

School Quality Reports

Educator Guide

High Schools

2019-20

Last Updated: January 20, 2021

Overview

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

- **School Quality Snapshot:** A summary report for families and community members to learn about school performance and quality.
- **School Quality Guide:** A more detailed, interactive report for educators to investigate school data more deeply. The report is publicly available for community members interested in more information.
- **School Performance Dashboard:** An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.

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

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

School Quality Report Sections

The School Quality Reports are organized around the [Framework for Great Schools](#), which includes six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive student achievement and school improvement.

The School Quality Reports do not include an overall grade or rating. Instead, they share information on the six Framework elements and on Student Achievement.

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

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

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

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

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

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

Student Achievement: This element reflects students' progress towards graduation by accumulating credits graduation rates, college-and-career readiness of students based on their achievements in high school and their outcomes after leaving high school, and how students in higher-need groups performed.

Scores and Ratings

Due to COVID-19, scores and ratings were not calculated and are not displayed in the 2019-20 School Quality Reports.

New York State School Designations

New York State implements a state accountability system, which measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. State accountability status does not affect the School Quality Report ratings. State accountability status is reported on the School Quality Snapshot and School Quality Dashboard. Given COVID-19, schools will keep their state accountability designation from January 2020 for the 2020-21 school year.

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 disabilities
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 undercredited 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.

Survey School Type

For scoring survey results, schools are placed into a survey school type:

School type	Grade range
Early Childhood School	PK-K, PK-1, PK-2, PK-3, K, K-1, K-2, K-3
Elementary School	3K-5, PK-4, PK-5, PK-6, K-4, K-5, K-6, 2-5, 3-5, 4-5
Elementary / Middle School	3K-8, PK-7, PK-8, K-7, K-8, 3-8, 4-8
Elementary / Middle / High School	PK-9, PK-12, K-9, K-10, K-11, K-12, 3-12
Middle School	5, 5-6, 5-8, 6, 6-7, 6-8, 6-9
Middle / High School	5-12, 6-9, 6-10, 6-11, 6-12, 7-12
High School	9, 9-10, 9-11, 9-12, 10-12
Transfer School	Transfer Schools serving grades from 9-12

For example, the survey results of a school that served grades 6-12 are compared to the survey results of other schools in the Middle / High School category.

Comparison Group

Due to COVID-19, no comparisons are provided for 2020.

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.
- 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.

Students in a School's Lowest Third

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

Students in Lowest Third Citywide

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. The cutoff for the lowest third citywide depends on a student's year in high school in 2018-19, and the cutoff values are presented in following table:

Year in High School	Lowest Third Citywide ELA / Math Cutoff
1 st	2.370
2 nd	2.270
3 rd	2.210
4 th or beyond	2.105

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

- Had a self-contained placement anytime in the past five school years (2014-15 through 2018-19); or
- Is considered over-age or over-age/under-credited; or
- Is a long-term ELL on entry into school.

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. For graduation rate for ELLs and students with disabilities, 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, graduation rate for Black and Hispanic males in lowest third citywide, and College Readiness Index for Black and Hispanic males in lowest third citywide.

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

Year in High School / Cohort Letter

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

A group of students in the same year in high school are members of a "cohort" and each cohort is assigned a letter of the alphabet. 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:

Year in High School During 2019-20	Cohort Letter	Ninth Grade Entry School Year	“Class Of” Designation
First	Y	2019-20	Class of 2023
Second	X	2018-19	Class of 2022
Third	W	2017-18	Class of 2021
Fourth	V	2016-17	Class of 2020
Fifth	U	2015-16	Class of 2019
Sixth	T	2014-15	Class of 2018

Over-age / Under-credited

For high schools, the over-age/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 before the start of the entry school year).

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 DOE, a credits-only criteria is used (because those students generally would not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of DOE
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 over-age/under-credited.

Most at Risk

A subset of the over-age/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 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 DOE, a credits-only criteria is used (because those students generally would not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of DOE
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 history of incarceration are also considered most at risk.

