

School Quality Reports

Educator Guide

High Schools

2023-24

Last Updated: December 19, 2024

Overview

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

- [School Quality Snapshot](#): A summary report for families and community members to learn about school performance and quality.
- [School Performance Dashboard](#): An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.
- [Citywide Data Workbooks](#): Spreadsheets that contain detailed results for every public school in NYC.

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

School Quality Report Sections

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

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

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

Commented [MOU1]: Lowercase "s" consistent with other guides?

Commented [EA2]: No more QR

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

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

New York State School Designations

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

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

School Type	Grades and Students Served
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.

Commented [AV3]: Are there separate school survey types still? In the 2018-19 Guide

Commented [AV4R3]: Yes, asked Tatiana 11/15

Commented [AV5R3]: <https://wiki.nycenet.edu/x/foeoE>

Commented [AV6R3]: <https://wiki.nycenet.edu/display/PRD/Survey+School+List+Data+Business+Rules>

NYC School Survey School Type

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

Comparison Group

See the [Comparison Group section](#) of this guide for a detailed explanation of a school's Comparison Group.

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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.

Commented [MOU8]: TO DO: this is now present for year 1, not for years 2 and 3. Clarify

Commented [AV9R8]: 2018-19 has table with the ELA/Math cutoffs by year in HS. Keep out? (citywide)

Commented [SS10]: Does this still apply

Commented [SS11]: is this staying the same?

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.

Commented [MOU12]: Kinda confusing language imo

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.

Commented [SS13]: Is this staying the same?

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 2023–24	Cohort Letter/Number	Ninth Grade Entry School Year	“Class Of” Designation
First	3	2023–24	Class of 2027
Second	2	2022–23	Class of 2026
Third	1	2021–22	Class of 2025
Fourth	Z	2020–21	Class of 2024
Fifth	Y	2019–20	Class of 2023
Sixth	X	2018–19	Class of 2022

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.

Commented [SS14]: Covid-19 mentioned?

Age	Criteria
16	<ul style="list-style-type: none"> Under 22 credits and two or fewer Regents passed.
17	<ul style="list-style-type: none"> Under 22 credits; or Under 33 credits and three or fewer Regents passed.
18	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Under 11 credits.
17	<ul style="list-style-type: none"> Under 22 credits.
18	<ul style="list-style-type: none"> Under 33 credits.
19 or older	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Under 11 credits and zero Regents passed.
17	<ul style="list-style-type: none"> • Under 22 credits.
18	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and one or fewer Regents passed.
19 or older	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Under 11 credits.
17	<ul style="list-style-type: none"> • Under 11 credits.
18	<ul style="list-style-type: none"> • Under 22 credits.
19 or older	<ul style="list-style-type: none"> • 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, 2023, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflect students in grades 9–12 who are enrolled on the audited register as of October 31, 2023, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

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, 2023, 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, 2023, residing inside of the school's nearby area, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

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

Teacher Racial Subgroup Demographics

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

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

Other Metrics

► *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.

Commented [SS15]: Are we keeping this heading?

Commented [EA16R15]: should make it Instruction and Performance

Instruction and Performance Metrics

This section describes Instruction and Performance 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, 2023 through June 30, 2024 are attributed to the last diploma-granting school responsible as of October 31, 2023. 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 2023 and Summer 2024 (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.

Commented [MOU17]: From LWB. Confirm accuracy

Commented [SS18]: is this changing?

Commented [SS19]: is this changing

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, 2023 (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.]

Graduation, 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.

Commented [MOU20]: If this is no longer correct, what is?
TO DO : figure out and then replace everywhere

Commented [MOU21]: Check that “2018” was a typo in the last guide

Commented [MOU22]: What about June 2023?

Commented [AV23R22]: administered, but do we keep the note in anyway?

Commented [SS24]: is this true for the past school year?

For the 2023–24 School Quality Reports, a school’s 4-year graduation cohort, represented by the letter ‘Z’, consists of all students who:

Commented [SS25]: Is this correct?

- Entered 9th grade for the first time anywhere in 2020–21;
- Were active in the school as of June 30, 2024, or the school is the last diploma-granting high school that they attended before June 30, 2024; *and*
- Did not meet the criteria for a documented cohort-removing discharge (see below) before June 30, 2024.

