

School Quality Guide

Educator Guide

Elementary / Middle / K-8 Schools 2013-14

Last Updated: January 7, 2015

Overview

The School Quality Guide is an important part of the New York City Department of Education's (NYC DOE's) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school's practices and performance.

The School Quality Guide includes both qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school's quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

School Quality Guide Sections

The School Quality Guide does not include an overall grade or rating for the school. Instead, it presents multiple ratings on different aspects of school quality and performance in the following areas: Quality Review, Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap.

Quality Review: This rating reflects the finding of an experienced educator who visited the school, observed classrooms, talked with school leaders, and evaluated how well the school was organized to support student achievement. The review examines school practices—such as rigorous curricula, strong instructional practices, assessments aligned to curricula, a culture of high expectations, and structured professional collaborations—that drive future improvements in student achievement.

Student Progress: This rating is based on how students improved from 2013 to 2014 on the state tests in English and math, compared to other students who scored at the same level in 2013. The rating also includes measures of next-level readiness.

Student Achievement: This rating reflects how students performed on the 2014 state tests in English and math. It is also based on pass rates in core courses.

School Environment: This rating is based on results from the NYC School Survey administered annually to all parents, all teachers, and students in grades 6-12. The survey measures their satisfaction with various elements of the school's learning environment.

Closing the Achievement Gap: This section rating recognizes schools for making strong gains with students in special populations: English Language Learners, students with disabilities, and students who scored in the lowest third citywide on state tests in 2013. The rating also reflects movement of students with disabilities into less restrictive environments, in which they spend more time with their general-education peers.

These section ratings are presented on four-level scales.

For the Quality Review, the four levels are Well Developed, Proficient, Developing, and Underdeveloped.

For Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap, the four levels are Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. These ratings reflect the school's performance compared against targets based on the historical performance of peer schools and all schools citywide. By incorporating peer schools with similar incoming student characteristics, these ratings are intended to capture each school's contribution to student achievement, rather than simply reflecting incoming student characteristics such as poverty, ethnicity, disabilities, and English-language-learner status.

New York State School Designations

In 2012, New York State received a waiver to implement a revised accountability system, which will be in place through 2014-15. The system measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. State accountability status is not incorporated into the School Quality Guide ratings, but is another tool used to evaluate school performance.

Definitions

School Type

For 2013-14, School Quality Guides are provided for the following four school types: elementary schools, K-8 schools, middle schools, and high schools.

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

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

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

This document details the rules for the School Quality Guides for three school types: elementary schools, K-8 schools, and middle schools. A separate Educator's Guide details the rules for high schools.

Peer Groups

The School Quality Guide provides context for each school's performance by comparing it to the historical performance of schools in its peer group. Peer schools are the New York City public schools, of the same school type, with student populations that are most similar to the school across every student characteristic used for peering. For elementary and middle schools, each school has up to 40 peer schools. For K-8 schools, each school has up to 30 peer schools.

A school's peer group for the 2013-14 school year is determined based on the students included on its October 31, 2013 audited register.

Student Characteristics Used for Peering

The following student population characteristics are used to create peer groups for each school type:

Elementary / K-8 Schools

- Economic Need Index
- Percent students with disabilities
- Percent Black/Hispanic students
- Percent English language learners

The Economic Need Index reflects the socioeconomics of the school population. It is calculated using the following formula:

Economic Need Index = (Percent Temporary Housing) + (Percent HRA Eligible \times 0.5) + (Percent Free Lunch Eligible \times 0.5)

For universal-lunch schools, the percentage of free-lunch eligible comes from the last year the school collected lunch forms. “HRA Eligible” refers to students whose families have been identified by the Human Resources Administration as receiving certain types of public assistance. HRA Eligible is based on current-year data. Students are identified in temporary housing if they have been identified in temporary housing anytime in the past four years. Students identified in temporary housing who are also HRA Eligible count toward both percentages. Students who are HRA Eligible also count toward Percent Free Lunch Eligible.

Middle Schools

- Average 4th grade ELA proficiency
- Average 4th grade math proficiency
- Percent students with disabilities
- Percent students two or more years overage upon entry into 6th grade

A statistical adjustment is made to 4th grade proficiency ratings to account for changes in State exams over time. The adjustment has the effect of treating all students’ proficiency ratings as if they were determined using exams from the same year.

Peering Methodology

To determine the peer group for a school, each school is compared to each other school of the same school type. For each possible pair of peer schools, a virtual “distance” is calculated using the Euclidian distance formula. This creates a single number that indicates how alike or unlike the pair of schools is based on all of the peer characteristics (which are standardized before the calculation of the distances). For elementary and middle schools, each school’s peer group comprises the 40 schools with the smallest virtual distances. If the distances are higher than usual, fewer schools are grouped together so the peer group can be as few as 30 schools. K-8 schools can have 25-30 schools in their peer group.