Demographic Information

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

Student Subgroup Demographics

► Percent of Students Enrolled in the School

Students in grades 9-12 who are enrolled on the audited register as of October 31, 2019 by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White.

Students in grades 9-12 who are enrolled on the audited register as of October 31, 2019 by gender: Male and Female. Gender is recorded on student enrollment paperwork.

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

► Percent of Students Enrolled in the Borough

DOE students in grades 9-12 who are enrolled on the audited register as of October 31, 2019 attending a school inside of the school's borough by racial subgroup.

► Percent of grade 9-12 public school students living within X miles

DOE students in grades 9-12 who are enrolled on the audited register as of October 31, 2019 residing inside of the school's nearby area.

The school's nearby is calculated as the median of students' distances from the school address in mile, based on students enrolled in the school on the audited register as of October 31, 2019.

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2019 by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White.

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

Students in Advanced Courses by Racial Subgroup

Course enrollment is attributed to a students in grades 9-12 based on the audited register as of October 31, 2019 inside. 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

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"
College Credit	College course that awards credit	Sixth character "U"
Other College Preparatory Course	CPCC Courses	Approved for CPCC with year matching the report year
Other Advanced Math/Science	Algebra II	First two characters "MR", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Calculus	First two characters "MC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Chemistry	First two characters "SC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Physics	First two characters "SP", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.

Student Achievement Metrics

This section describes the Student Achievement metrics in the School Quality Guide. The School Quality Snapshot includes a subset of those metrics.

Progress Toward Graduation

Student Attribution

Students in grades 9-12 who are continuously accountable in the NYC DOE from October 31, 2019 through June 30, 2020 are attributed to the last diploma-granting school responsible as of October 31, 2019. 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 DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the DOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

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

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

These 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 2019 and Summer 2020 (i.e., during the fall, spring, and summer terms);
- At least 6 credits of these credits were earned from the four main subjects (English, math, science and social studies); and
- At least some credit (greater than zero) 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.

► *Average Completion Rate for Remaining Regents*

Due to COVID-19, Regents exams were not administered in 2020. Therefore, Average Completion Rate for Remaining Regents was not calculated for the 2020 School Quality Reports.

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

Due to COVID-19, Regents exams were not administered in 2020. Therefore, Average Regents Score was not calculated for the 2020 School Quality Reports.

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) are accountable at their last diploma-granting school before June 30 of the fourth year of high school.

For the 2019-20 School Quality Reports, a school's 4-year graduation cohort, represented by the letter 'V', consists of all students who:

- Entered 9th grade for the first time anywhere in 2016-17;
- Were active in the school as of June 30, 2020, or the school is the last diploma-granting high school that they attended before June 30, 2020; *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2020.

A discharged student can become non-accountable under limited circumstances. If the student leaves school for one of the reasons below before June 30 of year four,

the student will become non-accountable if all required documentation is collected and stored on file.

Potentially Cohort-Removing Discharge Codes:

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

6-Year Graduation Cohort

For the 2019-20 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 2017-18. These students are represented by cohort letter 'T'. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30th of year four, if a student transfers to a new school in year five, the student remains accountable for graduation to the year-four school.

► **Four-Year Graduation Rate**

This 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 2019-20 School Quality Reports, the four-year cohort reflects the 'V' cohort of students who first entered high school during the 2016-17 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. The graduation rate including all students is used for the Student Achievement rating calculation in the School Quality Reports.

► **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 2019-20 School Quality Guide, the six-year cohort reflects the 'T' cohort of students who first entered high school during the 2014-15 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, 2020.

► **6-Year High School Persistence Rate**

This metric is the same as 4-Year High School Persistence Rate except that it is based on students in the 6-year graduation cohort.

College and Career Readiness Metrics

Student Attribution

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

If a student earns an Associate's 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**

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 2019-20 School Quality Reports, this metric evaluates cohort 'V' (students who first entered high school during the 2016-17 school year / "Class of 2020").