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:

Commented [SS26]: are any of the codes changing

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
25	Already received a high school diploma outside NYCPS at time of enrollment

6-Year Graduation Cohort

For the 2023–24 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.

Commented [SS27]: is this correct?

► 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 2023–24 School Quality Reports, the four-year cohort reflects the ‘Z’ 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.

Please note: Students should be discharged dates communicated in the [Graduation-GRDT Wiki Page](#) to count as graduates in the SQR.

► **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 2023–24 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.

Commented [SS28]: needs dates and cohort updated

► **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.

College and Career Readiness Metrics (4 Year)

This metric shows the average College and Career Readiness (CCR) score of students in the school's four-year cohort after their fourth year of high school. For the 2023-24 School Quality Reports, this metric evaluates cohort 'Z' (students who first entered high school during the 2020-21 school year / "Class of 2024"). The College and Career Readiness metric is reported on a 0-100 scale for each school.

Each student receives a CCR score from 0 to 100 where 100 represents the highest readiness for college and careers. Students earn points through predictors that demonstrate college and career readiness including test scores, advanced course completion, course grades, and a variety of endorsements and certificates. These predictors are divided into six categories:

- Course Grades: up to 30 points
- English: up to 15 points
- Mathematics: up to 15 points
- Science up to 15 points
- Social Studies: up to 15 points
- Technology, Art, and World Languages: up to 10 points.

Students only receive points for their highest predictor in each category. Predictor points are based on how predictive they are of CUNY GPA based on historical analysis of NYCPS graduates. A list of all predictors and their point values for the 2023-24 School Quality Reports can be found in [Appendix A](#).

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Note: This metric is new in the 2023-24 School Quality Reports and replaces the College Readiness Index reported from 2012-20. The College and Career Readiness metric is not used in school ratings in the 2023-24 School Quality Reports.

College and Career Readiness Metrics (6 Year)

This metric shows the average College and Career Readiness (CCR) score of students in the school's six-year cohort after their sixth year of high school. For the 2023-24 School Quality Reports, this metric evaluates cohort 'X' (students who first entered high school during the 2019-20 school year / "Class of 2022"). The College and Career Readiness metric is reported on a 0-100 scale for each school.

Note: This metric is new in the 2023-24 School Quality Reports and replaces the College Readiness Index reported from 2012-20. The College and Career Readiness metric is not used in school ratings in the 2023-24 School Quality Reports.

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 2023–24 School Quality Reports, this metric evaluates cohort 'Z' (students who first entered high school during the 2020–21 school year/"Class of 2024").

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 Biliiteracy (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.

Commented [SS30]: Covid

► **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 2023–24 School Quality Reports, this metric evaluates cohort ‘Y’ (students who first entered high school during the 2019–20 school year/“Class of 2023”). To contribute positively, a student must have graduated high school with a local or higher diploma and enrolled in a qualifying post-secondary program by December 31, 2023.

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 2023–24 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 and enrolled in a qualifying postsecondary program by December 31, 2022.

► **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 2023–24 School Quality Reports, this metric evaluates cohort ‘X’ (students who first entered high school during the 2018–19 school year/“Class of 2022”).

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 $(80 \times 1.00 + 10 \times 0.80) / 160 = 55\%$.

► ***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.

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, 2023.

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.

Commented [MOU31]: Proposed changes: Add CLEP

Commented [AV32R31]: checking at 11/15 meeting

► **"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). *Please note for the class of 2023, then 8th-grade students were unable to take the State math and ELA tests due to COVID-19.*

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.

Students with Individualized Education Programs (IEPs)

► *Percent of Students Receiving Special Education Programs*

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

Commented [MOU33]: Partially receiving should also include if a student is recommended for SETSS math and is getting SC math, etc

► *Percent of Students Receiving Recommended Related Services*

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

► *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 2021–23. 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.

Commented [SS34]: are these years going to be updated

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.

Commented [SS35]: are we updating this section?

Attendance

The attendance rate includes the attendance for all high school students on a school's register at any point during the period September 2023 through June 2024. The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

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

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

This metric shows the percentage of students at the school with attendance rates of 90% or higher. Because chronic absenteeism is defined as students with attendance rates below 90%, this metric shows the percentage of students who are not chronically absent.

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

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

Scores and Ratings

The School Quality Reports include scores and ratings based on schools' performance across various metrics relative to citywide averages and their Comparison Group estimates. The scores for each rated metrics in the School Quality Reports are used to calculate an overall rating on a 1-4.99 scale for each rated SQR category.

Overall Category Scores and Ratings

Category ratings are the weighted average of the various scores of the metrics that compose each category. In cases where a metric or subcategory score is missing, the weight that would be given to the missing score is distributed across all other metrics or subcategories.

- For Instruction and Performance, all metrics and the survey subcategory are weighted individually.
- For Safety and School Climate and Relationships with Families, each subcategory score is the average of the metric scores in that subcategory and the category score is the weighted average of the subcategory scores.

The section ratings for Instruction and Performance, Safety and School Climate, and Relationships with Families are based on the first digit of the weighted average.

- If the first digit is 4, the section rating is Excellent.
- If the first digit is 3, the section rating is Good.
- If the first digit is 2, the section rating is Fair.
- If the first digit is 1, the section rating is Needs Improvement.

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

Schools do not receive ratings for Instruction and Performance if they do not have a 4-year graduation rate in 2023-24.

Schools do not receive ratings for Safety and School Climate if

- Teacher response rate was less than 30%, or
- Fewer than 5 teachers responded, or
- Student response rate was less than 30% (K-8 and middle schools only), or
- Fewer than 5 students responded.

Schools do not receive ratings for Relationships with Families if

- Average of teacher response rate and parent response rate was less than 30%, or
- Fewer than 5 teachers responded, or
- Fewer than 5 parents responded.

Commented [SS36]: what will be the new heading?

Commented [SS37]: [@Eric Ashton](#) [@Alena Victor Antonowich](#) I included the scoring language into the educator guide. Please let me know if all looks good now.

Commented [AA38R37]: I added my comments/made my changes to the doc - thanks!

I'm going to confirm with MIT that what we have for the impact/perf scores is accurate this year since we are using their's instead of calculating our own as well. If there's a change I'll let you know, [@Salma Sosa](#)

Commented [AA39]: This is why I don't know that we need the Weighted Average Score section. I do think that this should be a more main heading, though. The way I'm seeing it this should be akin to the Scores and Ratings heading since it's how we get the SQR ratings [@Salma Sosa](#)

Metric Scores and Ratings

Non-Survey Performance Metrics

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

1. Determine the school's "impact score" for a given metric, which measures the school's performance relative to their Comparison Group estimate for the metric. The formulas used to determine a school's "impact score" allow us to compare schools' performance to their Comparison Group and to other schools of the same school type. We use the conditional standard deviation to find the "impact score," which is the standard deviation of (school's performance minus Comparison Group value) for each metric/school type.
 - a. If the school's raw performance met or exceeded their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale:

$$3 + \frac{\text{topHalfConst}(\text{value} - \text{CompGroup})}{\text{Conditional Std Dev}}$$
 - b. If the school's raw performance is less than their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale:

$$3 - \frac{\text{bottomHalfConst}(\text{CompGroup} - \text{value})}{\text{Conditional Std Dev}}$$
 - c. The topHalfConst and bottomHalfConst refer to constants that allow scores to be distributed reasonably across school types. They are listed in [Appendix B](#) for 2023-2024.
2. Determine the school's "performance score" for a given metric, which measures the school's performance relative to the citywide average. The "performance score" is based on the same formulas as the "impact score," but the conditional standard deviation is replaced by the citywide standard deviation: the standard deviation of (school's performance minus city average) for each metric/school type.
3. Each metric score is a balance of the school's "impact" and "performance" on that particular metric. To find how much each plays a part in that metrics' score, we find the "impact weight" and "performance weight" for that specific metric at that specific school.
 - a. The impact weight is found using the quadratic formula $Y = -3.6(x - 0.5)^2 + 0.95$, where x is the performance score for that metric and Y is the impact weight.

Commented [SS40]: [Alena Victor Antonovich](#)

Commented [SS41]: jumplink

Commented [AA42]: List constants for these school types from V12 table here in an Appendix and label accordingly, please.
https://nycdoe.sharepoint.com/w:/r/sites/School-Performance/_layouts/15/Doc.aspx?sourcedoc=%7B70AA0764-939C-402D-950C-32D0FA86FCCB%7D&file=scoring%20adjustment%20proposal.docx&action=default&mobileredirect=true

- i. **Why do we use this formula?** Using this quadratic formula means that schools with low and high performance scores will be scored primarily on their performance, whereas schools with more moderate performance scores will be scored more heavily based on their impact. This particular formula weighs a school's impact on a metric a minimum of 5%, which allows schools that outperform their Comparison Group estimates to have that reflected in their scores even if raw performance is relatively low.
- ii. **Example:** A school has an overall performance score of 0.62 on a scale of 0– 1. The school's impact weight is calculated by solving for y: $y = -3.6(0.62 - 0.5)^2 + 0.95$. The school's impact weight is thus 0.8982, or 89.82%.
- b. The performance weight is $1 - Y$.
 - i. **Example:** In the example above, the school would have a performance weight of $(1 - 0.8982 = 0.1018)$, or 10.18%.
4. The score for the metric is (impact score * impact weight) + (performance score * performance weight).
 - a. **Example:** If the school in the example above had an impact score of 0.78 on this metric, then their metric score would be $(0.78 * 0.8982) + (0.62 * 0.1018) = 0.7637$. Rescaled to a 1-4.99 scale, this is a metric score of 4.05.

Category Scores

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

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

Commented [AA43]: I tracked changes here since I'm not certain we need this part this year. But, I think the weighted average score is in reference to the pre-curved score last year.

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

Commented [SS44]: can you review this section

Commented [EA45R44]: good

Commented [SS46]: I think this is staying the same but can you review please

Commented [EA47R46]: Also good

Commented [EA49R48]: same

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

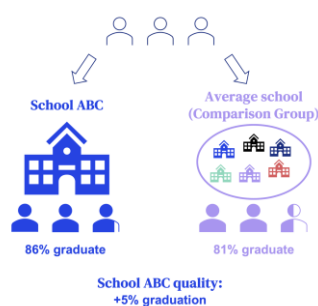
To understand how effectively a school helps its students, it is important to consider students' starting points and challenges. Without that context, schools can be mischaracterized as ineffective simply because they serve higher-need students.

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.

Commented [AA50]: Add link

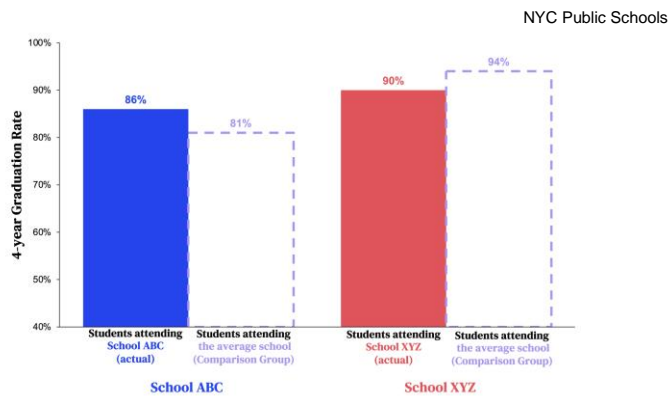
The School Quality Reports provide context for each school’s performance on these metrics by predicting how students at that school would have performed had they enrolled in the hypothetical “average” New York City public school. This “average” school is not a specific existing school in NYC; rather, 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.
 - 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.
 - 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.
- **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

Metrics and Data Sources

NYC School Survey

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

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

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

See [Appendix B](#) for a detailed explanation of the measure-question survey structure.

► Question-Level Percent Positive

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

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

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

► Measure-Level Percent Positive

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

► Category-Level Percent Positive

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

For additional information about the survey, please visit

Commented [SS51]: Add jump link to this section

Commented [MOU52]: Check with RF whether this changes with the new “parents say...” part of the snapshot

<https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey> or email surveys@schools.nyc.gov

Survey Performance Metrics

NYC School Survey

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

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

The following process is used to generate a survey subcategory score:

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

(1) *Question-level percent positive*

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

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

(2) *Measure-level percent positive*

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

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

(3) Measure score

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

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

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

Rating Category	Percent Positive (PP) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100
Exceeding Target (4 bars)	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target (3 bars)	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target (2 bars)	citywide mean PP – 1 SD, not to exceed 85
Bottom of Scoring Range	citywide mean + 2 SD, not to fall below 0

Examples:

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

Additional Notes:

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

- The constants referenced in the table allow scores to be distributed reasonably across school types. They are listed in [Appendix B](#) for 2023-2024.

(1) Survey subcategory score

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

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

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

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

Commented [AA53]: List constants for these school types from V12 table here in an Appendix and label accordingly, please.
https://nycdoe.sharepoint.com/:w:/r/sites/School-Performance/_layouts/15/Doc.aspx?sourcedoc=%7B70AA0764-939C-402D-950C-32D0FA86FCCB%7D&file=scoring%20adjustment%20proposal.docx&action=default&mobileredirect=true

Appendix A

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

Commented [EA54]: This stuff needs to be updated for 2024 - @Salma Sosa could you ask the survey team for the scoring key and see if you can do it?

Measure-Category-Question Structure

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

Instruction and Performance

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

Safety and School Climate

Measure	Non-Elementary Schools			Elementary Schools	
	Students	Teachers	Parents	Teachers	Parents
Guidance	X	X		X	
Inclusive Leadership	X		X		X
Innovation and Collective Responsibility		X		X	
Instructional Leadership		X		X	
Peer Collaboration		X		X	
Personal Attention and Support	X				
Preventing Bullying	X	X		X	
Program Coherence		X		X	
Quality of Professional Development		X		X	
Safety	X	X		X	
School Commitment		X		X	
Social-Emotional	X	X		X	
Student-Student Trust	X				
Student-Teacher Trust	X				
Teacher Influence		X		X	
Teacher-Principal Trust		X		X	

Teacher-Teacher Trust		X		X	
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Relationship with Families

Measure	Non-Elementary Schools			Elementary Schools	
	Students	Teachers	Parents	Teachers	Parents
Outreach to Parents		X	X	X	X
Parent Involvement in School			X		X
Parent-Principal Trust			X		X
Parent-Teacher Trust			X		X

Unmapped

Measure	Non-Elementary Schools			Elementary Schools	
	Students	Teachers	Parents	Teachers	Parents
Building Families' Capacity as their Child's Primary Advocate		X		X	
Building Families' Capacity as their Child's Primary Teacher		X		X	
Central Teacher Trust		X		X	
Legacy, New, Non-Framework	X	X	X	X	X

Instruction and Performance

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

Academic Press

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

T q152 in this school, the staff believes that all students can learn, including English language learners

(ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.

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

How many students in your classes...

T q40 have to work hard to do well?

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

How much do YOU agree with the following statements?

S q38 the classes at this school prepare me for the next step in my education.

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

In how many of your classes ...

S q54 are you challenged?

S q55 do your teachers have high expectations for you?

S q56 are you encouraged to work in small groups?

S q57 do your teachers want you to become better thinkers, not just memorize things?

S q59 do you get so focused on learning during class activities that you lose track of time?
1 = None, 2 = A few, 3 = Most, 4 = All

Classroom Behavior

How many students in your classes...

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

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

Course Clarity

In how many of your classes, this school year, do YOU feel the following statement is true?

- S q26 My teachers make learning expectations clear.
- S q27 Class assignments are purposeful in learning the course content.
- S q28 the work I do in class is good preparation for class assignments, projects, and assessments.
- S q29 I learn a lot from feedback on my work.

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

Cultural awareness and inclusive classroom instruction

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

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

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

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

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

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

How much do YOU agree with the following statements?

- S q7 at this school, we have productive conversations about race and racism where I feel my voice is heard.
- S q9 I feel that my teachers respect my culture, background, and identity.

- S q5 My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
- S q6 I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
- S q8 My teachers treat students of different races, cultures, or backgrounds equally.

Quality of student discussion

How many students in your classes...

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

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

Strong Core Instruction

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

- T q108 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- T q96, 118, 128 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- T q100, 111, 89 reading and writing experiences grounded in evidence from text, both literary and informational.
- T q105, 116, 126, 94 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- T q103, 114, 92, 124 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- T q101, 112, 122, 90 students to interact with complex grade-level text and tasks.

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

Safety and School Climate

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

Guidance

How much do you agree with the following statements? It's a priority at this school that adults...

- T Q176 provide students with guidance on the application/enrollment process for middle or high school.
- T Q177 provide families with guidance on the application/enrollment process for middle or high school.

How much do you agree with the following statements? Adults at this school...

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

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

If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question. How much do YOU agree with the following statements?

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

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

Commented [SS55]: EMS (k-8 schools)

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

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

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

Commented [SS56]: HS 9-12

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

- S q79 help me consider which colleges to apply to.
- S q80 show me options for how to pay for college (scholarship, grants, loans, work-study programs, etc.).

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

Commented [SS57]: HS 9-12

Inclusive Leadership

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

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

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

How much do YOU agree with the following statements?

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

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

Innovation and Collective Responsibility

How many teachers at this school...

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

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

Instructional Leadership

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

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

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

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

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

Peer Collaboration

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

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

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

Personal Attention and Support

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

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

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

In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...

- S q31 ask if I have everything that I need to succeed in their class
- S q34 give me specific suggestions about how I can improve my work in class.
- S q35 explain things a different way if I don't understand something in class.
- S q36 support me when I am upset.

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

How much do YOU agree with the following statements?

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

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

Preventing Bullying

How often is the following thing true?

- T q48 at this school students harass, bully, or intimidate other students.

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

How often are the following things true? At this school...

- S q65 students harass, bully, or intimidate other students.
- S q66 students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accent, or citizenship/immigration status.
- S q67 students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- S q68 students harass, bully, or intimidate each other because of other differences, like different body type or disability.
- S q69 students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).

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

Program Coherence

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

- T q50 once we start a new program, we follow up to make sure that it's working.
- T q51 it is clear how all of the programs offered are connected to our school's instructional vision.

- T q54. curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

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

Quality of professional development

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...

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

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

Safety

How much do you agree with the following statements?

- T q147 Conflicts are resolved fairly in my school.

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

How much do you agree with the following statements? My students are safe...

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

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

How much do YOU agree with the following statements?

- S q50 Conflicts are resolved fairly in this school.

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

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

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

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

School Commitment

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

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

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

Social-Emotional

How many adults at this school...

- T q157 help students develop the skills they need to complete challenging coursework despite obstacles?
T q158 tell their students they believe they can achieve high academic standards?

- T q160 teach students how to advocate for themselves?
- T q162 recognize disruptive behavior as social-emotional learning opportunities?
- T q164 have access to school-based supports to assist in behavioral/emotional escalations?

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

How much do YOU agree with the following statements?

- S q181 know where to go at my school if I need additional support with my mental health.

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

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

- S q20 Happy
- S q21 Safe
- S q22 Optimistic
- S q23 Bored
- S q24 Stressed
- S q25 Worried

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

How much do YOU agree with the following statements?

- S q42 There is time at school to talk about feelings and emotions.

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

Student - Student Trust

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

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

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

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

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

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

How much do YOU agree with the following statements?

- S q1 Most students at this school treat each other with respect.

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

How much do YOU agree with the following statements?

- S q47 Most students treat students from different cultures or backgrounds equally.

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

Student -Teacher Trust

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

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

leaders.

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

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

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

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

How much do YOU agree with the following statements?

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

Teacher Influence

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

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

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

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

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

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

Teacher-Principal Trust

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

- T q31 I feel respected by the principal/school leader at this school.
- T q32 the principal/school leader at this school is an effective manager who makes the school run smoothly.
- T q33 the principal/school leader has confidence in the expertise of the teachers at this school.
- T q34 I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
- T q37 the principal/school leader looks out for the personal welfare of the staff members.
- T q38 the principal/school leader places the needs of children ahead of personal interests.
- T q39 the principal and assistant principal function as a cohesive unit.

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

Teacher-Teacher Trust

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

- T q24 Teachers in this school trust each other.
- T q25 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T q28 I feel respected by other teachers at this school.

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

Relationships with Families

Questions included within each measure in the Relationships with Families category

Outreach to Parents

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

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

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

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

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

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

Parent Involvement in School

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

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

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

During the school year, have you...

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

1 = Yes, 2 = No

Parent-Principal Trust

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

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

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

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

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

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

Parent-Teacher Trust

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

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

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

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

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

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

- P q3 I feel respected by my child's teachers.

- P q4 Staff at this schoolwork hard to build trusting relationships with parents/guardians like me.

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

Appendix B

School Type	Category	Type	Bottom Half Constant	Top Half Constant
6-12/K-12	IP	survey	0.7	1.9
6-12/K-12	RF	survey	0.8	1
6-12/K-12	SS	survey	0.9	75
High School	IP	perform	1.1	2.2
High School	IP	survey	1.3	1.2
High School	RF	survey	0.9	0.8
High School	SS	perform	1	35
High School	SS	survey	0.9	35