Students in a School’s Lowest Third

A school’s lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in May 2013. Similarly, the school’s lowest third in mathematics is the third of students in each grade at the school who scored the lowest on the New York State math exam in May 2013.

Students in Lowest Third Citywide

The lowest third citywide in ELA is the third of students throughout the city who scored the lowest on the New York State ELA exam in May 2013 citywide, in each grade. Similarly, the lowest third citywide in mathematics is the third of students throughout the city who scored the lowest on the New York State math exam in May 2013 citywide, in each grade. The cutoffs for the lowest third citywide are the same for all schools:

Grade	ELA	Math
3	1.97	2.07
4	2.00	2.06
5	1.99	1.95
6	1.99	2.00
7	1.99	1.94
8	1.76	1.67

Minimum N (Number of Students)

With the exception of the metrics in the Closing the Achievement Gap section, the minimum number of values used for all reported calculations at the school level is 15. In the Closing the Achievement Gap section, the minimum number of students for each metric is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2013 audited register. We use the enrollment from this register because it is audited for accuracy and also used to allocate funds to schools. For a student to be included in a school's Student Progress or Student Achievement for 2013-14, that student must have been on the school's audited register on October 31, 2013.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State Common Core ELA and math exams. These performance levels reflect the extent to which the student demonstrates the level of understanding expected at his or her grade level, based on the New York State P-12 Common Core Learning Standards.

Level 1	Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered insufficient for the expectations at this grade.
Level 2	Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered partial but insufficient for the expectations at this grade.
Level 3	Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered sufficient for the expectations at this grade.
Level 4	Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices that are considered more than sufficient for the expectations at this grade.

Proficiency Ratings

For purposes of the School Quality Guide, the scale scores on State Common Core math and ELA exams are assigned a Proficiency Rating on a continuum from 1.00 to 4.50. The first digit of the Proficiency Rating corresponds to the Performance Level, and the other digits reflect how close the student is to the next level. For example, a 2.90 is a Level 2, but close to a Level 3.

Impact of Math Double Testing Waiver

For school year 2013-14, the United States Department of Education approved a math-testing waiver submitted by the New York State Education Department, which provided that students in grade 7 and 8 who take math Regents examinations are not required to take the Common Core math test for their grade level. After this waiver, the NYC DOE implemented a policy that students in accelerated math courses should not take the grade 7 or 8 Common Core math tests, unless (1) the student's parent decided otherwise, or (2) the school obtained an exception from the Office of Academic Policy and Systems for a course aligned to both grade 7 or 8 standards and high-school math standards.

To mitigate the effects of this double-testing policy on the school-performance data and ratings presented in the School Quality Guide, the NYC DOE incorporated student results on math Regents examinations into the metrics by converting math Regents exam scores into imputed proficiency ratings on the grade 7 and 8 Common Core math tests. These imputed proficiency ratings—based on the NYC DOE's analysis of students who took both the math Regents exam and grade 7 or 8 Common Core math test—estimate what a student who achieved a certain score on a math Regents exam likely would have scored on the grade 7 or 8 Common Core math test. The imputed proficiency ratings will be used in all metrics or calculations based on proficiency ratings (e.g., growth percentiles, average proficiency ratings). To discourage unnecessary double testing, the NYC DOE will consider only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 Common Core math test. Please refer to the Appendix to this guide for conversion tables showing the specific imputed proficiency ratings that correspond to specific scores on the Regents exams.

Metrics and Data

School Overview

This section shows the school's enrollment, by grade level, for the past three school years. This section also shows the following characteristics of the school's student population for the past three school years:

- Percent English language learners within the last four years
- Percent students with IEPs within the last four years
- Percent students with IEPs spending less than 20% time with non-disabled peers within the last four years
- Percent Free Lunch Eligible
- Percent Temporary Housing
- Percent Overage
- Percent Asian / Black / Hispanic / White / Other
- Average incoming ELA proficiency (based on 4th grade) (MS only)
- Average incoming math proficiency (based on 4th grade) (MS only)

These demographic measures are calculated based on the list of students present on audited register (October 31, 2013) and the student-level demographic variables are the latest as of the end of the school year. For the IEP and ELL data, students contribute based on having those statuses anytime in the past four years.

Quality Review

This section presents the ratings that the school received during its most recent Quality Review (but no earlier than 2010-11) on the following five indicators:

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- 1.1** Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
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- 1.2** Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
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- 2.2** Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
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- 3.4** Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.
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- 4.2** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
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For each indicator, the rating given to the school by the reviewer is presented on the four-level scale of Well Developed, Proficient, Developing, and Underdeveloped. Where the Quality Review report includes detailed commentary relating to the indicator rating, an excerpt of that commentary is also provided in

the School Quality Guide.

The Quality Review section in the School Quality Guide also includes areas of celebration and areas of focus, which show the reviewer's findings on what the school does well and what the school needs to improve.