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

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

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

*Due to COVID-19, Regents exams were not administered in June and August 2020. Any student that received a Regents waiver for an exam is considered “passing” with a score of 65 on the exam.

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

► **College Readiness Index**

This metric shows the percentage of students in the school’s four-year cohort who, by the August after their fourth year in high school, graduated with a Local Diploma or higher and met CUNY’s standards for college readiness in English and mathematics. For the 2019-20 School Quality Reports, this metric evaluates cohort ‘U’ (students who first entered high school during the 2016-17 school year / “Class of 2020”).

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

Assessment	Minimum Score Needed
NYS English Regents*	75
SAT Verbal (pre-March 2016)	480
SAT Evidence-Based Reading and Writing Test (March 2016 and later)	480
ACT English	20

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

Assessment	Minimum Score Needed
Integrated Algebra, Geometry, or Algebra II/Trigonometry Regents*	80, plus coursework requirement
Common Core Math Regents (Algebra I or Geometry)*	70
Common Core Math Regents (Algebra II)*	65
SAT Math (pre-March 2016)	500
SAT Math (March 2016 and later)	530
ACT Math	21
New York State Performance Standards Consortium PBAT	Pass

* Due to COVID-19, Regents exams were not administered in June 2020. Any student that received a Regents waiver for an exam is considered “passing” with a score of 65 on the exam.

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

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

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

► ***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 2019-20 School Quality Reports, this metric evaluates cohort 'U' (students who first entered high school during the 2015-16 school year / "Class of 2019"). To contribute positively, a student must have graduated high school with a local or higher diploma and enrolled in a qualifying postsecondary program by December 31, 2019.

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 2019-20 School Quality Reports, this metric evaluates cohort 'T' (students who first entered high school during the 2014-15 school year / "Class of 2018"). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2019.

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

This metric shows the percentage of students in the six-year cohort who graduated with a Regents diploma and met CUNY's standards for English and mathematics after six years of high school (including the summer following the sixth year) by August 2020. For the 2019-20 School Quality Reports, this metric evaluates cohort 'T' (students who first entered high school during the 2014-15 school year / "Class of 2018").

► **College Persistence**

This metric shows the percentage of students in the six-year cohort who graduated, enrolled, and persisted in college through the beginning of their third semester, within six years of starting high school. To count as having persisted, a student must have enrolled in college for three consecutive semesters. For the 2019-20 School Quality Reports, this metric evaluates cohort 'T' (students who first entered high school during the 2014-15 school year / "Class of 2018").

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

Closing the Achievement Gap Metrics

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

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

The following table summarizes these rules:

Closing the Achievement Gap Metrics

No metric value if...	Fewer than minimum N for the metric.
No metric score or rating if...	School's population percentage is more than one standard deviation below the citywide average.

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

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

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

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

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

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.

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

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

If a student belongs to more than one of these groups, the student counts in all of those groups.

NOTE: Starting in 2019-20, schools will be able to earn additional points on their Student Achievement scores based on 4-Year Graduation Rate for American Indian, Black, Native Hawaiian/Pacific Islander and Hispanic or Latinx students.

► ***English Language Learner Progress***

Due to COVID-19, the New York State English as a Second Language Achievement Test (NYSESLAT) was not administered. As a result, English Language Learner Progress has not been calculated for the 2019-20 School Quality Reports.

Additional Information

► ***Performance by Racial Subgroups***

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

- 4-Year Graduation Rate

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

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

School Quality Reports: In addition to the metric listed above (4-Year Graduation Rate), the School Quality Guide, School Performance Dashboard, and Citywide Results file will include the following performance metrics for American Indian, Asian, Black, Hispanic, 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)
- College Readiness Index without CAT (CRI)
- Post-secondary enrollment rate (PSER) – 6 months

For each subgroup metric, the School Quality Guide will show the subgroup N and the subgroup metric value.

