

# School Quality Reports

## Educator Guide

# Transfer High Schools

2020-21

Last Updated: November 19, 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 reported in the 2020-21 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 2021-22 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: transfer high schools. Separate Educator Guides explain the rules for the other school types.

## Comparison Group

Due to COVID-19, no comparisons are provided for 2020-21.

## Economic Need Index

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

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

- If the student is in grades 9-12, has a home language other than English, and entered the DOE for the first time within the last four years, the student's Economic Need Value is 1.
- Otherwise, the student's Economic Need Value is the percentage of families with school-age children in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. This percentage is converted to a decimal from 0.00 to 1.00.
- The school's Economic Need Index is the average of its students' Economic Need Values.

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

### **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 Closing the Achievement Gap metrics, the minimum number of students required for each metric is five.

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**

A student's cohort is generally determined by the amount of time that has passed since the year that the student entered ninth grade. A group of students in the same year in high school is referred to as a "cohort" and each cohort is assigned a letter of the alphabet. The following table shows the group of students corresponding to each cohort letter:

Year in High School During 2020-21	Cohort Letter	Ninth Grade Entry School Year	"Class Of" Designation
First	Z	2020-21	Class of 2024
Second	Y	2019-20	Class of 2023
Third	X	2018-19	Class of 2022
Fourth	W	2017-18	Class of 2021
Fifth	V	2016-17	Class of 2020
Sixth	U	2015-16	Class of 2019
Seventh	T	2014-15	Class of 2018
Eighth	S	2013-14	Class of 2017

In general, transfer school cohorts work the same as the ATS cohort but there are two differences. First, students who entered the school "most-at-risk" are given seven years to graduate for transfer school graduation metrics so they as if they had entered HS one year later than their HS cohort. Second, students who graduate after their graduation deadline are added back to cohort reaching the deadline at the time of graduation.

### Over-age/Under-credited

A student is considered over-age/under-credited 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"> <li>• Under 11 credits; or</li> <li>• Under 22 credits and zero Regents passed.</li> </ul>
17	<ul style="list-style-type: none"> <li>• Under 22 credits; or</li> <li>• Under 33 credits and zero Regents passed.</li> </ul>
18	<ul style="list-style-type: none"> <li>• Under 33 credits and four or fewer Regents passed.</li> </ul>
19 or older	<ul style="list-style-type: none"> <li>• Under 33 credits; or</li> <li>• Under 44 credits and four or fewer Regents passed; or</li> <li>• Two or fewer Regents passed.</li> </ul>

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"> <li>• Under 11 credits.</li> </ul>
17	<ul style="list-style-type: none"> <li>• Under 22 credits.</li> </ul>
18	<ul style="list-style-type: none"> <li>• Under 33 credits.</li> </ul>
19 or older	<ul style="list-style-type: none"> <li>• Under 44 credits.</li> </ul>

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"> <li>• Under 11 credits and zero Regents passed.</li> </ul>
17	<ul style="list-style-type: none"> <li>• Under 11 credits; or</li> <li>• Under 22 credits and zero Regents passed.</li> </ul>
18	<ul style="list-style-type: none"> <li>• Under 22 credits and three or fewer Regents passed.</li> </ul>
19 or older	<ul style="list-style-type: none"> <li>• Under 22 credits; or</li> <li>• Under 44 credits and one or fewer Regents passed.</li> </ul>

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"> <li>• Under 11 credits.</li> </ul>
17	<ul style="list-style-type: none"> <li>• Under 11 credits.</li> </ul>
18	<ul style="list-style-type: none"> <li>• Under 22 credits.</li> </ul>
19 or older	<ul style="list-style-type: none"> <li>• Under 33 credits.</li> </ul>

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, 2020 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, 2020 by gender: Male and Female. Gender is recorded on student enrollment paperwork.

### ► Percent of Students Enrolled in the Borough

DOE students in grades 9-12 who are enrolled on the audited register as of October 31, 2020 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, 2020 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, 2020.

### ► Percent of Students Receiving Special Education Programs

This metric includes all students with Individualized Education Programs (IEPs) as of June 14, 2021, where the IEP recommends special education programs. Types of programs include Special Class (SC), integrated co-teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as "fully receiving" if and only if there is an exact match between the IEP and the course offered in the STARS scheduling system. If the student is receiving some subjects but not all recommended this is reflected as "partially receiving." Students with no STARS data or no matching program are reflected as "not receiving."

### ► Percent of Students Receiving Recommended Related Services

This metric includes all students with Individualized Education Programs (IEPs) as of June 14, 2021, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student's received services matches all of the services recommended the student is listed as "fully receiving." If they have some but not all services, this is "partially receiving." A student with a recommendation but no services is reflected as "not receiving."

## Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2020 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, 2020 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 determine Advanced Course categories. If a student is enrolled in any of the course 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 toward one of 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 for Progress Toward Graduation Metrics

Students in grades 9-12 who are continuously accountable in the DOE from October 31, 2020 through June 30, 2021 are attributed to the last diploma-granting school responsible as of June 30, 2021.

A student is considered continuously accountable for the year if the student is accountable to one or more 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 remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma granting programs, such as Youth Adult Borough Center (YABC), high school equivalency diploma (formerly the GED), home/hospital instruction, or programs for incarcerated students, are also accountable through the end of the sixth year of high school. Dropped-out students and students in non-diploma granting programs are accountable for the same time period as dropped-out students.

**► Credit Accumulation Per Year: Students Beginning with 0.00 - 11.00 Credits; Students Beginning with 11.01 - 22.00 Credits; Students Beginning with 22.01 - 33.00 Credits; Students Beginning with 33.01 - 38.00 Credits**

These metrics show the average credits earned per year for students with different credits at the start of the school year.

Students who start the year with more than 38 credits are excluded from these metrics; the relevant metric for those students is graduation. NYSAA-eligible students are excluded from this metric.

Students who meet the inclusion criteria contribute different values to the denominator based on the proportion of the year they were enrolled. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated are assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at that particular school. For example, if a student transferred from a regular high school to a transfer high school on February 1st, the denominator contribution would be about 0.5. Any student enrolled for 90% or more of the school year has a denominator contribution of 1.0.

In the numerator, only credits earned at the accountable transfer school will be included, plus any credits earned at any summer school that year. The credit cap for each student is 16 times the denominator contribution.

#### ► ***Average Completion Rate for Remaining Regents***

Due to COVID-19, Regents exams were not required for graduation and many students received waivers. Therefore, Regents metrics are not included in the 2020-21 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 required for graduation and many students received waivers. Therefore, Regents metrics are not included in the 2020-21 School Quality Reports.

### **Graduation, Diploma, and Non-Dropout Metrics**

#### **Student Attribution**

##### ***Transfer High School 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 the transfer school graduation deadline year. Consistent with state and federal graduation reporting rules, continuous enrollment is not necessary. Any student enrolled for one or more days (including no-shows) is accountable if their enrollment represents the last diploma-granting school before June 30 of the transfer school graduation deadline year.

The transfer school graduation deadline for a student can either be the end of year six of high school or the end of year seven of high school. If the student entered the transfer school most-at-risk overage/under-credited in year five or six, then the graduation deadline is the end of year seven. Otherwise, it is the end of year six.

For the 2020-21 School Quality Reports, a transfer school's graduation cohort, represented by the letter 'U', consists of all students who:

- Have a transfer high school graduation deadline of 2021; or had a transfer high school graduation deadline before 2021 and graduated during 2021;
- Were active in the school as of June 30, 2021, or the school is the last diploma-granting high school that they attended before June 30, 2021; *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2021.

A discharged student can become non-accountable under limited circumstances. Dropped-out students and non-diploma granting program students still contribute toward the graduation rate denominator when the student's cohort reaches expected graduation. If the student leaves school for one of the reasons below before June 30 of year four, then the student will become non-accountable if all required documentation is collected and stored on file.

#### **Potentially Cohort-Removing Discharge Codes:**

<b>Code</b>	<b>Description</b>
08	Admitted to nonpublic NY 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

### ► **Transfer High School Graduation Rate**

This metric shows the percentage of students in the transfer school's graduation cohort (defined above) that graduated with a Regents or Local Diploma, including August graduates.

### ► **Transfer High School Persistence Rate**

This metric shows percentage of the students in the transfer school's graduation cohort (defined above) who either earned a local or higher diploma, earned a high school 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, 2021.

### ► **Transfer High School Graduation Rate by Category at Admission: Most at Risk, Other Overage/Undercredited, Non-Overage/Undercredited**

These metrics are same as the transfer school graduation rate, except that they are limited to students who enter the transfer in different categories: most at risk, other over-age/under-credited (i.e., over-age/under-credited but not most at risk), or non-over-age/under-credited.

## 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 the transfer school graduation cohort deadline year. 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 2020 transfer school graduating cohort who successfully completed approved rigorous courses and assessments after four years of high school.

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 will only be counted once in the numerator.

\* Due to COVID-19, Regents exams were not required for graduation and many students received waivers. 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.

### ► **Transfer High School College Readiness Index**

Due to COVID-19, Regents exams were not administered in June and August 2020. Additionally, Regents exams were not required for graduation and many students received waivers. Therefore, the College Readiness Index (CRI) is not calculated for the 2020-21 School Quality Reports.

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

This metric shows the percentage of students who graduated and enrolled in a two- or four-year college, vocational program, approved apprenticeship, or public service within six months of their transfer school graduation deadline. For the 2020-21 School Quality Reports, this metric evaluates the transfer school graduating cohort whose transfer school graduation deadline year was 2019-20. 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, 2020.

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.

## 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.

**► *Transfer School Graduation Rate for Student Subgroups: English Language Learners; Self-Contained, ICT, SETSS; Overage/Undercredited; Overage/Undercredited Black and Hispanic Males***

These metrics are the same as the Transfer High School Graduation Rate, except that each metric is limited to students in each of the specified groups.

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

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

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

- *College and Career Preparatory Course Index – Overage/Undercredited***
- *Transfer High School College Readiness Index – Overage/Undercredited***
- *Postsecondary Enrollment Rate by Six Months after High School – Overage/Undercredited***

These metrics are the same as the corresponding metrics for the school, except that the metric is limited to students in the specified group.

**► *English Language Learner Progress***

Due to COVID-19, the New York State English as a Second Language Achievement Test (NYSESLAT) was not administered to all students in 2020-21. As a result, English Language Learner Progress has not been calculated for the 2020-21 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:

- Transfer High School 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: The metric listed above (Transfer High School Graduation Rate) will be included in the School Quality Guide, School Performance Dashboard, and Citywide Results file.

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

# Student Achievement Scores and Ratings

Due to COVID-19, the 2020-21 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, no targets were set for the 2020-21 school year and therefore will not be presented on the 2020-21 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"> <li>• NYC School Survey</li> <li>• Quality Review indicators 1.1, 1.2, 2.2</li> </ul>
Collaborative Teachers	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 4.1, 4.2</li> </ul>
Supportive Environment	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 1.4, 3.4</li> <li>• Chronic absenteeism (or average change in student attendance, for some school types)</li> <li>• Movement of students with disabilities to less restrictive environments</li> </ul>
Effective School Leadership	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 1.3, 3.1, 5.1</li> </ul>
Strong Family-Community Ties	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 3.4</li> </ul>
Trust	<ul style="list-style-type: none"> <li>• NYC School Survey</li> </ul>

### 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 four 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 four 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](mailto:surveys@schools.nyc.gov)

## Other Metrics

### ► *Average Change in Student Attendance*

This metric shows the average change in attendance rate for the students at the school under evaluation. This measure looks at two pieces of information for each student:

- Student's attendance rate for 2019-20. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2019-20.) **Due to COVID-19, the 2019-20 attendance rate was only calculated for September 2019 through February 2020.**
- Student's attendance rate for 2020-21. (This student attendance rate includes only the rate at the school under evaluation.) **Due to COVID-19, the 2020-21 attendance rate includes both in-person and remote attendance.**

To be included in this measure a student must have an attendance rate for the 2019-20 school year with a minimum aggregate of 40 days on register at any New York City school(s) during that year. In addition, during the 2020-21 school year, the student must have been on the register of the school under evaluation for at least 40 days.

The average change in the student attendance rate for each school is calculated by taking the average of change in attendance rate from 2019-20 to 2020-21 for all students at the school under evaluation. (This metric is expressed in percentage points.)

### ► *Movement of Students with Disabilities to Less Restrictive Environments*

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-

8 students with tier two or higher in any of the years 2019-20, 2018-19, or 2017-18. Students who are newly certified in 2020-21 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2020-21. This number can range from zero (for students who are in their highest tier in 2020-21) to three (for students who were previously in Tier Four and are in Tier One in 2020-21). 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 2020-21 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

### Scoring and Rating Structure

Due to COVID-19, the 2020-21 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.

#### **(Target Floors and Ceilings)**

# Appendix A

## Element-Measure-Question Structure

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

### Rigorous Instruction

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

### Collaborative Teachers

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

### Supportive Environment

Measure	Non-elementary schools		
	Students	Teachers	Parents
Classroom behavior	×	×	
Guidance	×	×	
Peer support for academic work	×		
Personal attention and support	×		
Preventing bullying	×		
Safety	×		
Social-emotional		×	

### Effective School Leadership

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

### Strong Family-Community Ties

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

**Trust**

**Non-elementary schools**

Measure	Students	Teachers	Parents
Parent-principal trust			×
Parent-teacher trust			×
Student-teacher trust	×		
Teacher-principal trust		×	
Teacher-teacher trust		×	

## Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

### Academic Press

---

*How much do YOU agree with the following statements?*

S q28 I'm learning a lot in my classes at this school to prepare me for the next level or grade.

S q39 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 q41 are you challenged?

S q42 do your teachers ask difficult questions on tests?

S q43 do your teachers ask difficult questions in class?

S q44 do you work in small groups?

S q45 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 q142 feel challenged?

T q144 have to work hard to do well?

T q146 respond to challenging test questions?

T q148 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 q17 I learn a lot from feedback on my work.

S q18 It's clear what I need to do to get a good grade.

S q19 The work we do in class is good preparation for our class tests.

S q20 Class assignments help me learn the course material.

S q21 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 q135 build on each other's ideas during class discussions?

T q136 use data or text references to support their ideas?

T q137 show that they respect each other's ideas?

T q138 provide constructive feedback to their peers/teachers?

T q139 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 q81,92,103,114,124 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.

T	q82,93,104,125	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q83,94,105,126,115	students to interact with complex grade-level text and tasks.
T	q84,95,106,116,127	students to practice academic language through writing.
T	q85,96,107,117,128	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q86,97,108,118,129	students to engage in extended talk and discussion organized around rich content and topics.
T	q87,98,109,119,130	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q88,99,110,120,131	teaching and practicing high-utility vocabulary words.
T	q89,100,111,121,132	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q90,101,112,122,133	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q91,102,113,123,134	students to demonstrate conceptual understanding within real-world examples

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

## Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

### Cultural awareness and inclusive classroom instruction

*How much do YOU agree with the following statements?*

S	q4	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q6	At this school, we have conversations about race and racism with adults.
S	q5	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q7	In general, my teachers treat students from different cultures or backgrounds equally.
S	q8	I feel that my teachers respect my culture/background.
S	q9	In general, my teachers make their lessons relevant to my everyday life experiences.
S	q10	I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds.

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

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

T	q5	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q6	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q7	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q8	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q11	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q12	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q13	develop appropriate Individualized Education Programs for my students with disabilities.
T	q15	distinguish linguistic/cultural differences from learning difficulties.
T	q9	affirm racial and cultural identities in my classroom practice.
T	q10	empower students as agents of social change in my classroom practice.
T	q14	monitor progress on Individualized Education Program goals for my students with disabilities.

## Innovation and Collective responsibility

---

*How many teachers at this school...*

- T q1 are actively trying to improve their teaching?
- T q2 take responsibility for improving the school?
- T q3 are eager to try new ideas?
- T q4 feel responsible that all students learn?

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

## Peer collaboration

---

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

- T q49 teachers design instructional programs (e.g. lessons, units) together.
- T q50 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q46 the principal/school leader, teachers, and staff collaborate to make this school run effectively.

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

## Quality of professional development

---

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

- T q57 been sustained and coherently focused, rather than short-term and unrelated.
- T q58 included enough time to think carefully about, try, and evaluate new ideas.
- T q59 included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
- T q60 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 q21 I usually look forward to each working day at this school.
- T q22 I would recommend this school to parents/guardians seeking a place for their child.
- T q29 I would recommend this school to other teachers as a place to work.

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

## Supportive Environment

Questions included within each measure in the Supportive Environment element.

### Classroom behavior

---

*How many students in your classes...*

- T q143 listen carefully when the teacher gives directions?
- T q145 follow the rules in class?
- T q147 pay attention when they are supposed to?
- T q149 do their work when they are supposed to?

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

## Guidance

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

- S q57 This school provides guidance for the application process for high school.
- S q58 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 q59 talk to me about what I plan to do after high school.
- S q60 encourage me to continue my education after high school.
- S q61 provide me with information about the college application process.
- S q62 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 q64 help me consider which colleges to apply to.
- S q65 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

## Personal attention and support

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

- S q23 help me catch up if I am behind.
- S q24 notice if I have trouble learning something.
- S q25 give me specific suggestions about how I can improve my work in class.
- S q26 explain things a different way if I don't understand something in class.
- S q27 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 q50 At this school students harass, bully, or intimidate other students.
- S q51 At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
- S q52 At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- S q53 At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
- S q54 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 q40 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 q46 outside around this school.
- S q47 traveling between home and this school.
- S q48 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q49 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 q165 outside around this school.
- T q166 traveling between home and this school.
- T q167 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T q168 in my class(es).

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

*How much do you agree with the following statement?*

- T q140 Discipline is applied to students fairly in my school.
- T q141 Behavioral supports are 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 q150 help students develop the skills they need to complete challenging coursework despite obstacles?
- T q151 tell their students they believe they can achieve high academic standards?
- T q152 teach critical thinking skills to students?
- T q153 teach students how to advocate for themselves?
- T q154 teach students the organizational skills needed to be prepared for their next level?
- T q155 recognize disruptive behavior as social-emotional learning opportunities?
- T q156 teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?
- T q157 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. The principal/school leader at this school...*

- P q15 offers regular opportunities for parents/guardians to provide feedback.
- P q18 is strongly committed to shared decision making.
- P q19 works to create a sense of community in the school.
- P q20 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 q61 makes clear to the staff his or her expectations for meeting instructional goals.
  - T q62 communicates a clear vision for this school.
  - T q63 understands how children learn.
  - T q64 sets high standards for student learning.
  - T q70 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 q65 supports teachers in implementing what they have learned in professional development.
- T q66 carefully tracks student academic progress.
- T q67 knows what's going on in my classroom.
- T q68 provides teachers with formative feedback to improve practice.
- T q69 provides teachers with the support to implement formative feedback.
- T q71 supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.

## Program coherence

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

- T q47 once we start a new program, we follow up to make sure that it's working.
- T q48 it is clear how all of the programs offered are connected to our school's instructional vision.
- T q51 curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

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

## Teacher influence

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

- T q55 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 q72 Selecting instructional materials and/or curriculum used in classrooms.
- T q73 Developing instructional materials.
- T q74 Setting standards for student behavior.

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

## Strong Family-Community Ties

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

### Outreach to parents

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

- T q52 teachers understand families' problems and concerns.

- T q53 teachers work closely with families to meets students' needs.
- T q54 school staff regularly communicate with parents/guardians about how parents can help students learn.
- T q56 staff value families' race, ethnicity, culture, or background.

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

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

- P q1 School staff regularly communicate with me about how I can help my child learn.
- P q2 Teachers work closely with me to meet my child's needs.
- P q3 I feel well-informed by the communications I receive from my child's school.
- P q6 My child's school communicates with me in a language that I can understand.
- P q7 My child's school communicates with me in a way that I can understand.

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

### Parent involvement in school

---

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

- P q21 communicated with your child's teacher about your child's performance?
- P q22 seen your child's projects, artwork, homework, tests, or quizzes?

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

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

- P q29 attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
- P q30 attended a regularly scheduled parent-teacher conference (virtually or in-person) with your child's teacher?"

1 = Very unlikely, 2 = Somewhat unlikely, 3 = Somewhat likely, 4 = Very likely

## 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 q8 I feel respected by my child's principal/school leader.
- P q11 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 q12 The principal/school leader is an effective manager who makes the school run smoothly.
- P q14 The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.

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

### Parent-teacher trust

---

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

- P q4 I feel respected by my child's teachers.
- P q5 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 q13 My child's teachers think of me as a partner in educating my child.

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

### Student-teacher trust

---

How much do YOU agree with the following statements?

- S q30 There is at least one adult in the school that I can confide in.
- S q34 My teachers will always listen to students' ideas.
- S q35 My teachers always do what they say they will do.
- S q36 My teachers treat me with respect.
- S q38 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 q30 I feel respected by the principal/school leader at this school.
- T q31 The principal/school leader at this school is an effective manager who makes the school run smoothly.
- T q32 The principal/school leader has confidence in the expertise of the teachers at this school.
- T q33 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 q34 At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
- T q35 The principal/school leader takes a personal interest in the professional development of teachers.
- T q36 The principal/school leader looks out for the personal welfare of the staff members.
- T q37 The principal/school leader places the needs of children ahead of personal interests.
- T q38 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 q23 Teachers in this school trust each other.
- T q24 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T q26 Teachers respect other teachers who take the lead in school improvement efforts.
- T q27 I feel respected by other teachers at this school.
- T q28 Teachers at this school respect their colleagues' specific expertise.

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