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

Student Progress

Growth Percentile Measures

To be included in the school's Student Progress growth percentile measures, a student must:

- Be on the school's October 31, 2013 audited register;
- Be in at least 4th grade in 2013-14 (because progress cannot be determined until we have two years of test data for a student); and
- Have taken the New York State test one grade level higher in 2014 than the student did in 2013 (i.e., if the student took the 4th grade test in 2013, the student must have taken the 5th grade test in 2014).

The following two growth-percentile measures are determined for ELA and math based on the 2013 and 2014 state exams.

► **Median Adjusted Growth Percentile**

This measure calculates the median (middle) adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students, out of all students with the same score on last year's test, who scored the same or lower than the student on this year's test.

For example, consider a student who scored 2.82 on the 3rd grade math exam in 2013 and then scored 2.74 on the 4th grade math exam in 2014. To find this student's growth percentile, we compare the student's 4th grade result to the group of students in the city who scored 2.82 in the 3rd grade. If, among this group of students, 83% scored 2.74 or lower and 17% of them scored higher than 2.74, then this student's percentile growth would be 83.

These unadjusted growth percentiles are useful for instructional purposes, as they reflect students' true growth from year to year. To evaluate a school on its students' growth percentiles, however, the School Quality Guide applies adjustments. Growth-percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

- If a student had a special education program recommendation of self-contained, Integrated Co-Teaching (ICT), or Special Education Teacher

Support Services (SETSS), taken from the most restrictive setting in the last four school years, that student will receive an adjustment of +0.15, +0.10, or +0.10, respectively.

- All students will also receive a pro-rated Economic Need Index adjustment of the school's Economic Need Index \times .05, up to a maximum of +0.10. For example, if a school has an Economic Need Index of 0.80, then each student at the school will receive a progress adjustment of .04 ($0.80 \times 0.05 = .04$).
- The adjustment for students with disabilities and the Economic Need Index adjustment are cumulative. For example, a student with a self-contained recommendation at a school that has an Economic Need Index of 0.80 will receive an adjustment of $0.15 + 0.04 = 0.19$.

Once the adjustments are applied to a student's ending proficiency, the adjusted growth percentile is determined by identifying the growth percentile associated with the starting and the new ending proficiency.

To generate a school-level result from the adjusted growth percentiles of its students, the Progress Report uses the median adjusted growth percentile—which is the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

Among unadjusted growth percentiles, we would expect the median to be close to 50. Because the demographic adjustments used for the School Quality Guide raise a student's growth percentile, the typical median adjusted growth percentile for a school is well over 50.

► ***Median Adjusted Growth Percentile for Students in School's Lowest Third***

This measure is identical to the median adjusted growth percentile measure except it includes only the lowest-performing third of students within each grade and subject in the school; it is the adjusted growth percentile of the middle student among the lowest third. The lowest third is defined above and is based on the students' scores on the relevant test in May 2013. Only students who are eligible for inclusion in the progress measures are counted towards the lowest one-third calculation. The minimum number of students for this metric is 10.

Early Grade Progress (Elementary and K-8 schools only)

To be included in the school's Early Grade Progress measures, a student must

- Be on the school's October 31, 2013 audited register; and
- Have taken the relevant New York State third grade test in 2014.

The following measure is determined for ELA and math based on the 2014 State exams.

► ***Early Grade Progress (elementary and K-8 schools only)***

This measures the level of achievement by third-grade students on state exams, while accounting for their probability of achieving that proficiency based on

demographic indicators of need. Higher scores on this metric reflect student performance exceeding the levels that would be expected based on demographic indicators.

To calculate this metric, an indicator value is determined for each student based on demographic characteristics. The indicator value is a number from 0 to 8 for English and from 0 to 7 for math. It is calculated by adding together the indicator values from the following table:

Demographic Characteristic	Weight
Black or Hispanic	+1
Temporary Housing or HRA-Eligible	+1
Students with SETSS, ICT, or self-contained recommendation	+2, +3, or +4, respectively
English Language Learner	+2 for ELA,+1 for Math

For each demographic indicator value, we calculate the probability that students with that value will meet each of the proficiency thresholds for ELA (2.0, 2.5, 3.0, 3.5, and 4.0) and math (2.0, 2.5, 3.0, 3.5, and 4.0). Based on these probabilities, students earn points that correspond to the highest proficiency threshold they reach. Points are assigned to each proficiency threshold, for each indicator value, based on the historical probability of students with that indicator value attaining that proficiency threshold.

For example, in 2012-13, students with a demographic indicator value of 1 for English had a 35.5% chance of reaching a proficiency rating of 3.0. The points earned by a student achieving that outcome is the inverse of 35.5%, which is 2.8 ($100 / 35.5 = 2.8$). If a student with an indicator value of 1 scored 3.15 on the English exam, the student would contribute 2.8 points to the ELA Early Grade Progress metric.

The tables below show the point values a school can earn in the Early Grade Progress measures depending on the level of achievement that their students attain.

ELA points for each possible student demographic indicator value:

Student indicator value	Points for >=Level 2.0	Points for >=Level 2.5	Points for >=Level 3.0	Points for >=Level 3.5	Points for >=Level 4.0
0	1.1	1.3	1.6	3.4	5.0
1	1.3	1.9	2.8	5.0	7.0
2	1.6	2.7	4.4	8.0	11.0
3	1.8	3.0	5.1	9.0	13.0
4	2.4	4.8	9.5	13.0	18.0
5	3.9	9.3	11.0	15.0	20.0
6	5.0	10.0	13.0	18.0	22.0
7	7.0	11.0	15.0	20.0	24.0
8	9.8	12.0	20.0	23.0	25.0

Math points for each possible student demographic indicator value:

Student indicator value	Points for >=Level 2.0	Points for >=Level 2.5	Points for >=Level 3.0	Points for >=Level 3.5	Points for >=Level 4.0
0	1.1	1.2	1.4	1.9	2.8
1	1.2	1.6	2.4	3.7	6.6
2	1.5	2.3	4.1	7.5	12.6
3	1.8	3.0	5.6	11.0	15.0
4	2.1	3.9	7.8	15.8	17.0
5	2.6	4.9	10.7	17.0	20.0
6	3.7	7.2	16.2	19.0	22.0
7	4.1	9.9	18.0	21.0	24.0

Student Achievement

Student Proficiency Measures

To be included in the student proficiency measures, a student must

- Be on the school's October 31, 2013 audited register
- Have taken the relevant New York State ELA or math exam in 2014

The following two measures are determined for ELA and math based on the 2014 State exams.

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

This measure indicates the percentage of students attributed to the school who are performing at or above proficiency as defined by New York State on Common Core ELA and math exams in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

► *Average Student Proficiency*

This measure represents the average (mean) Proficiency Rating for all students attributed to the school, in ELA and math. As described above, the Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA and math.

Student Core Course Passing Rate Measures (Middle and K-8 schools only)

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

- Be continuously enrolled in the school from October 31, 2013 through June 30, 2014;
- Be in 6th, 7th, or 8th grade in 2013-14; and
- Be eligible for standard assessment (i.e., non-NYSAA).

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

The following measure is determined separately for English, math, science, and social studies based on the 2013-14 pass rates.

► ***Core Course Pass Rates in English, math, science, and social studies (middle and K-8 schools only)***

These metrics indicate the percentage of students in 6th through 8th grade who received a passing grade in a full-year core course in the relevant subject area. Schools' grading policies must be based primarily on student progress toward and mastery of the New York State Common Core Learning Standards. For additional guidance, see the [middle school grading policy memo](#).

Next-Level Readiness Measures

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

This measures the performance of the school's 2012-13 5th graders as 6th graders in 2013-14 by showing their pass rates in core courses in English, math, science, and social studies. To be included in this metric, a student must

- Have been in 5th grade in 2012-13;
- Have been continuously enrolled in the elementary school under consideration from October 31, 2012 through June 30, 2013;
- Be enrolled in a NYC DOE middle or K-8 school from October 31, 2013 through June 30, 2014; and
- Be eligible for standard assessment (i.e., non-NYSAA).

This metric will account for the middle schools that students attend by adjusting for the average core course pass rate of similar students at the middle school.

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

This measure indicates the percentage of students in 8th grade who have passed a high-school-level course and the related Regents exam by June of their 8th grade year. To be included in this measure, a student must

- Be continuously enrolled in the school from October 26, 2013 through June 30, 2014;
- Be in 8th grade in 2013-14; and
- Be eligible for standard assessment (i.e., non-NYSAA).

To contribute positively to this measure, the student must pass both the course itself and the related Regents exam. Students who earned high-school credit in more than one subject count the same as those who earned credit in one subject.

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

This metric is based on the 9th-grade credit accumulation of the school's 2012-13 8th graders who, in 2013-14, attended a NYC DOE high school. To be included in this metric, a student must

- Have been in 8th grade in 2012-13;
- Have been continuously enrolled in the middle or K-8 school under consideration from October 31, 2012 through June 30, 2013;
- Be enrolled in a NYC DOE high school from October 31, 2013 through June 30, 2014; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Students contribute to the numerator of this metric as follows:

- A student will contribute zero to the numerator of this metric if the student earned less than eight credits in 9th grade.
- Students that earned greater than or equal to ten credits contribute one to the numerator.
- For students earning less than ten credits and more than 7.99, this metric will account for the high schools that students attend by adjusting for the average credit accumulation rate of similar students at the high school.

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

School Environment

The measures in the School Environment section come from the results of the NYC School Survey, which is administered annually to parents, teachers, and students in 6th grade and older. The survey gathers information from these key members of school communities on how well each school creates an environment that facilitates student learning.

Survey Domains

The survey questions are organized as they relate to the three broad categories of the Quality Review: Instructional Core, School Culture, and Systems for Improvement.

► **Instructional Core**

This domain measures how parents, teachers, and students feel about the school's curriculum, instruction, and assessment practices.

► **Systems for Improvement**

This domain measures how parents, teachers, and students feel about the school's

use of resources to support continuous improvement.

► **School Culture**

This domain measures how parents, teachers, and students feel about the school's learning environment.

Survey Scoring

Each school receives a score for each scored question (some questions are not scored) on the parent, teacher, and student surveys, based on the percentage of respondents who agreed or strongly agreed with the statement. (The data and ratings in the School Quality Guide are based on the percentage of positive responses, and do not draw a distinction between Strongly Agree and Agree responses.)

With the exception of certain questions that are used for informational purposes only, each question is linked to one of the three categories. Question scores are combined to form domain scores, which appear in the School Quality Guide.

Domain scores by respondent groups, question scores, and percentage of respondents selecting each answer choice are reported separately on the Survey Report. Survey Reports are available at each school's website. For additional information about the survey and its scoring methodology, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov.

► **Attendance**

The School Environment section also measures attendance. The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students. School attendance rates can be reviewed using the RGAR screen in ATS. Pre-K attendance is excluded for any school that has a Pre-K grade and students in grades 9-12 are not included in the middle school report of a 6-12 school (or in the K-8 report of a K-12 school).

Closing the Achievement Gap

This section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school's student population.

In the School Quality Guide, the metric values, listed as "This School's Results," show the school's results with its students in the relevant group. Data is not provided for any metric where the school has fewer than five students in the relevant high-need category. The metric scores, listed as "This School's Results (Percent of City Range)," show how the school's results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if "This School's Population Percentage (Percent of City Range)" is less than 25.0% (meaning that the school's population percentage is more than one standard deviation below the citywide average). For these unscored metrics, "This School's Results (Percent of City Range)" will be left blank. These unscored metrics

will receive a rating of “N/A” in the School Quality Snapshot.

The section score is the average of the school’s metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than five scored metrics in this section.

The following table summarizes these rules:

Closing the Achievement Gap	
No metric value if...	Fewer than five students in the category.
No metric score (or rating) if...	School’s population percentage is more than one standard deviation below the citywide average.
No section rating if...	Fewer than five scored metrics in the section.

► *Percent in 75th Growth Percentile in ELA and Math among: Students with Self-Contained, ICT, or SETSS placements; English Language Learners; Students in the Lowest Third Citywide; Black and Hispanic Males in the Lowest Third Citywide*

These measures are based on the percentage of students with a growth percentile of 75 or higher, from the following students groups: (1) students with disabilities in self-contained, ICT, or SETSS placements, (2) English Language Learners, (3) students in the lowest third citywide, and (4) Black and Hispanic males in the lowest third citywide. Any student with a recommendation for a self-contained, ICT, or SETSS placement during the past four school years will be included in the measure focused on students with disabilities. Any student identified as an English Language Learner for any of the past four school years will be included in the measures focused on ELLs. If a student belongs to more than one of these groups, the student is counted in all of those groups. These metrics seek to recognize schools for making exceptional gains with students most in need of improvement.

► *Percent Proficient in ELA and Math among: Students in Self-Contained Classes; ICT Classes; SETSS Classes*

These measures are based on the percent of students with disabilities in self-contained, ICT, or SETSS program placements that score proficient or higher (level 3 or above) on the state exams in ELA and mathematics. The most restrictive setting to which a student was assigned during the past four school years is used to determine inclusion in these measures.

► *Moving Students with Disabilities to Less Restrictive Environments*

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2012-13, 2011-12, or 2010-11. Students who are newly certified in 2013-14 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2013-14. This number can range from zero (for students who are in their highest tier in 2013-14) to three (for students who were previously in

Tier Four and are in Tier One in 2013-14). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

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

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

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

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

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

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

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

Students who start a less restrictive program at the beginning of 2013-14 count immediately, but if they start the less restrictive program mid-year, they won't contribute to the metric until the next year of the School Quality Guide.

► **English Language Learner Progress**

This metric measures the percentage of English Language Learners demonstrating movement toward English language proficiency. To contribute to the denominator of this measure, a student must have taken the 2014 New York State English as a Second Language Achievement Test (NYSESLAT).

Students will contribute positively to this measure if they meet one of three criteria:

- They took the 2013 NYSESLAT exam and their 2014 overall performance level is higher than in 2013;
- They did not take the 2013 NYSESLAT exam and their 2014 overall performance level is intermediate or higher; or
- They scored level three or above on the State ELA exam in 2014 but not in 2013.

Additional Information

► **State Exam Scores by Grade**

The School Quality Guide presents state exam results by grade level and subject, including average student proficiency, percentage of students at Level 3 or 4, and median adjusted growth percentile.

► Chronic Absenteeism

This measure shows the percentage of students at the school with less than 90% attendance. It also presents the average of schools citywide.

► Long-Term Growth (*middle schools only*)

Four progress metrics based on long-term growth percentiles are reported on the Additional Information page:

- ELA and math long-term growth for all students in the school
- ELA and math long-term growth for students in the School's Lowest Third.

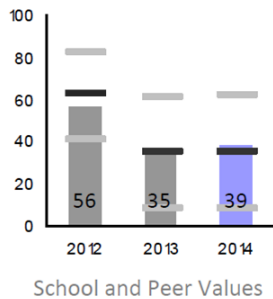
Long-term growth percentiles measure a student's growth from 4th and 5th grade (the two years are averaged as a baseline) to 8th grade, and therefore focus on students in the 8th grade only. To be included in this metric, a student must

- Have been continuously enrolled in the middle school under consideration for the two most recent school years: October 31, 2012 through June 30, 2014; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Graphs in the School Quality Guide

Most of the metrics in the report are presented through two standard graphs, which help to place the school's performance in context.

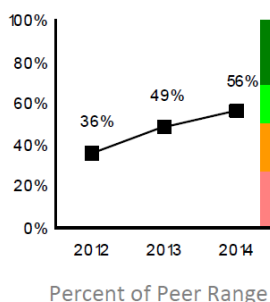
Graph Showing Metric Values



This graph shows the school's performance on each metric over the past three years, as well as the range of historical performance by peer schools and citywide schools used in the School Quality Guide (or Progress Report) for those three years. As explained above, peer schools for an elementary or K-8 school are similar along the following student population characteristics: Economic Need Index, percent of students with disabilities, percent of black or Hispanic students, and percent of English language learners. Peer schools for middle schools are similar along the following student population characteristics: students' average proficiency on 4th grade ELA and math tests, percent of students with disabilities, and percent of students two or more years overage upon entry into 6th grade.

- The vertical bars show the school's values on the metric for the last three years, with the school's numerical values (e.g., 56, 35, and 39 in the example at the left) displayed at the bottom of the bars. These bars can show trends over time in the school's own performance.
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison group is being used. Comparing the top of the vertical bar with this black line shows whether the school is above or below the average of the pool of historical results achieved by the comparison group.
- The top and bottom horizontal lines, in gray, show the top and bottom of the "range" of historical values for the comparison group. The range spans two standard deviations above and below the average; in general, this range contains approximately 96% of the values attained by schools in the comparison group. The lower gray line shows the value at the bottom of the range for the comparison group and the higher gray line shows the value at the top of the range for the comparison group. The position of the bar between the two gray lines shows visually where the school falls within the distribution of results achieved by the comparison group.

Graph Showing Percent of Range



This graph displays the "percent of range" of the school's values for the last three years. The percent of range reflects where the school's value falls between the bottom and top of the range. In mathematical terms, $percent\ of\ range = (school's\ value - bottom\ of\ range) / (top\ of\ range - bottom\ of\ range)$. The colors to the right of the chart display the ranges for the various ratings. The range for Exceeding Target is shown in dark green, Meeting Target is shown in light green, Approaching Target is shown in orange, and Not Meeting Target is shown in red.

Comparisons, Targets, and Ratings

Comparison Ranges

Peer Comparison Range

As described above, each school has a unique peer group of up to 40 schools, plus itself. Each metric result for a school is compared to the results of the peer group from 2009-10 through 2013-14, except for metrics based on the 3-8 grade ELA and Math tests—in which case the results are from 2012-13 and 2013-14.

In the School Quality Guide, the peer comparison range consists of all possible results within two standard deviations of the average. Below is a graphical display of a peer comparison range:



The number in the middle is the average (mean) metric value for the peer schools over the relevant years. The line near the middle of the bar represents the position of the average.

In the example shown above, the average ELA average proficiency for the school's peer group was 2.26, with a standard deviation of 0.9. The highest value in the comparison range, referred to as 100% of the range, is calculated:

$$(\text{peer average}) + 2 \times \left(\frac{\text{peer standard deviation}}{\text{deviation}} \right) = 100\% \text{ of range}$$

In the example above:

$$2.26 + 2 \times 0.9 = 2.44$$

The lowest value in the comparison range, referred to as 0% of the range, is calculated:

$$(\text{peer average}) - 2 \times \left(\frac{\text{peer standard deviation}}{\text{deviation}} \right) = 0\% \text{ of range}$$

In the example:

$$2.26 - 2 \times 0.9 = 2.08$$

If the calculated peer range extends beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average credit accumulation for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

If the calculated lowest value in the range (“0% of range”) is lower than the theoretical minimum for a metric, then “100% of range” will be adjusted downward so that the peer average stays in the middle of the range. This ensures that a school that achieves the peer average will have a “percent of range” of at least 50%, and will thus earn at least half of the available points.

Because charter schools may have school calendars and grading policies that are different from other NYC DOE schools, their attendance and course metrics do not contribute to the peer average and standard deviation.

City Comparison Range

The citywide comparison range is similar to the peer comparison range but instead of including peer schools only, all schools of the same school type citywide are included. The data used is from the same years and the formulas to calculate the range ends are similar.

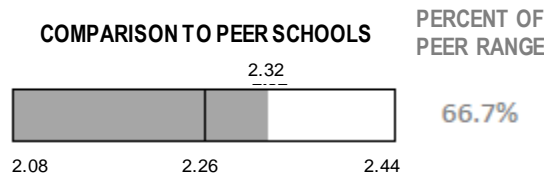
Metric Scores

Percent of Peer / City Range

The percent of range reflects the share of the comparison range that is covered by the school’s result. The percent of range reflects how far a school’s 2013-14 result is above or below the average of the historical comparison pool, as follows:

Percent of Range	Interpretation
0%	Two or more standard deviations below average
25%	One standard deviation below average
50%	Equal to the average
75%	One standard deviation above average
100%	Two or more standard deviations above average

Below is a graphical display of a percent of peer range:



In this example, the school’s result is 2.32, and the percent of peer range is 66.7%. The bar is 66.7% shaded, which corresponds with the following formula:

$$\frac{(\text{school's result}) - (0\% \text{ of range})}{(100\% \text{ of range}) - (0\% \text{ of range})} = \text{percent of range}$$

In this example:

$$\frac{2.32-2.08}{2.44-2.08} = 66.7\%$$

For several metrics, an additional step is applied: the school’s peer or city percent of range cannot fall below a certain “floor” level if the school’s metric value meets a specified threshold. For example, if a school’s attendance percentage is at least 96%, then the school’s (city or peer) percent of range cannot fall below 60%. The following table shows the floors that are applied:

Metric	Percent of Range Cannot Fall Below...		
	35%	60%	80%
Attendance	94%	96%	98%
Survey – Instructional Core	85%	90%	95%
Survey – School Culture	85%	90%	95%
Survey – Systems for Improvement	85%	90%	95%

Metric Scores

The points earned for each metric are based on a weighted average of the percent of the peer and city ranges, multiplied by the total possible points for the metric. The peer comparison is weighted 75% for each metric and the city comparison is weighted 25%. The points earned for each metric is:

$$\left[\left(\frac{\text{percent of}}{\text{peer range}} \right) \times 0.75 + \left(\frac{\text{percent of}}{\text{city range}} \right) \times 0.25 \right] \times \left(\frac{\text{points}}{\text{possible}} \right)$$

The points possible for each metric are set forth in the column labeled “Points Possible” in the table in the School Quality Guide. If a school is missing a metric because fewer than 15 students contribute to that metric, the possible points for that metric are redistributed to the other remaining metrics.

Consider the following example, where the school’s metric value for English median adjusted growth percentile is 65.8, its percent of peer range is 62.0%, and its percent of city range is 55.8%.

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned
		Peer Range		Percent of Peer Range	City Range		Percent of City Range				
		0%	Average		100%	0%		Average	100%		
Student Progress											
English Median Adjusted Growth Percentile (n=125)											
	65.8	45.1	61.8	78.5	62.0%	47.0	63.9	80.7	55.8%	20.83	12.6

The school’s score for this metric is:

$$[(.620 \times 0.75) + (.558 \times 0.25)] \times 20.83 = 12.6$$

Schools Not Receiving Metric Scores or Ratings

Schools will not receive scores or ratings on the School Quality Guide in the following circumstances:

- Schools in their first year of operation
- Schools designated for phase-out

Targets and Ratings

Targets are realistic and rigorous goals customized for each school based on benchmarks from the historical performance of peer and city schools. The targets are driven primarily by actual results that have been achieved in the past by schools with similar student populations, and also reflect results achieved by all schools citywide (of the same school type).

Ratings are based on how the school performed against its target levels. The targets in the 2013-14 School Quality Guide are being used to determine school ratings for 2013-14 (because targets were not established in advance last year). Moving forward, however, targets will be set in advance: the targets in each year's School Quality Guide will be used to determine the school's ratings in the following year. The targets in the 2013-14 School Quality Guide will be used to determine the school's ratings for 2014-15. When the 2014-15 reports are released, they will contain new targets that will be used to determine the school's ratings for 2015-16. Because these targets are set ahead of time, schools will not be competing for a limited number of top ratings. If all schools perform well, then all schools can get strong ratings.

Because targets were not set out in advance for 2013-14, there is a fixed distribution for the 2013-14 section ratings such that the top 20% of schools receive "Exceeding Target," the next 40% receive "Meeting Target," the next 35% of schools receive "Approaching Target," and the lowest 5% receive "Not Meeting Target." For 2014-15 and beyond, the percentages of schools receiving each rating will not be fixed; they will depend on how schools perform that year against their targets.

The "Summary of Section Ratings" pages in the School Quality Guide (pages 12-13 for elementary and middle schools; pages 13-14 for K-8 schools) show how the school's section ratings were calculated. For each section, the metric scores are summed together to produce a section score, which is compared to the cut levels for "Not Meeting Target," "Approaching Target," "Meeting Target," and "Exceeding Target" displayed in the "Section Rating" box.

The "Metric Targets for 2014-15" pages in the School Quality Guide (pages 16-17 for elementary and middle schools; pages 17-18 for K-8 schools) show the school's targets for 2014-15. As noted above, these targets are also being used to determine ratings for 2013-14. The metric ratings included in the School Quality Snapshot reflect the school's performance against these targets.

School Quality Guide Metric Rating	School Quality Snapshot Metric Rating
Exceeding Target	Excellent
Meeting Target	Good
Approaching Target	Fair
Not Meeting Target	Poor

The formulas used to calculate the metric targets are the inverse of the formulas described in the scoring section. In other words, the targets are the metric values needed to match the cut scores associated with the different ratings.

For several metrics, an additional step is applied, related to the "floors" discussed above: a school's metric rating cannot fall below a certain rating if the school's metric value meets a specified threshold. For example, a school's metric rating for attendance cannot be below Meeting Target if the school's attendance percentage is

at least 96%. The following table shows these rules:

Metric	If specified metric value is achieved, metric rating cannot fall below...		
	Approaching Target	Meeting Target	Exceeding Target
Attendance	94%	96%	98%
Survey – Instructional Core	85%	90%	95%
Survey – School Culture	85%	90%	95%
Survey – Systems for Improvement	85%	90%	95%

Appendix

Converting Regents Exam Scores into Imputed Proficiency Ratings

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

Common Core Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
9	1.42
12	1.42
16	1.46
23	1.51
25	1.51
26	1.51
30	1.61
32	1.65
35	1.70
38	1.77
39	1.77
40	1.77
42	1.82
45	1.87
47	1.89
48	1.91
49	1.92
50	1.95
51	1.96
52	1.98
54	2.00
55	2.03
56	2.14
58	2.17
59	2.23
60	2.29
61	2.40
62	2.43
63	2.43
64	2.57
65	2.57
66	2.69
67	2.77
68	2.89

Common Core Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
69	2.91
70	3.11
71	3.30
72	3.44
73	3.63
74	3.70
75	3.89
76	4.00
77	4.03
78	4.06
79	4.09
80	4.09
81	4.13
82	4.17
83	4.17
84	4.17
85	4.17
86	4.23
87	4.23
88	4.23
89	4.31
90	4.31
91	4.37
92	4.37
93	4.37
94	4.37
95	4.50
96	4.50
97	4.50
98	4.50
99	4.50
100	4.50

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

Integrated Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
30	1.56
35	1.65
40	1.77
45	1.82
50	1.90
55	1.96
60	2.03
65	2.23
70	2.43
75	2.69
76	2.77
77	2.83
78	2.89
79	2.91
80	3.11
81	3.11
82	3.30
83	3.37
84	3.44
85	3.63
86	3.70
87	3.89
88	4.00
89	4.03
90	4.06
91	4.09
92	4.09
93	4.13
94	4.17
95	4.17
96	4.23
97	4.31
98	4.34
99	4.37
100	4.50

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

Geometry Regents score	Imputed proficiency rating for Grade 8 Common Core math test
30	1.93
35	1.97
40	2.06
45	2.26
50	2.43
55	2.63
60	2.83
65	3.04
70	3.30
75	3.56
76	3.59
77	3.63
78	3.70
79	3.74
80	3.78
81	3.85
82	3.89
83	3.93
84	4.00
85	4.01
86	4.02
87	4.03
88	4.04
89	4.05
90	4.06
91	4.07
92	4.08
93	4.09
94	4.10
95	4.11
96	4.12
97	4.13
98	4.14
99	4.15
100	4.50

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

Common Core Algebra Regents score	Imputed proficiency rating for Grade 7 Common Core math test
30	1.42
35	1.50
40	1.60
45	1.67
50	1.79
55	1.89
60	2.00
65	2.55
70	3.31
75	3.81
76	3.81
77	3.88
78	4.04
79	4.09
80	4.09
81	4.13
82	4.18
83	4.18
84	4.25
85	4.25
86	4.25
87	4.25
88	4.25
89	4.25
90	4.25
91	4.34
92	4.34
93	4.34
94	4.34
95	4.34
96	4.34
97	4.34
98	4.34
99	4.34
100	4.50

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

Integrated Algebra Regents score	Imputed proficiency rating for Grade 7 Common Core math test
30	1.39
35	1.47
40	1.55
45	1.64
50	1.72
55	1.81
60	1.89
65	1.97
70	2.28
75	2.72
76	2.83
77	2.90
78	3.00
79	3.12
80	3.19
81	3.31
82	3.31
83	3.46
84	3.58
85	3.73
86	3.73
87	3.81
88	3.81
89	3.88
90	4.04
91	4.09
92	4.09
93	4.13
94	4.18
95	4.25
96	4.25
97	4.25
98	4.29
99	4.34
100	4.50