► **“Then and Now” Table**

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

For high schools, the Snapshot shows four-year graduation rates and college-readiness rates (based on the College Readiness Index) broken out by 8rd grade starting points (Level 1, 2, 3-4).

The starting-point levels are based on rescaled test scores, so that a starting point of Level 1 on the 8th grade exams reflects a score on a prior version of the state exam that would be equivalent to a Level 1 on the most recent state exam.

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

► **Attendance**

Due to COVID-19, attendance on the 2019-20 School Quality Reports is only calculated through February 2020. The attendance rate includes the attendance for all HS students on a school’s register at any point during the period (September 2019

through February 2020). 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.

► ***Student Interaction Rate***

Due to COVID-19, attendance on the 2019-20 School Quality Reports will show the interaction rate during the remote learning period (April 2020 through June 2020).

The student interaction rate includes the remote interaction for all high school students on a school's register from April 20, 2020 to the last day of school in June 2020 (excluding June 7th and June 15th from this calculation as those were professional development days.) Interaction rates for a school are calculated by counting all interactions recorded for all students divided by count of interactions and no interactions recorded for all students. Students who are missing interactions have been excluded, as those could have been due to data upload errors.

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

► ***Average SAT Score***

The School Quality Snapshot for high schools reports the average SAT score for informational purposes. The average SAT score is based on the highest "super score" of each student in the graduating cohort who took the SAT. The "super score" combines the highest section scores (in Math and Evidence-Based Reading & Writing) that the student has achieved, even if they were achieved during different test dates. The Average SAT Score is based on SATs that student took in or after March 2016. (SAT exams taken before March 2016 used a different scoring scale and are not included in the informational metric.)

Student Achievement Scores and Ratings

Due to COVID-19, the 2019-20 School Quality Reports does not include any scores or ratings for metrics or Framework elements. For information on how scores and ratings were calculated in the past, refer to the 2018-19 Educator Guide.

Targets

Due to COVID-19, targets set in 2018-19 for the 2019-20 school year will not be presented on the 2019-20 School Quality Reports.

Framework Elements

Metrics and Data Sources

The Framework elements use the following data sources:

Section	Data Sources
Rigorous Instruction	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2
Collaborative Teachers	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 4.1, 4.2
Supportive Environment	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.4, 3.4 • Chronic absenteeism (or average change in student attendance, for some school types) • Movement of students with disabilities to less restrictive environments
Effective School Leadership	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1
Strong Family-Community Ties	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 3.4
Trust	<ul style="list-style-type: none"> • NYC School Survey

Quality Review

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

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

5.1 Regularly evaluate school-level decisions with a focus on the Common Core Learning Standards.

Schools that received Quality Reviews in 2016-17 or later have ratings on all ten indicators. Schools that received their latest Quality Review in 2015-16 or earlier have ratings on five indicators: 1.1, 1.2, 2.2, 3.4, and 4.2.

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

NYC School Survey

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

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

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

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

► **Question-Level Percent Positive**

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

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

► **Measure-Level Percent Positive**

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

► **Element-Level Percent Positive**

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

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

Other Metrics

► **Percentage of Students with Attendance Rates of 90% or Higher (Early Childhood, Elementary, Middle, K-8, High Schools)**

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.

► **Movement of Students with Disabilities to Less Restrictive Environments (Non-District 75 Schools)**

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 2017-18, 2016-17, or 2015-16. Students who are newly certified in 2018-19 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2018-19. This number can range from zero (for students who are in their highest tier in 2018-19) to three (for students who were previously in Tier Four and are in Tier One in 2018-19). 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 2018-19 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Framework Elements

Scoring and Ratings

Due to COVID-19, the 2019-20 School Quality Reports does not include any scores or ratings for metrics or Framework elements. For information on how scores and ratings were calculated in the past, refer to the 2018-19 Educator Guide.

Appendix A

Element-Measure-Question Structure

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

Element	Non-elementary schools		Elementary schools		
	Students	Teachers	Parents	Teachers	Parents
Rigorous Instruction					
Academic Press	x	x		x	
Course clarity	x				
Quality of student discussion		x		x	
Strong core instruction		x		x	
Collaborative Teachers					
Cultural awareness and inclusive classroom instruction	x	x		x	
Innovation and collective responsibility		x		x	
Peer collaboration		x		x	
Quality of professional development		x		x	
School commitment		x		x	
Supportive Environment					
Classroom behavior	x	x		x	
Guidance	x			x	
Peer support for academic work	x				
Personal attention and support	x				
Preventing bullying	x				
Safety	x			x	
Social-emotional		x		x	
Effective School Leadership					
Inclusive leadership			x		x
Instructional leadership		x		x	
Program coherence		x		x	
Teacher influence		x		x	
Strong Family-Community Ties					
Outreach to parents		x	x	x	x
Parent involvement in school			x		x
Trust					
Parent-principal trust			x		x
Parent-teacher trust			x		x
Student-teacher trust	x				
Teacher-principal trust		x		x	
Teacher-teacher trust		x		x	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Academic Press

How much do YOU agree with the following statements?

- S q4a I'm learning a lot in my classes at this school to prepare me for the next level or grade.
 S q4j My classes at this school really make me think critically.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

In how many of your classes ...

- S q5a are you challenged?
 S q5b do your teachers ask difficult questions on tests?
 S q5c do your teachers ask difficult questions in class?
 S q5d do you work in small groups?
 S q5e do your teachers want students to become better thinkers, not just memorize things?
1 = None, 2 = A few, 3 = Most, 4 = All

How many students in your classes...

- T q24a feel challenged?
 T q24c have to work hard to do well?
 T q24e respond to challenging test questions?
 T q24g respond to challenging questions in class?
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 q2a I learn a lot from feedback on my work.
 S q2b It's clear what I need to do to get a good grade.
 S q2c The work we do in class is good preparation for our class tests.
 S q2d The homework assignments help me learn the course material.
 S q2e I know what my teacher wants me to learn in class.
1 = None, 2 = A few, 3 = Most, 4 = All

Quality of student discussion

How many students in your classes...

- T q23a build on each other's ideas during class discussions?
 T q23b use data or text references to support their ideas?
 T q23c show that they respect each other's ideas?
 T q23d provide constructive feedback to their peers/teachers?
 T q23e participate in class discussions at some point?
1 = None, 2 = Some, 3 = A lot, 4 = All

Strong core instruction

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

- T q18a students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.

T	q18b	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q18c	students to interact with complex grade-level text and tasks.
T	q18d	students to practice academic language through writing.
T	q18e	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q18f	students to engage in extended talk and discussion organized around rich content and topics.
T	q18g	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q18h	teaching and practicing high-utility vocabulary words.
T	q18i	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q18j	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q18k	students to demonstrate conceptual understanding within real-world examples. <i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Cultural awareness and inclusive classroom instruction

How much do YOU agree with the following statements?

S	q1f	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q1g	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q1i	In general, my teachers treat students from different cultures or backgrounds equally.
S	q1j	I feel that my teachers respect my culture/background.
S	q1i	In general, my teachers make their lessons relevant to my everyday life experiences.
S	q1k	I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds. <i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>

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

T	q2a	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q2b	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q2c	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q2d	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q2e	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q2f	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q2g	develop appropriate Individualized Education Programs for my students with disabilities.
T	q2h	distinguish linguistic/cultural differences from learning difficulties. <i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>

Innovation and Collective responsibility

How many teachers at this school...

T	q1a	help maintain discipline in the entire school, not just their classroom?
T	q1b	are actively trying to improve their teaching?
T	q1c	take responsibility for improving the school?
T	q1d	are eager to try new ideas?
T	q1e	feel responsible that all students learn?

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

Peer collaboration

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

- T q9d teachers design instructional programs (e.g. lessons, units) together.
- T q9e teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q9a the principal/school leader, teachers, and staff collaborate to make this school run effectively.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of professional development

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

- T q11a been sustained and coherently focused, rather than short-term and unrelated.
- T q11b included enough time to think carefully about, try, and evaluate new ideas.
- T q11c included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
- T q11d included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
- T q11e directly related to my students' needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

School commitment

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

- T q4a I usually look forward to each working day at this school.
- T q4b I would recommend this school to parents/guardians seeking a place for their child.
- T q4h I would recommend this school to other teachers as a place to work.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

In how many of your classes at this school do YOU feel most students...

- S q6a listen carefully when the teacher gives directions?
- S q6b follow the rules in class?
- S q6c pay attention when they are supposed to?
- S q6d work when they are supposed to?
- S q6e behave well even when the teacher isn't watching?
1 = None, 2 = A few, 3 = Most, 4 = All

How many students in your classes...

- T q24b listen carefully when the teacher gives directions?
- T q24d follow the rules in class?
- T q24f pay attention when they are supposed to?
- T q24h do their work when they are supposed to?
- T q24i behave well in class even when the teacher isn't watching?
1 = None, 2 = Some, 3 = A lot, 4 = All

Guidance

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

- S q9a This school provides guidance for the application process for high school.
 S q9b This school educates families about the application/enrollment process for high school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

- S q10a talk to me about what I plan to do after high school.
 S q10b encourage me to continue my education after high school.
 S q10c provide me with information about the college application process.
 S q10d help me plan for how to meet my future career goals.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

- S q11a help me consider which colleges to apply to.
 S q11b 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

Peer support for academic work

In how many of your classes at this school do YOU feel most students...

- S q6f feel it is important to come to school every day?
 S q6g feel it is important to pay attention in class?
 S q6h think doing homework is important?
 S q6i try hard to get good grades?
 1 = None, 2 = A few, 3 = Most, 4 = All

Personal attention and support

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

- S q3a help me catch up if I am behind.
 S q3b notice if I have trouble learning something.
 S q3c give me specific suggestions about how I can improve my work in class.
 S q3d explain things a different way if I don't understand something in class.
 S q3e support me when I am upset.
 1 = None, 2 = A few, 3 = Most, 4 = All

Preventing bullying

How often are the following things true?

- S q8a At this school students harass, bully, or intimidate other students.
 S q8b At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
 S q8c At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
 S q8d At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
 S q8e At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).
 1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

Safety

How much do YOU agree with the following statements?

- S q4k Discipline is applied fairly in my school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

- S q7a outside around this school.
 S q7b traveling between home and this school.
 S q7c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
 S q7d in my classes at this school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

- T q28a outside around this school.
 T q28b traveling between home and this school.
 T q28c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
 T q28d in my class(es).
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statement?

- T q7 Discipline is applied to students fairly in my school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Social-emotional

How many adults at this school...

- T q25a help students develop the skills they need to complete challenging coursework despite obstacles?
 T q25b tell their students they believe they can achieve high academic standards?
 T q25c teach critical thinking skills to students?
 T q25d teach students how to advocate for themselves?
 T q25e teach students the organizational skills needed to be prepared for their next level?
 T q25f recognize disruptive behavior as social-emotional learning opportunities?
 T q25g teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)?
 T q25h 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

Effective School Leadership

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

Inclusive leadership

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

- P q2c The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

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

- P q3a is strongly committed to shared decision making.
 P q3b works to create a sense of community in the school.
 P q3c promotes family and community involvement in the school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Instructional leadership

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

- T q12a makes clear to the staff his or her expectations for meeting instructional goals.
 T q12b communicates a clear vision for this school.
 T q12c understands how children learn.
 T q12d sets high standards for student learning.
 T q12e participates in instructional planning with teams of teachers.
 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 q13a supports teachers in implementing what they have learned in professional development.
 carefully tracks student academic progress.
 T q13b knows what's going on in my classroom.
 T q13c provides teachers with formative feedback to improve practice.
 T q13d provides teachers with the support to implement formative feedback.
 T q13f supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Program coherence

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

- T q9b once we start a new program, we follow up to make sure that it's working.
 T q9c it is clear how all of the programs offered are connected to our school's instructional vision.
 T q9f 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

Teacher influence

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

- T q10e 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 q14a Hiring new professional personnel.
 T q14b Planning how discretionary school funds should be used.
 T q14c Selecting instructional materials and/or curriculum used in classrooms.
 T q14d Developing instructional materials.
 T q14e Setting standards for student behavior.
 1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Strong Family-Community Ties

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

Outreach to parents

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

- | | | |
|---|------|--|
| T | q10a | parents/guardians are offered opportunities to visit their child's classroom, such as observing instruction, participating in an activity with their child, etc. |
| T | q10b | teachers understand families' problems and concerns. |
| T | q10c | teachers work closely with families to meet students' needs. |
| T | q10d | school staff regularly communicate with parents/guardians about how parents can help students learn. |
| T | q10f | staff value families' race, ethnicity, culture, or background.
<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i> |

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

- | | | |
|---|-----|---|
| P | q1a | School staff regularly communicate with me about how I can help my child learn. |
| P | q1b | My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc. |
| P | q1c | My child's school offers me the opportunity to volunteer time to support this school (for example, helping in classrooms, helping with school-wide events, etc.) |
| P | q1d | I am greeted warmly when I call or visit the school. |
| P | q1e | Teachers work closely with me to meet my child's needs. |
| P | q1f | I feel well-informed by the communications I receive from my child's school. |
| P | q1i | My child's school communicates with me in a language and in a way that I can understand.
<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i> |

Parent involvement in school

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

- | | | |
|---|-----|---|
| P | q4a | communicated with your child's teacher about your child's performance? |
| P | q4b | seen your child's projects, artwork, homework, tests, or quizzes?
<i>1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often</i> |

During the school year, how likely are you to...

- | | | |
|---|-----|---|
| P | q7a | attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)? |
| P | q7b | go to a regularly scheduled parent-teacher conference with your child's teacher?
<i>1 = Very unlikely, 2 = Somewhat unlikely, 3 = Somewhat likely, 4 = Very likely</i> |

Trust

Questions included within each measure in the Trust element.

Parent-principal trust

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

- | | | |
|---|-----|--|
| P | q1j | I feel respected by my child's principal/school leader. |
| P | q1m | I trust the principal/school leader at his or her word (to do what he or she says that he or she will do). |
| P | q1n | The principal/school leader is an effective manager who makes the school run smoothly. |
| P | q2b | The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.
<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i> |

Parent-teacher trust

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

- P q1g I feel respected by my child's teachers.
 P q1h Staff at this school work hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

- P q2a Teachers and parents/guardians think of each other as partners in educating children.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Student-teacher trust

How much do YOU agree with the following statements?

- S q4c There is at least one adult in the school that I can confide in.
 S q4e My teachers will always listen to students' ideas.
 S q4f My teachers always do what they say they will do.
 S q4g My teachers treat me with respect.
 S q4i When my teachers tell me not to do something, I know they have a good reason.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Teacher-principal trust

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

- T q5a I feel respected by the principal/school leader at this school.
 T q5b The principal/school leader at this school is an effective manager who makes the school run smoothly.
 T q5c The principal/school leader has confidence in the expertise of the teachers at this school.
 T q5d 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 q5e At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
 T q5f The principal/school leader takes a personal interest in the professional development of teachers.
 T q5g The principal/school leader looks out for the personal welfare of the staff members.
 T q5h The principal/school leader places the needs of children ahead of personal interests.
 T q5i 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 q4c Teachers in this school trust each other.
 T q4d It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
 T q4e Teachers respect other teachers who take the lead in school improvement efforts.
 T q4f I feel respected by other teachers at this school.
 T q4g Teachers at this school respect their colleagues' specific expertise.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree