	• Under 22 credits; or • Under 33 credits and three or fewer Regents passed.
18	• Under 22 credits; or • Under 33 credits and four or fewer Regents passed; or • Under 44 credits and one or fewer Regents passed.
19 or older	• Under 33 credits; or • Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the NYC Public School system,, a credits-only criteria is used (because those students may not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of NYCPS
16	• Under 11 credits.
17	• Under 22 credits.
18	• Under 33 credits.
19 or older	• Under 44 credits.

Students with history of incarceration are also considered overage/under-credited.

Most at Risk

A subset of the overage/under-credited category is called "most at risk," and takes into account students who are very far behind when they enter the school. A student is considered "most at risk" based on the following criteria (where age is as of December 31 of the entry school year, and the credits and Regents are earned before the start of the entry school year).

Age	Criteria
16	• Under 11 credits and zero Regents passed.
17	• Under 22 credits.
18	• Under 22 credits; or • Under 33 credits and one or fewer Regents passed.
19 or older	• Under 22 credits; or • Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the NYC Public School system, a credits-only criteria is used (because those students may not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of NYCPS
16	• Under 11 credits.
17	• Under 11 credits.
18	• Under 22 credits.
19 or older	• Under 33 credits.

Students with a history of participation in an NYCPS program for justice-involved youth are also considered most at risk.

Demographic Information

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

Student Subgroup Demographics

► *Percent of Students Enrolled in the School*

The first set of values reflect students in grades 9–12 who are enrolled on the audited register as of October 31, 2022, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflect students in grades 9–12 who are enrolled on the audited register as of October 31, 2022, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

The minimum numerator value for a category to be listed is 5.

► *Percent of Students Enrolled in the Borough*

NYCPS students in grades 9–12 who are enrolled on the audited register as of October 31, 2022, attending a school inside of the school's borough by racial/ethnic subgroup.

► *Percent of Grade 9–12 Public School Students Living within X Miles*

NYCPS students in grades 9–12 who are enrolled on the audited register as of October 31, 2022, residing inside of the school's nearby area, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

The school's nearby area is calculated as the median distance of students' home addresses from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2022. Based on current students' home addresses, NYCPS projects that a typical family living within this nearby area would be willing to have their child travel the necessary distance to attend this school. If the school's racial percentages are not representative of the racial percentages of public-school students living in the nearby area, this may indicate that the reason for the school's racial make-up relates more to school factors (e.g., admissions) than to housing factors.

► *Percent of Students Receiving Special Education Programs*

This metric includes all students with Individualized Education Programs (IEPs) as of June 2023, where the IEP recommends special education programs. Types of programs include Special Class (SC), Integrated Co-Teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as "fully receiving" if there is an exact match between the IEP and the course enrollment in

the STARS scheduling system. If the student is receiving some subjects or services but not all recommended subjects or services, this is reflected as "partially receiving." Students with no STARS data or no matching programs are reflected as "not receiving."

► *Percent of Students Receiving Recommended Related Services*

This metric includes all students with Individualized Education Programs (IEPs) as of June 2023, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student's received services match all of the recommended services, the student is listed as "fully receiving." If they have some but not all recommended services, this is "partially receiving." A student with a recommendation but no services is reflected as "not receiving."

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2022, by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

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

Students in Advanced Courses by Racial Subgroup

Students Enrolled in Advanced Courses by Race is calculated as the count of unique students of a race enrolled in the advanced course category divided by all unique students enrolled in that advanced course category. Enrollment calculations are based on which courses each student is enrolled in on October 31, 2022.

The following course codes are used to determine advanced course categories. If a student is enrolled in any of the courses outlined below, they count positively towards being enrolled in an advanced course. Only credit-bearing courses are included in this metric. Each course may only count towards one of the categories.

Advanced Course Category	Course	Course Code
Advanced Placement (AP)	Advanced Placement (AP)	Sixth character "X"
International Baccalaureate (IB)	International Baccalaureate (IB)	Sixth character "B"
CLEP	College Board College Level Examination Program	N/A
College Credit	College course that awards credit	Sixth character "U"
Other College Preparatory Course	College Preparatory Course Certification (CPCC) Courses	Approved for CPCC with year matching the report year
Other Advanced Math/Science	Algebra II	First two characters "MR", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.

Other Advanced Math/Science	Calculus	First two characters "MC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Chemistry	First two characters "SC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Physics	First two characters "SP", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.

Student Achievement
Metrics

This section describes Student Achievement metrics. 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 public school system from October 31, 2022 through June 30, 2023 are attributed to the last diploma-granting school responsible as of October 31, 2022. We use that date 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 public 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 NYC public school system 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 Young Adult Borough Center (YABC), high school equivalency diploma (formerly the 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 metrics show the percentage of the school's students, in the specified year of school, who met the following criteria:

- Earned 10 or more credits between Fall 2022 and Summer 2023 (i.e., during the fall, spring, and summer terms);

- At least 6 of these credits were earned from the four main subjects (English, math, science and social studies); and

- At least some credit (greater than zero) was 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 to the numerator and 1 to the denominator) for this metric. Students who drop out of school or enter non-diploma granting programs remain in the denominator for 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 metrics, except they are limited to students in the school's lowest third as determined by the average of the 8th grade ELA and math proficiency ratings.

Because the ELA and math exams were not given in 2019–20, and many students did not take the ELA and math exams in 2020–21, there is no lowest third metric for students in the 2nd or 3rd year of high school in 2022–23.

► *Average Completion Rate for Remaining Regents*

This metric measures 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, social studies, or a language other than English (LOTE) assessment approved by the New York State Education Department for the 4+1 pathway to graduation. 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 needed subjects passed (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 2022–23. The numerator (exams passed) is the total number of needed subjects passed in 2022–23.

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 contribution 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. 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 WA (waivers) are considered passing. Because the denominator is based on the needed exams for the entire cohort, failing a needed exam counts the same as having never taken it.

In addition to students that are currently enrolled, those who have dropped out or are attending a non-diploma granting program continue to be included in 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.

► *Average Regents Score: English, Living Environment, Global History, U.S. History, Algebra I*

These metrics show the school's mean scores on the listed Regents exams. There is a separate metric for each of the listed exams.

As described above, students are attributed to the last diploma-granting school responsible as of October 31, 2022 (even if they took the exam while enrolled at a different school). If a student took the same Regents exam multiple times during the school year, the highest score is used.

Note: The U.S. History Regents exam was not offered in June 2022.

Gradution, Diploma, and Non-Dropout Metrics

Student Attribution

4-Year Graduation Cohort

For graduation metrics, students are attributed to schools using different rules than for the Progress Toward Graduation metrics. Students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school. Consistent with state and federal graduation-reporting rules, continuous enrollment is not necessary. Any student enrolled for one or more days (including no-shows) is accountable at their last diploma-granting school before June 30 of the fourth year of high school.

For the 2022–23 School Quality Reports, a school's 4-year graduation cohort, represented by the letter 'X', consists of all students who:

- Entered 9th grade for the first time anywhere in 2019–20;

- Were active in the school as of June 30, 2023, or the school is the last diploma-granting high school that they attended before June 30, 2023; *and*

- Did not meet the criteria for a documented cohort-removing discharge (see below) before June 30, 2023.

A discharged student can become non-accountable under limited circumstances. If the student leaves school for one of the reasons below before June 30 of year four, the student will become non-accountable if all required documentation is collected and stored on file.

Potentially Cohort-Removing Discharge Codes:

Code	Description
08	Admitted to non-public 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 NYCPS at time of enrollment

6-Year Graduation Cohort

For the 2022–23 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 2020–21. These students are represented by cohort letter 'W'. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30 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 metric shows 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 2022–23 School Quality Reports, the four-year cohort reflects the 'Y' cohort of students who first entered high school during the 2019–20 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 for informational purposes.

► *Six-Year Graduation Rate*

This metric is similar to the four-year graduation rate, except that it shows 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 2022–23 School Quality Guide, the six-year cohort reflects the 'W' cohort of students who first entered high school during the 2017–18 school year. This cohort can be viewed in ATS using the command RGCS.

► *4-Year High School Persistence Rate*

This metric is the percentage of the students in the 4-year graduation cohort who earned a local or higher diploma, earned a HS equivalency (formerly known as GED), earned a CDOS/SACC (only NYSAA-eligible students), or were still enrolled in a DOE school or program with at least 50% attendance since February 1, 2023.

► *6-Year High School Persistence Rate*

This metric is the same as 4-year High School Persistence Rate except that it is 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 degree before the end of high school, that student contributes positively to all of the college and career readiness metrics regardless of whether the student meets the other requirements.

► *College and Career Preparatory Course Index (CCPCI)*

This metric shows the percentage of students in the school's four-year cohort who successfully completed approved rigorous courses and assessments after four years of high school. For the 2022–23 School Quality Reports, this metric evaluates cohort 'Y' (students who first entered high school during the 2019–20 school year/"Class of 2023").

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 college credit via the College Board College-Level Examination Program (CLEP);
- Earned a grade of "C" or higher in a college credit-bearing course (e.g., College Now, Early College);
- Passed another course certified by NYCPS as college- and career-ready;
- Earned a diploma with a New York State Seal of Biliteracy (NYSSB) endorsement;
- Earned a diploma with a Career and Technical Education (CTE) endorsement;
- Earned a diploma with a Seal of Civic Readiness 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 are only counted once in the numerator.

*Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Students who received waivers were able to use them in lieu of exams for graduation purposes. On the CCPCI metric, schools receive credit for Algebra II, Chemistry, and Physics where the student received a Regents waiver.

In addition, students who did not meet any of the requirements above but scored 2 on an AP exam or scored 3 on an IB exam contribute 0.5 to the numerator. This provides partial credit for these scores, which reflect some degree of readiness for higher-level courses.

► *College Readiness Index*

Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Therefore, the College Readiness Index (CRI) is not calculated for the 2022–23 School Quality Reports. A new College and Career Readiness metric was distributed to High School principals with the unofficial release of the 2023 reports.

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

This metric shows the percentage of students who graduated and enrolled in a two- or four-year college, vocational program, approved apprenticeship or public service within six months of their scheduled graduation date. For the 2022–23 School Quality Reports, this metric evaluates cohort 'X' (students who first entered high school during the 2018–19 school year/"Class of 2022"). 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, 2022.

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 metric is similar to Postsecondary Enrollment Rate by Six Months after High School except that it shows the percentage of students who 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 2022–23 School Quality Reports, this metric evaluates cohort 'W' (students who first entered high school during the 2017–18 school year / "Class of 2021"). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2021.

► *6-Year College Readiness Index*

Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Therefore, the College Readiness Index (CRI) is not calculated for the 2022–23 School Quality Reports. A new College and Career Readiness metric was distributed to High School principals with the unofficial release of the 2023 reports.

► *College Persistence*

This metric shows the percentage of students in the six-year cohort who graduated from high school, enrolled in college, 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 2022–23 School Quality Reports, this metric evaluates cohort 'W' (students who first entered high school during the 2017–18 school year/"Class of 2021").

The persistence metric is based primarily on semester-enrollment data from the National Student Clearinghouse (NSC) and CUNY. If these data show that a student enrolled for three consecutive semesters, the student contributes 1 to the numerator. If these data show that a student did not enroll for three consecutive semesters, the student contributes 0 to the numerator. If a student never enrolled in college in the first place, the student contributes 0 to the numerator. If school staff entered a student's college enrollment in CVER (and the student did not appear in the NSC/CUNY data), the student is given a persistence value equal to the school's percentage of students that persisted according to the NSC/CUNY data.

Example

Suppose a school had the following groups of students:

Groups of students	Contribution to persistence metric
50 students who never entered college	Contribute 0.00 each.
80 students who entered college and persisted, based on the NSC/CUNY data	Contribute 1.00 each.
20 students who entered college but did not persist, based on the NSC/CUNY data	Contribute 0.00 each.
10 students where the school staff recorded in CVER that they entered college	Contribute 0.80 each (because 80 out of 100 students at the school with NSC/CUNY data persisted).

The school's persistence rate is (80 x 1.00 + 10 x 0.80) / 160 = 55%.

Closing the Achievement Gap Metrics

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

The metric values show the school's results for its students in the relevant subgroup. The metric value is not reported if the school has fewer than five students in the subgroup. Metric scores and ratings show how the school's results compared to the citywide average and its Comparison Group. A metric will not be scored, however, if the students are a very small proportion of the school—specifically, if the school's population is less than 15 students. These unscored metrics receive a rating of "N/A" in the School Quality Snapshot.

The following table summarizes these rules:

Closing the Achievement Gap Metrics

No metric value if…	Fewer than minimum N for the metric.
No metric score or rating if…	Fewer than 15 students for the metric.

► *College and Career Preparatory Index 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.

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

Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Therefore, the College Readiness Index (CRI) is not calculated for the 2022–23 School Quality Reports. A new College and Career Readiness metric was distributed to High School principals with the unofficial release of the 2023 reports.

► *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; Students Recommended for Special Class, ICT, SETSS Services; Students in the Lowest Third Citywide; Black and Hispanic Males in the Lowest Third Citywide*

These metrics are calculated the same way as the Four-Year Graduation Rate for the school, except that each metric is limited to students in the specified groups. Schools will be able to earn additional points on their Student Achievement scores based on 4-year Graduation Rate for Native American, Black, Native Hawaiian/Pacific Islander, and Hispanic or Latinx students.

For this metric, students are included in the students with IEPs group if their most

restrictive placement in the last five school years was Special Class, 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 counts in all of those groups.

Additional Information

► *Performance by Racial Subgroups*

Snapshot: The School Quality Snapshot includes the following performance metric for Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White students:

- 4-Year Graduation Rate

The Snapshot includes a graphic that shows the subgroup's metric value.

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

School Quality Reports: In addition to the metric listed above (4-Year Graduation Rate), the School Performance Dashboard and Citywide Results file include the following performance metrics for Asian, Black, Hispanic, Native American, Native Hawaiian/Pacific Islander, Multiracial, and White students:

- Percent of 1st Year Students Earning 10+ Credits,
- Percent of 2nd Year Students Earning 10+ Credits,
- Percent of 3rd Year Students Earning 10+ Credits,
- Regents Completion Rate,
- 6-Year Graduation Rate,
- 4-Year High School Persistence Rate,
- 6-Year High School Persistence Rate,
- College and Career Preparatory Course Index (CCPCI), and
- Post-secondary enrollment rate (PSER)—6 months.

► *"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 broken out by 8th grade starting points (Level 1, 2, 3–4).

The starting-point levels are based on rescaled test scores, so that a starting point of Level 1 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.

For 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 high school students on a school's register at any point during the period September 2022 through June 2023. The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

Pre-K attendance is excluded for any school that has a pre-K grade. Students in grades 6–8 are not included in the high school report of a 6–12 school, and students in grades K–8 are not included in the high school report of a K–12 school.

► *Average SAT Score*

The School Quality Snapshot for high schools reports the average SAT score for informational purposes. The average SAT score is based on the highest "super score" of each student in the graduating cohort who took the SAT. The "super score" combines the highest section scores (in Math and Evidence-Based Reading & Writing) that the student has achieved, even if they were achieved during different test dates.

Student Achievement
Scores and Ratings

The School Quality Reports include scores and ratings based on schools' performance across Student Achievement metrics relative to citywide averages and their Comparison Group estimates. These scores for every Student Achievement metric are used to calculate an overall Student Achievement score on a 1–4.99 scale.

Metric Scores and Ratings

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

- **Step 1:** A performance score for each Student Achievement metric is calculated using the methodology detailed in the Impact and Performance Scores section of this guide. This score is determined by comparing the school's value for a Student Achievement metric to the citywide average for that metric.
- **Step 2:** An impact score for each Student Achievement metric is calculated using the methodology detailed in the Impact and Performance Scores section of this guide. This score is determined by comparing the school's value for a Student Achievement metric to their comparison group.1
- **Step 3:** Using the Student Achievement metric weights, an overall performance score is calculated for the school based on the weighted average of each Student Achievement metric score. Again, this score is detailed in the Impact and Performance Scores section of this guide.
- **Step 4:** The school's overall performance score is inserted into the following quadratic equation, which determines the weights placed on performance and impact for each Student Achievement metric score and the school's overall Student Achievement score. Similarly to how the previous targets functioned, this formula allows NYCPS to weigh performance more heavily for schools with particularly low or high values across Student Achievement metrics and weigh impact more heavily for schools performing in the middle. The quadratic formula used is $y = 3.8(x - 0.5)^2 + 0.05$, where x is the school's performance score, and the solution, y, is the school's performance weight. The school's impact weight is set as the inverse of the performance weight, or (1 – y).
  - **Why do we use this formula?:** The graph of a quadratic equation is a parabola, or a U-shaped curve. Given the continuous nature of this graph, we can increase the weight given to performance at the extremes without a large change in weights between schools with similar performance scores. This specific formula centers the graph along the midpoint of the minimum and maximum possible performance scores, 0 and 1 respectively. Centering the graph around the midpoint ensures that high and low performance are weighed similarly – for example, a school with a performance score

of 0.8 should receive the same performance weight as a school with a score of 0.2 as they are equally far from the midpoint. The last piece of the formula, adding 0.05, ensures that performance will be weighed at least 5% for all schools. In this equation, the coefficient, a, is determined by setting the maximum and minimum performance scores (x=0 and x=1) equal to a weight of 1 and solving. The resulting value for a is 3.8. The final equation is $y = 3.8(x – 0.5)^2 + 0.05$. Since this equation is based on the realm of possible minimums and maximums and not on performance in a specific year, it can be used year over year across all school types.

- o **Example:** A school has an overall performance score of 0.62 on a scale of 0– 1. The school's performance weight is calculated by solving for y: $y = 3.8(0.62– 0.5)^2 + 0.05$. The school's performance weight is thus 0.1047, or 10.47%. The school's impact weight is then *1– 0.1047 = 0.8953*, or 89.53%.

- **Step 5:** Using the school's performance weight and impact weight calculated in Step 4, we take a weighted average of the metric performance and impact scores to find the overall metric score.
    - o **Example:** Consider a school with a performance weight of 10% and an impact weight of 90%. If this school has a metric performance score of 0.6 and a metric impact score of 0.9 for a given student achievement metric, then the school's metric score for this given metric would be *(0.6 x 0.10) + (0.9 x 0.9) = 0.87*.

- **Step 6:** This value is rescaled to a 1– 4.99 scale for consistency in scoring across years.
    - o **Example:** A school with a metric score of 0.87 receives a rescaled score of 4.47 for this metric score*: (0.87 x 3.99) + 1 = 4.47*.

The score is analogous to the state test proficiency ratings based on scale scores: the first digit indicates the rating level, and the subsequent digits show how close the result is to the next level.

- If the first digit of the metric score is 1, the school is considered "Not Meeting Target" for that metric.
- If the first digit of the metric score is 2, the school is considered "Approaching Target" for that metric.
- If the first digit of the metric score is 3, the school is considered "Meeting Target" for that metric.
- If the first digit of the metric score is 4, the school is considered "Exceeding Target" for that metric.

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

Weighted Average Score

The Weighted Average Score is a weighted average of the Student Achievement metric scores, where each metric score is multiplied by its weight percentage. If any metrics are missing, their weight is distributed proportionally to the other metrics.

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

Closing the Achievement Gap Metrics

In the 2022-23 School Quality Reports, the metrics formerly known as "Closing the Achievement Gap" are factored into the Student Achievement rating through the weighted average score, the same way that all other Student Achievement metrics are included. There are no additional points awarded for Closing the Achievement Gap metrics this year.

Overall Student Achievement Score and Rating

The Overall Student Achievement Score is equal to the weighted average score, rounded to the nearest hundredth, and capped at 4.99, multiplied by a rating constant. This rating constant functions similarly to the percentile cutoffs used in previous School Quality Reports. The rating constants for the 2022–23 School Quality Reports are detailed in the table below.

- **Example:** A school has a weighted average of 0.56, which is an Overall Student Achievement Score of 3.25. To find the Overall Student Achievement Score, we multiply the school's weighted average by the rating constant for that school type, *1.13 x 0.56 = 0.67*, and rescale to a 1.00–4.99 scale. The Overall Student Achievement Score is 3.67.

School Type	Student Achievement Rating Constant
Elementary schools	1.44
Middle schools	1.25
K –8 schools	1.41
High schools	1.13
Transfer high schools	1.32

This Overall Student Achievement Score is also equivalent to the weighted average of the school's overall performance score and overall impact score multiplied by the school's performance and impact weights, respectively, multiplied by the rating constant.

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

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

Schools designated for phase-out and schools in their first year of operation in 2022–23 do not receive a Student Achievement rating.

Rating Labels in the Guide and Snapshot

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

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

Student Achievement
Metric Comparisons

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

City and Borough Averages

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

For graduation cohort metrics (including graduation rates, high school persistence rates, College and Career Preparatory Course Index, post-secondary enrollment rates, and College Persistence), the city and borough averages are calculated based on the full cohort of students.
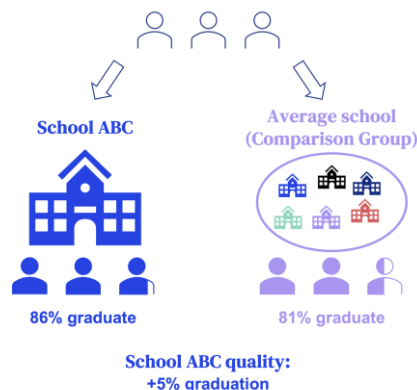
Comparison Group's Results

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

New York City Public Schools measures many student achievement metrics to assess school quality through these reports. Some examples of these metrics are postsecondary enrollment, graduation rate, student scores on ELA and math State tests, and credit accumulation. For a complete list of Student Achievement metrics, see the Student Achievement – Metrics section of this document.

The School Quality Reports provide context for each school's performance on these metrics by predicting how students at that school would have performed had they enrolled in the hypothetical "average" New York City public school. This "average" school is not a specific existing school in NYC; rather, it serves as a benchmark to gauge "if students at a given school, school ABC, had instead enrolled at a random school in the NYC Public School system, what performance level would these students have achieved?" This depends on the school's quality, as shown in the graphic below.

We refer to this benchmark as the "Comparison Group" performance level for the students at school ABC. By comparing School ABC's results to the Comparison Group estimate, a reader can assess School ABC's effectiveness at helping students improve and exceed expected outcomes.

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

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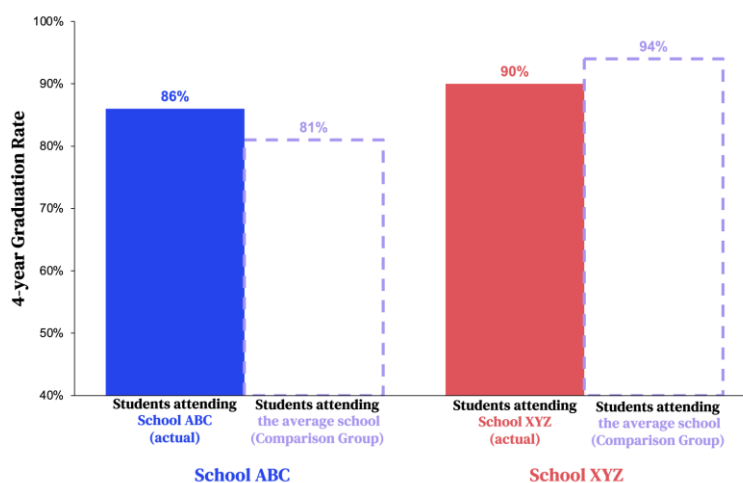
In this graphic, 4-year graduation rates for school ABC and XYZ combine two key components: 1) Comparison Group graduation rates, which measure how School ABC or XYZ's students would have achieved if they enrolled in the "average" NYC school; and 2) the impact School ABC or XYZ had on their students'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

81% Comparison Group graduation rate that we would expect had these students enrolled in the "average" NYC school instead. We would say then that School ABC positively affects its students' outcomes. In contrast, students at School XYZ did not benefit as much from enrolling in School XYZ. While 90% of School XYZ's students graduated, we expect that 94% of these students would have graduated had they enrolled in the "average" NYC school. This suggests that School XYZ is less effective than the average NYC school at improving student graduation. Additionally, School ABC appears more effective than School XYZ at improving student graduation.

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

- **Step 1:** Student outcomes are regressed on enrolled school indicators. This regression model allows us to measure the relationship between school enrollment and student outcomes. Our outputs are indicative of the effect schools have on their students' achievement. To isolate the extent to which schools impact, or cause, certain outcomes in their students from the backgrounds of their students, this regression model controls for student demographics, baseline student achievement, and grade fixed effects (which control for variations in school quality across grade levels). Regressions for high schools add baseline curricular achievement controls. Step 1 allows us to determine the effect of enrolling in a certain school on each Student Achievement metric outcome.
    - o Note: The baseline student achievement metrics used as controls are 3rd, 4th, and 5th grade attendance rate and State test scores for middle schools and K-8 upper grades. For high schools, baseline achievement metrics come from grades 6th, 7th, and 8th and also include curricular achievement controls. For elementary schools, baseline scores are not available for all students within a school, so the model replaces scores for these students with city-wide mean scores. This is also the case for a few schools across school types where many students do not have baseline scores. For these schools, missing scores are replaced by city-wide mean scores by grade, and additional control variables indicate that these scores have been imputed. In these cases, it should be noted that the Comparison Group estimates are not as robust.
- **Step 2:** The estimates of school quality obtained in Step 1 are adjusted by "shrinking" the estimated quality for each school closer to the mean quality for NYC. This step aims at removing the variation in quality across schools which result from the random nature of the specific sample of students used for estimation and does not reflect real differences in school quality. Step 2 corrects for the statistical error in the estimates from Step 1, allowing us to distill true differences in quality.
    - o Note: For middle school and K-8 Impact scores displayed on the School Performance Dashboard, additional adjustments are made to improve the accuracy of school quality ratings and reduce their correlation with the demographic composition of the schools. Specifically, the correlation between school quality estimates and the racial make-up of their student body is removed. These adjusted school quality estimates more accurately predict school effects and student outcomes. They are also uncorrelated with school racial make-up.

26

- **Step 3:** Step 3 uses Step 2 quality estimates to compute how students at each school would have performed had they enrolled in the hypothetical "average" NYC school. The resulting counterfactual estimate for each school is the "Comparison Group" value for the school. For each Student Achievement metric and each school, the Comparison Group value is the difference between a school's actual outcome and its school quality estimate from Step 2. The difference in performance between each school and its Comparison Group illustrates the impact that each school had on students' actual achievement.
    - Example: If a school had a 4-year graduation rate of 96% for all students and their school quality estimate was 2.50, then their Comparison Group value would be *96 – 2.50 = 93.5.* The Comparison Group value for this school's 4-year graduation rate would be 93.5%, thus the school has outperformed expectations.

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

Impact and Performance Scores

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

Impact Score Calculation

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

Performance Score Calculation

We calculate the performance score using the following method. The difference between impact and performance scores is that in the latter, the school's results are compared to the citywide average instead of the Comparison Group value.

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

School Performance Dashboard: Impact and Performance Scores

The impact and performance scores shown in the School Performance Dashboard are calculated using the above method, but they use a limited number of Student Achievement metrics. These simplified scores were developed by Blueprint Labs at MIT to be more predictive of student success and increase the identification of high-quality schools that are under-subscribed. For middle schools, the impact score is "balanced" for student achievement, meaning that it eliminates the correlation between a school's impact and student body characteristics, including race. The Student Achievement metrics and their corresponding weights for the Dashboard impact and performance scores are detailed below.

High School Student Achievement Metric	Metric Weight
Regents – ELA	25%
Regents – Algebra I	25%
4-year graduation rate	25%
Post-secondary enrollment in 6 months of 4-year graduation	25%

School Quality Elements
Metrics and Data Sources

The elements included in the School Quality Reports use the following data sources:

Section	Data Sources
Rigorous Instruction	• NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2
Collaborative Teachers	• NYC School Survey • Quality Review indicators 4.1, 4.2
Supportive Environment	• NYC School Survey • Quality Review indicators 1.4, 3.4 • Chronic absenteeism (or average change in student attendance, for some school types) • Movement of students with IEPs to less restrictive environments
Effective School Leadership	• NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1
Strong Family-Community Ties	• NYC School Survey • Quality Review indicators 3.4
Trust	• NYC School Survey

Quality Review

The School Quality Report ratings incorporate results from the school's most recent Quality Review on the following indicators:

1.1	Rigorous, engaging, and coherent curricula aligned to the New York State standards.
1.2	Research-based, effective instruction that yields high quality student work.
1.3	Aligned resource use to support instructional goals that meet students' needs.
1.4	Structures for a positive learning environment, inclusive culture, and student success.
2.2	Curricula-aligned assessment practices that inform instruction.
3.1	School-level theory of action and goals shared by the school community.
3.4	A culture of learning that communicates and supports high expectations.
4.1	Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes.
4.2	Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice.
5.1	Regularly evaluate school-level decisions with a focus on the New York State standards.

Schools that received Quality Reviews in 2016–17 or later have ratings on all ten

indicators. Schools that received their latest Quality Review in 2015–16 or earlier have ratings on five indicators: 1.1, 1.2, 2.2, 3.4, and 4.2.

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

NYC School Survey

The NYC School Survey is administered annually to students in grades 6–12, and to parents and teachers of students in all grades (3-K through 12). The survey gathers information from school communities on the six School Quality Report elements.

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

- **Example:** The element of Rigorous Instruction is composed of five measures: Academic Press, Course Clarity, Quality of Student Discussion, and Strong Core Instruction. The NYC School Survey includes groups of questions related to each of those measures.

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

► *Question-Level Percent Positive*

For each survey question, we calculate the percentage of "positive" responses (excluding "I don't know" or missing responses from the denominator).

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

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

► *Measure-Level Percent Positive*

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

► *Element-Level Percent Positive*

For each element, we calculate the percentage of positive responses. This value is not simply the straight average of the percent positives of all the questions within the element. Instead, this value is the average of the measure-level percent positives for all the measures within the element. (For example, the percent positive for the Rigorous Instruction element is the average of the percent positives on its five measures: Academic Press, Course Clarity, Quality of Student Discussion, and Strong Core Instruction.)

For additional information about the survey, please visit
https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey
or email surveys@schools.nyc.gov

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 <u>not</u> chronically absent.

Each student's attendance rate is calculated by adding together the total number of days when the student was present and dividing it by the total number of days on register for the student at the school (the sum of the days when the student was present and the days when the student was absent). If a student's total number of days on register at the school is less than 20, the student's attendance rate is treated as N/A and the student does not contribute to this metric.

Pre-K attendance is excluded for any school that has a Pre-K grade. For K–12 schools, this metric is calculated separately for the K–8 grades and 9–12 grades. Similarly, for 6–12 schools, the metric is calculated separately for the 6–8 grades and the 9–12 grades.

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

This measure recognizes schools that educate students with IEPs 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 9–12 students with Tier Two or higher in any of the years 2021–22, 2020–21, or 2019–20. Students who are newly certified in 2022–23 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 20212–23. This number can range from zero (for students who are in their highest tier in 2022–23) to three (for students who were previously in Tier Four and are in Tier One in 2022–23). 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 Special Class, spend 80–100% of instructional periods with general education peers.

Tier Three—40–79% of time with general education peers
- Primary recommendation of Special Class, spend 40–79% of instructional periods with general education peers.

Tier Four—0–39% of time with general education peers
- Primary recommendation of Special Class, spend 0–39% of instructional periods with general education peers.

Students who start a less restrictive program at the beginning of 2022–23 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

School Quality Elements
Scoring and Ratings

Scoring and Rating Structure

Element ratings on the School Quality Reports are generated through a multi-step process:
- **Step 1:** Raw metric values are collected from the data sources.
- **Step 2:** Raw metric values are converted into metric scores, on a scale from 1.00 – 4.99.
- **Step 3:** The metric scores are combined to generate an element score.
- **Step 4:** The element score is used to generate an element rating.

This Technical Report explains this multi-step process for the different data sources and elements. It explains how raw metric values are converted into metric scores for Quality Reviews, the NYC School Survey, chronic absenteeism (and average change in student attendance), and movement of students with disabilities to less restrictive environments. It explains how the metric scores are combined to produce element scores for the six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. It then explains how ratings are determined from the element scores.

Raw Values and Metric Scores

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

Quality Reviews

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

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

NYC School Survey

For survey scoring, schools are categorized by a survey school type, and are compared to other schools of the same survey school type.

The scoring method for the NYC School Survey follows the structure of the survey, which was organized as groups of questions relating to a measure, and groups of

measures relating to an element.[6]

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

1) **Question-level percent positive** (percentage of positive responses to a question)
   ↓
2) **Measure-level percent positive** (average of the question-level percent positive values for all questions within the measure)
   ↓
3) **Measure score** (score based on the measure-level percent positive)
   ↓
4) **Survey element score** (average of measure scores for all measures within the element)

Each step in this process is described in detail below.

(1) Question-level percent positive

For each question, this metric is the percent of "positive" responses (excluding "I don't know" or missing responses from the denominator).

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

(2) Measure-level percent positive

This metric is the average of the *question-level percent positive* values for all questions within the measure.

For example, Outreach to Parents is a measure within the element of Strong Family-Community Ties. The Outreach to Parents percent positive is the average of the question-level percent positive values on all the Outreach to Parents questions.

(3) Measure score

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

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

We implement this idea by setting cut levels (measure-level percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school's 1.00-4.99 measure score is based on the highest category achieved, and the distance to the next-higher cut level. The cut levels are based on the citywide average percent positive (PP) and the standard deviation (SD) among school-level results of schools. We use the "top of scoring range" and "bottom of scoring range" values to help calculate scores in the 4.00-4.99 range and the 1.00-1.99 range.

Rating Category	Percent Positive (PP) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100

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

Examples:
- If a school's percent positive on a measure is halfway between the Meeting Target and Exceeding Target cut levels, it will receive a score of 3.50 on that measure.
- If a school's percent positive on a measure is one-quarter of the way between the Exceeding Target cut level and the Top of Scoring Range, it will receive a score of 4.25 on that measure.

Additional Notes:
- We set separate targets for each measure and for each survey school type. In other words, the citywide averages and standard deviations are calculated separately for each survey school type and for each measure.
    - For example, the target cut levels for a middle school will be based on the citywide average and standard deviation among middle schools only.
- To avoid drawing significant scoring distinctions based on small PP differences, we will not allow the SD in the formula to fall below 5 points.
- The top of the scoring range is set at least 5 percentage points above the Exceeding Target level (but not to exceed 100).
- The bottom of the scoring range is set at least 5 percentage points below the Approaching Target level (but not to fall below 0).

(4) Survey element score

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

For example, the Strong Family-Community Ties element contains two measures: Teacher Outreach to Parents and Parent Involvement in the School. The school's *survey element score* for the Strong Family-Community Ties element is the average of the *measure score* for the Teacher Outreach to Parents measure and the *measure score* for the Parent Involvement in the School measure.

Low Response Rates and Numbers

Each School Quality Report element draws primarily from questions asked of one (or two) respondent groups. If there was a low response rate or very few responses submitted by that respondent group, then the *survey element score* will be N/A. The following table describes these situations:

School Quality Report Element	Standardized survey element score will be N/A if…
Rigorous Instruction	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Collaborative Teachers	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	For Elementary Schools and Early Childhood Schools: • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. For other school types: • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	• Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.
Trust	• Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.

Percentage of Students with 90% Attendance

The metric score for this metric is calculated like the Student Achievement metric scores: by weighing the school's impact and performance for student attendance. We calculate and report this metric separately for EMS grades and HS grades.

Movement of Students with Disabilities to Less Restrictive Environments

The metric score for this metric is calculated like the Student Achievement metric scores: by weighing the school's impact and performance for moving students with IEPs to a less restrictive environment. We calculate and report this metric separately for EMS grades and HS grades. If a school spans both EMS grades and HS grades (and received metric values and scores for both school types), we use the average of the EMS score and the HS score for less restrictive environment for Framework scoring.

Element Scores

Weighted Average of Data Scores

The school's element scores are a weighted average of the scores from the data sources within each element category. The weights depend on whether the school received a Quality Review in 2016-17 or later (with ten rated indicators) or

whether the school received its most recent Quality Review in 2015-16 or earlier (with five rated indicators). If the survey response rates or numbers fall below specified thresholds, then the element score will be N/A.

The following table shows how scores from the different data sources are weighted and combined to produce the element scores:

Weighted Combinations of Data Scores to Produce Element Scores

Different Weights For Different Scenarios

	Received Quality Review in 2016-17 or later	Most Recent Quality Review from 2015-16 or earlier	Low Survey Reponses
Rigorous Instruction			
Survey (Rigorous Instruction)	25%	25%	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 1.1	25%	25%	
Quality Review 1.2	25%	25%	*Element score is N/A.*
Quality Review 2.2	25%	25%	
Collaborative Teachers			
Survey (Collaborative Teachers)	50%	50%	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 4.1	25%	—	
Quality Review 4.2	25%	50%	*Element score is N/A.*
Supportive Environment			
Survey (Supportive Environment)	35%	35%	
Quality Review 1.4	15%	—	*If teacher response rate is less than 30% or fewer than 5 responses (for ES); If student response rate is less than 30% or fewer than 5 responses (for non-ES)*
Quality Review 3.4	15%	30%	
Chronic Absenteeism (Average Change in Attendance for Transfer Schools, YABCs, and District 75 Schools)	30%	30%	*Element score is N/A.*
Less Restrictive Environment	5%	5%	
Effective School Leadership			
Survey (Effective School Leadership)	40%	100%	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 1.3	20%	—	
Quality Review 3.1	20%	—	*Element score is N/A.*
Quality Review 5.1	20%	—	

Strong Family-Community Ties

Survey (Strong Family-Community Ties)	85%	85%	*If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses*
Quality Review 3.4	15%	15%	
			Element score is N/A.

Trust

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

Examples:

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

- If the school's most recent Quality Review was in 2014-15, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.50 x QR 4.2 metric score.

- For a middle school, if the student response rate was under 30%, the school's element score for Supportive Environment is N/A.

Missing Data

If Quality Review data is unavailable for a district school, its element scores will be N/A for all elements except for Trust.

For charter schools, which do not receive Quality Reviews, any weight that would be applied to the Quality Review is shifted to the other data sources in the element. For example, a charter school's element score for Rigorous Instruction is based 100% on the survey.[7]

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

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

Element Ratings

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

Rating	Element Score
Excellent (4 bars)	4.00 to 4.99
Good (3 bars)	3.00 to 3.99
Fair (2 bars)	2.00 to 2.99
Needs Improvement (1 bar)	1.00 to 1.99

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

Appendix A
Element-Measure-Question Structure

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

Rigorous Instruction

Measure	Non-elementary schools		
	Students	Teachers	Parents
Academic Press	×	×	
Course clarity	×		
Quality of student discussion		×	
Early Childhood Instruction			
Strong core instruction		×	

Collaborative Teachers

Measure	Non-elementary schools		
	Students	Teachers	Parents
Cultural awareness and inclusive classroom instruction	×	×	
Innovation and collective responsibility		×	
Peer collaboration		×	
Quality of professional development		×	
School commitment		×	

Supportive Environment

Measure	Non-elementary schools		
	Students	Teachers	Parents
Classroom behavior		×	
Guidance	×	×	
Personal attention and support	×		
Preventing bullying	×	×	
Safety	×	×	
Social-emotional	×	×	
Conflict Resolution	×		

Effective School Leadership

Measure	Non-elementary schools		
	Students	Teachers	Parents
Inclusive leadership			×
Instructional leadership	×	×	
Program coherence		×	
Teacher influence		×	

Strong Family-Community Ties

Measure	Non-elementary schools		
	Students	Teachers	Parents
Outreach to parents		×	×
Parent involvement in school			×

Trust

Measure	Non-elementary schools		
	Students	Teachers	Parents
Parent-principal trust			×
Parent-teacher trust			×
Student-teacher trust	×		
Student-student trust	×		
Teacher-principal trust		×	
Teacher-teacher trust		×	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Academic Press

How much do YOU agree with the following statements?

    S   q38   The classes at this school prepare me for the next step in my education.
    S   q39   When I'm not in school, I talk about ideas from school.
    S   q48   My classes at this school really make me think critically (like using information or data to inform an argument, or form my own questions about what we're learning).
    S   q7   At this school, we have productive conversations about race and racism where I feel my voice is heard.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

    *In how many of your classes …*Sq54   are you challenged?
    S   q55   do your teachers have high expectations for you?
    S   q56   you are you encouraged to work in small groups?
    S   q57   do your teachers want students to become better thinkers, not just memorize things?
    S   q59   do you get so focused on learning during class activities that you lose track of time?
1 = None, 2 = A few, 3 = Most, 4 = All

How many students in your classes…
    T   q148   have to work hard to do well?
    T   q118   respond to challenging questions in class?
1 = None, 2 = Some, 3 = A lot, 4 = All

Please mark the extent to which you disagree or agree with each of the following.
    T   q34 In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Course clarity

In how many of your classes, this school year, do YOU feel the following statement is true?
    S   q26   My teachers make learning expectations clear.
    S   q27   Class assignment are purposeful in learning the course content.
    S   q28   The work I do in class is good preparation for class assignments, projects, and assessments.
    S   q29   I learn a lot form feedback on my work.
1 = None, 2 = A few, 3 = Most, 4 = All

Quality of student discussion

How many students in your classes…
    T   q111   build on each other's ideas during class discussions?
    T   q112   use data or text references to support their ideas?
    T   q113   show that they respect each other's ideas?
    T   q114   provide constructive feedback to their peers/teachers?
    T   q115   participate in class discussions at some point?
1 = None, 2 = Some, 3 = A lot, 4 = All

Strong core instruction

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

T	q78,84,90	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q79,85,91,96,101,106	students to interact with complex grade-level text and tasks.
T	q80,86,92,97,102,107	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q81,87,93,98,103,108	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q82,88,94,99,104,109	teaching and practicing high-utility vocabulary words.
T	q83,95,100,105,110	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q89	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.

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

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Cultural awareness and inclusive classroom instruction

How much do YOU agree with the following statements?

S	q5	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q6	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q8	My teachers treat students from different cultures or backgrounds equally.
S	q17	I am presented with positive representations of people from a variety of races, ethnicities, cultures, and backgrounds in my classes or studies.
S	q58	Do your teachers make their lessons relevant to your everyday life experiences?

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	q7	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q7	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q8	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q10	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q11	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q12	develop appropriate Individualized Education Programs for my students with disabilities.
T	q14	distinguish linguistic/cultural differences from learning difficulties.
T	q9	empower students as agents of social change in my classroom practice.
T	q13	monitor progress on Individualized Education Program goals for my students with disabilities.
T	q24	I have conversations about race and racism at my school that helps me examine my own beliefs

around identity.

Innovation and Collective responsibility

How many teachers at this school...

| T | q1 | help build a welcoming school environment in the entire school, not just their classroom? |
| T | q2 | are actively trying to improve their teaching? |

T   q3   take responsibility for improving the school?
T   q4   are eager to try new ideas?
T   q5   feel responsible that all students learn?
1 = None, 2 = Some, 3 = A lot, 4 = All

Peer collaboration

Please mark the extent to which you disagree or agree with each of the following. At this school…
T   q49   teachers design instructional programs (e.g. lessons, units) together.
T   q50   teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
T   q46   the principal/school leader, teachers, and staff collaborate to make this school run effectively.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of professional development

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have…
T   q57   included enough time to think carefully about, try, and evaluate new ideas.
T   q58   included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
T   q59   directly related to my students' needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

School commitment

Please mark the extent to which you disagree or agree with each of the following.
T   q20   I usually look forward to each working day at this school.
T   q21   I would recommend this school to parents/guardians seeking a place for their child.
T   q26   I would recommend this school to other teachers as a place to work.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

How many students in your classes…
T   q117   follow the rules in class?
T   q149   do their work when they are supposed to?
1 = None, 2 = Some, 3 = A lot, 4 = All

Guidance

If you are a student in grades 6–8, ANSWER this question. If you are a student in grades 9–12, SKIP this question. How much do YOU agree with the following statements?
S   q73   This school provides me with guidance on the high school application process.
S   q74   This school provides my family with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

If you are a student in grades 9–12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)…
S   q73   talk with me about what I plan to do after high school.

S   q74   encourage me to continue my education after high school.
S   q75   provide me with information about the college application process.
S   q76   help me plan for how to meet my future career goals.
S   q79   encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
S   q80   advise me to take advanced courses.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

If you are a student in grades 9–12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...
S   q81   help me consider which colleges to apply to.
S   q82   show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

How much do you agree with the following statements? Adults at this school... (EMS only)
T   q137   provide students with guidance on the high school application process.
T   q138   provide families with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

How much do you agree with the following statements? Adults at this school... (HS only)
T   q140   talk with students about what they plan to do after high school.
T   q141   create an atmosphere that encourages students to continue their education after high school.
T   q142   provide students with information about the college application process.
T   q143   help students consider which colleges to apply to.
T   q144   help students plan for how to meet their future career goals.
T   q145   show students options for how to pay for college (scholarship, grants, loans, work study programs).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

Personal attention and support

In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...
S   q31   ask if I have everything that I need to succeed in their class.
S   q32   help me catch up if I am behind.
S   q33   notice if I have trouble learning something.
S   q34   give me specific suggestions about how I can improve my work in class.
S   q35   explain things a different way if I don't understand something in class.
S   q36   support me when I am upset.
1 = None, 2 = A few, 3 = Most, 4 = All

How much do YOU agree with the following statements?
S   q37   Adults at this school communicate with me in a language that I can understand.
S   q41   Adults at this school check in with me frequently about how I'm doing both personally and academically.
S   q43   I feel like I belong at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Preventing bullying

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

S q68 At this school students harass, bully, or intimidate each other because of other differences, like different body type or disability.

S q69 Students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).

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

Safety

How much do YOU agree with the following statements?

 S q50 Conflicts are resolved applied fairly in my school.

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

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

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

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

How much do you agree with the following statements? My students are safe… (ES only)

 T q133 outside around this school.
 T q134 traveling between home and this school.
 T q135 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
 T q136 in my class(es).

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

How much do you agree with the following statement?

 T q147 Conflicts are resolved fairly in my school.
 T q132 Behavioral supports are applied to students fairly in my school. (Birth-5 only)

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

Social-emotional

How many adults at this school…

 T q119 help students develop the skills they need to complete challenging coursework despite obstacles?
 T q120 tell their students they believe they can achieve high academic standards?
 T q121 teach students how to advocate for themselves?
 T q122 recognize disruptive behavior as social-emotional learning opportunities?
 T q123 teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?
 T q124 have access to school-based supports to assist in behavioral/emotional escalations?

1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know

How much do YOU agree with the following statements?

 S q18 I know where to go at my school if I need additional support with my mental health.

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

If you need mental health supports or resources click here. During this school year, I have felt ___ while learning.

 S q20 Happy
 S q21 Safe
 S *q22* Optimistic
 S *q23* Bored
 S *q24* Stressed

    S   *q25*   Worried

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

Effective School Leadership

Questions included within each measure in the Effective School Leadership element.

Inclusive leadership

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

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

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

Please mark the extent to which you disagree or agree with each of the following statements.
    P   q17   I see feedback from parents/guardians put into action at this school.

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

How much do YOU agree with the following statements?
    S   q3   I have the opportunity to work with adults at this school to make decisions and implement changes in important areas that impact my life (e.g. instruction, safety, conflict resolution, etc.).

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

Instructional leadership

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

    T   q60   makes clear to the staff their expectations for meeting instructional goals.
    T   q61   understands how children learn.
    T   q62   sets high standards for student learning.

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

Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school…
    T   q63   supports teachers in implementing what they have learned in professional development.
    T   q64   carefully tracks student academic progress.
    T   q65   knows what's going on in my classes.
    T   q66   provides teachers with formative feedback to improve practice.
    T   q67   participates in instructional planning with teams of teachers.

Program coherence

Please mark the extent to which you disagree or agree with each of the following. At this school…
    T   q47   once we start a new program, we follow up to make sure that it's working.
    T   q48   it is clear how all of the programs offered are connected to our school's instructional vision.
    T   q51   curriculum, instruction, and learning materials are well coordinated across the different grade
                        levels at this school.

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

Teacher influence

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

    T   q58   the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.

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

How much influence do teachers have over school policy in each of the areas below?
    T   q68   Hiring new professional personnel.
    T   q69   planning how discretionary school funds should be used.
    T   q69   Selecting instructional materials and/or curriculum used in classrooms.
    T   q71   Setting standards for student behavior.

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

Strong Family-Community Ties

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

Outreach to parents

Please mark the extent to which you disagree or agree with each of the following. At this school…
    T   q52   teachers understand families' problems and concerns.
    T   q53   teachers work closely with families to meets students' needs.
    T   q54   staff regularly communicate with families about how they can help students learn.
    T   q56   **school** staff value families' race, ethnicity, culture, or background.

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

Please mark the extent to which you disagree or agree with each of the following statements about this school.
    P   q1   School staff regularly communicate with me about how I can help my child learn.
    P   q2   Teachers work closely with me to meet my child's needs.
    P   q5   My child's school communicates with me in a language that I can understand.
    P   q11   I am greeted warmly when I call or visit the school.
    P   q18   My child's school will make me aware in there are any concerns about my child's social or emotional well-being.

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

Parent involvement in school

Since the beginning of the school year, how often have you…
    P   q12   communicated with your child's teacher about your child's performance?
    P   q13   seen your child's projects, artwork, homework, tests, or quizzes?

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

During the school year, have you…
    P   q40 attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?

1 = Yes, 2 = No

Trust

Questions included within each measure in the Trust element.

Parent-principal trust

Please mark the extent to which you disagree or agree with each of the following statements about this school.
    P   q6   I feel respected by my child's principal/school leader.
    P   q9   I trust the principal/school leader at their word (to do what they say that they will do).
    P   q10   The principal/school leader is an effective manager who makes the school run smoothly.

P   q15   The principal/school leader at this school works hard to build trusting relationships with parents/
              guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent-teacher trust

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

P   q3   I feel respected by my child's teachers.
P   q4   Staff at this school work hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

P   q14   My child's teachers treat me as a partner in educating my child.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Student-teacher trust

How much do YOU agree with the following statements?

S   q40   There is at least one adult in the school that I can confide in.
S   q44   My teachers are open to students' ideas, suggestions, and comments.
S   q445   My teachers always do what they say they will do.
S   q46   My teachers treat me with respect.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Student-student trust

How much do YOU agree with the following statements?

S   q1   Most students at this school treat each other with respect.
S   q47   Most students treat students from different cultures or backgrounds equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Teacher-principal trust

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

T   q27   I feel respected by the principal/school leader at this school.
T   q28   The principal/school leader at this school is an effective manager who makes the school run smoothly.
T   q29   The principal/school leader has confidence in the expertise of the teachers at this school.
T   q30   I trust the principal/school leader at their word (to do what they say that they will do).
T   q31   The principal/school leader looks out for the personal welfare of the staff members.
T   q32   The principal/school leader places the needs of children ahead of personal interests.
T   q33   The principal and assistant principal function as a cohesive unit.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Teacher-teacher trust

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

T   q22   Teachers in this school trust each other.
T   q23   It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
T   q25   I feel respected by other teachers at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree