

School Quality Reports

Educator Guide

Transfer High Schools 2021–22

Last Updated: January 18, 2023

Overview

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

- [School Quality Snapshot](#): A summary report for families and community members to learn about school performance and quality.
- **School Quality Guide**: A more detailed, interactive report for educators to investigate school data more deeply. The School Quality Guide was not produced for the 2021-22 school year.
- [School Performance Dashboard](#): An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.

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

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

School Quality Report Sections

The School Quality Reports 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 IEPs to less restrictive environments.

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

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

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

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

Scores and Ratings

Due to COVID-19, scores and ratings were not calculated and are not reported in the 2021–22 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 Performance Dashboard. **Because of the COVID-19 pandemic, the New York State accountability status for 2021–22 is based on the results from the 2018–19 school year and earlier.**

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

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

* If a new K-8 school has grade 6, but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades. A school that serves grades K-12 receives two separate School Quality Reports: one for the K-8 part of the school, and one for the high school.

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

This document explains the rules for the School Quality Reports for one school type: 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 2021-22.

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.

To protect confidentiality, schools with an HRA or ENI under 5% or over 95% will be reported as "under 5%" or "over 95%" instead of their exact values.

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 or number. The following table shows the group of students corresponding to each cohort letter/number:

Year in High School During 2021–22	Cohort Letter	Ninth Grade Entry School Year	"Class Of" Designation
First	1	2021–22	Class of 2025
Second	Z	2020–21	Class of 2024
Third	Y	2019–20	Class of 2023
Fourth	X	2018–19	Class of 2022
Fifth	W	2017–18	Class of 2021
Sixth	V	2016–17	Class of 2020
Seventh	U	2015–16	Class of 2019
Eighth	T	2014–15	Class of 2018

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 count as if they had entered HS one year later than their HS cohort. Second, students who graduate after their graduation deadline are included again in both the numerator and denominator of the graduation rate.

Overage/Under-credited

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

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

Age	Criteria for students entering from outside of 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 overage/under-credited.

Most at Risk

A subset of the overage/under-credited category is called “most at risk,” and takes into account students who are very far behind when they enter the school. A student is considered “most at risk” based on the following criteria (where age is as of December 31 of the entry school year, and the credits and Regents are 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 11 credits; or • Under 22 credits and zero Regents passed.
18	<ul style="list-style-type: none"> • Under 22 credits and three or fewer Regents passed.
19 or older	<ul style="list-style-type: none"> • Under 22 credits; or

	<ul style="list-style-type: none"> • Under 44 credits and one or fewer Regents passed.
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For students entering a high school from outside of the DOE, a credits-only criteria is used (because those students may not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of 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 a 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**

The first set of values reflect students in grades 9–12 who are enrolled on the audited register as of October 31, 2021, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflect students in grades 9–12 who are enrolled on the audited register as of October 31, 2021, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

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

► **Percent of Students Enrolled in the Borough**

DOE students in grades 9–12 who are enrolled on the audited register as of October 31, 2021, attending a school inside of the school's borough by racial/ethnic subgroup.

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

DOE students in grades 9–12 who are enrolled on the audited register as of October 31, 2021, residing inside of the school's nearby area, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

The school's nearby area is calculated as the median of students' distances from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2021.

► **Percent of Students Receiving Special Education Programs**

This metric includes all students with Individualized Education Programs (IEPs) as of June 2022, where the IEP recommends special education programs. Types of programs include Special Class (SC), Integrated Co-Teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as “fully receiving” if there is an exact match between the IEP and the course 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 2022, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student's received services match all of the recommended services, the student is listed as "fully receiving." If they have some but not all 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, 2021 by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

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

Students in Advanced Courses by Racial Subgroup

Enrollment calculations are based on which courses each student is enrolled in on October 31, 2021. 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 toward 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	College Preparatory Course Certification (CPCC) Courses	Approved for CPCC with year matching the report year
Other Advanced Math/Science	Algebra II	First two characters "MR", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Calculus	First two characters "MC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Chemistry	First two characters "SC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Physics	First two characters "SP", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.

Student Achievement Metrics

This section describes the Student Achievement metrics. 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, 2021, through June 30, 2022, are attributed to the last diploma-granting school responsible as of June 30, 2022.

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 a Young Adult Borough Center (YABC), high school equivalency diploma (formerly the GED), home/hospital instruction, or programs for incarcerated students, are also accountable through the end of the sixth year of high school. Dropped-out students and students in non-diploma granting programs are accountable for the same time period as active 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 30 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 1, 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***

This metric measures students' progress each year toward passing the five Regents subject tests required for a Regents diploma: English, math, science, social studies, and an additional exam. The additional exam can be a second exam in math, science, social studies, or a language other than English (LOTE) assessment approved by the New York State Education Department for the 4+1 pathway to graduation. This metric applies to students in years two, three, four, five, and six of high school.

The metric value for the school is the total number of needed subjects passed (the numerator) divided by the total number of needed subjects (the denominator).

For students in years three through six of high school, the denominator contribution (exams needed) is the total number of subjects not passed as of the beginning of 2021–22. The numerator (exams passed) is the total number of needed subjects passed in 2021–22.

For students in year two of high school, the first and second years are considered together as if they were one long year. Also, because second-year students are only expected to have passed any three of the five subjects total, the denominator contribution (exams needed) is three minus the number of subjects passed in middle school. The numerator contribution is the number of needed subjects passed during years one or two.

When applying these rules, the denominator is never allowed to go below zero and the numerator is never allowed to be higher than the denominator.

On Regents exams, the required passing score for all students in all exams is 65 or higher. Scores of "PR" on component exams are considered passing. Successful completion of State-approved Regents alternatives, including some Advanced Placement exams, International Baccalaureate exams, and SAT subject exams, also count towards satisfying the Regents requirements. The minimum acceptable scores that can be substituted for Regents exams are described on the [NYSSED website](#). Students with Regents waivers (WA) are considered passing. Because the denominator is based on the needed exams for the entire cohort, failing a needed exam counts the same as having never taken it.

In addition to students that are currently enrolled, those who have dropped out or are currently attending a non-diploma granting programs continue to be included in this metric until after their expected graduation date. Students eligible for NYSAA are excluded. Schools with a waiver from the state to use portfolio assessments instead of some Regents exams do not get values for this metric.

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

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

As described above, students are attributed to the last diploma-granting school responsible as of June 30, 2022 (even if they took the exam while enrolled at a different school). If a student took the same Regents exam multiple times during the school year, the highest score is used.

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

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 2021–22 School Quality Reports, a transfer school's graduation cohort, represented by the letter 'V', consists of all students who:

- Have a transfer high school graduation deadline of 2022; or had a transfer high school graduation deadline before 2022 and graduated during 2022;
- Were active in the school as of June 30, 2022, or the school is the last diploma-granting high school that they attended before June 30, 2022; *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2022.

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:

Code	Description
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 the percentage of 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, 2022.

► Transfer High School Graduation Rate by Category at Admission: Most at Risk, Other Overage/Under-credited, Non-Overage/Under-credited

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 overage/under-credited (i.e., overage/under-credited but not most at risk), or non-overage/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 degree before the end of high school, that student contributes positively to all of the college and career readiness metrics regardless of whether the student meets the other requirements.

► College and Career Preparatory Course Index (CCPCI)

This metric shows the percentage of students in the 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 administered from June 2020 through January 2022. Students who received waivers were able to use them in lieu of exams for graduation purposes. On the CCPCI metric, schools receive credit for Algebra II, Chemistry, and Physics where the student received a Regents waiver.

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

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

Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Therefore, the College Readiness Index (CRI) is not calculated for the 2021–22 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 2021–22 School Quality Reports, this metric evaluates the transfer school graduating cohort whose transfer school graduation deadline year was 2020–21. 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, 2021.

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.

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/Under-credited; Overage/Under-credited 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 IEPs group if their most restrictive placement in the last five school years was Special Class, ICT, or SETSS.

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

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

► ***College and Career Preparatory Course Index – Overage/Under-credited***

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

► ***Transfer High School College Readiness Index – Overage/Under-credited***

Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Therefore, the College Readiness Index (CRI) is not calculated for the 2021–22 School Quality Reports.

► ***Postsecondary Enrollment Rate by Six Months after High School – Overage/Under-credited***

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

► **English Language Learner Progress**

This metric measures the percentage of English language learners demonstrating movement toward English language proficiency. To contribute to the denominator of this measure, a student must have taken the 2022 New York State English as a Second Language Achievement Test (NYSESLAT).

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

- They took the 2021 NYSESLAT exam and their 2022 NYSESLAT overall performance level is higher than in 2021;
- They did not take the 2021 NYSESLAT exam and their 2022 overall performance level is Emerging or higher; or
- They scored 65 or higher on the ELA Regents exam in 2022 and did not score 65 or higher on the ELA Regents exam in a prior year.

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 Performance Dashboard and Citywide Results file.

Student Achievement Scores and Ratings

Due to COVID-19, the 2021–22 School Quality Reports do 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, the NYC DOE did not set targets for any schools for the 2022-23 school year.

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

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

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

NYC School Survey

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

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 2020–21. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2020–21.) **Due to COVID-19, the 2020–21 attendance rate includes both in-person and remote attendance.**
- Student's attendance rate for 2021–22. (This student attendance rate includes only the rate at the school under evaluation.)

To be included in this measure a student must have an attendance rate for the 2020–21 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 2021–22 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 2020–21 to 2021–22 for all students at the school under evaluation. (This metric is expressed in percentage points.)

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

This measure recognizes schools that educate students with IEPs in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all students with Tier Two or higher in any of the years 2020–21, 2019–18, or 2018–19. Students who are newly certified in 2021–22 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2021–22. This number can range from zero (for students who are in their highest tier in 2021–22) to three (for students who were previously in Tier Four and are in Tier One in 2021–22). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One—General education

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

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

- Primary recommendation of SETSS or ICT, or
- Primary recommendation of Special Class, spend 80–100% of instructional periods with general education peers

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

- Primary recommendation of Special Class, spend 40–79% of instructional periods with general education peers

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

- Primary recommendation of Special Class, spend 0–39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2021–22 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 2021–22 School Quality Reports do 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.

Rigorous Instruction

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

Collaborative Teachers

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

Supportive Environment

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

Effective School Leadership

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

Strong Family-Community Ties

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

Trust

Non-elementary schools

Measure	Students	Teachers	Parents
Parent-principal trust			x
Parent-teacher trust			x
Student-teacher trust	x		
Teacher-principal trust		x	
Teacher-teacher trust		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 q35 I'm learning a lot in my classes at this school to prepare me for the next level or grade.

S q47 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 q52 are you challenged?

S q54 do your teachers ask difficult questions on tests?

S q55 do your teachers ask difficult questions in class?

S q56 do you work in small groups?

S q57 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 q150 feel challenged?

T q152 have to work hard to do well?

T q146 respond to challenging test questions?

T q155 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 q23 I learn a lot from feedback on my work.

S q24 It's clear what I need to do to get a good grade.

S q25 The work we do in class is good preparation for our class tests.

S q26 Class assignments help me learn the course material.

S q27 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 q142 build on each other's ideas during class discussions?

T q143 use data or text references to support their ideas?

T q144 show that they respect each other's ideas?

T q145 provide constructive feedback to their peers/teachers?

T q146 participate in class discussions at some point?

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

Strong core instruction

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 q88,99,110,121,131 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.

T	q89,100,111,132	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q90,101,112,133,122	students to interact with complex grade-level text and tasks.
T	q91,102,113,123,134	students to practice academic language through writing.
T	q92,103,114,124,135	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q93,104,115,125,136	students to engage in extended talk and discussion organized around rich content and topics.
T	q94,105,116,126,137	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q95,106,117,127,138	teaching and practicing high-utility vocabulary words.
T	q96,107,118,128,139	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q97,108,119,129,140	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q98,109,120,130,141	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	q5	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q7	At this school, we have conversations about race and racism with adults.
S	q6	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q8	In general, my teachers treat students from different cultures or backgrounds equally.
S	q9	I feel that my teachers respect my culture/background.
S	q10	In general, my teachers make their lessons relevant to my everyday life experiences.
S	q14	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	q6	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q7	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q8	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q9	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q12	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q13	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q14	develop appropriate Individualized Education Programs for my students with disabilities.
T	q16	distinguish linguistic/cultural differences from learning difficulties.
T	q10	affirm racial and cultural identities in my classroom practice.

- T q11 empower students as agents of social change in my classroom practice.
 T q15 monitor progress on Individualized Education Program goals for my students with disabilities.

Innovation and Collective responsibility

How many teachers at this school...

- T q2 are actively trying to improve their teaching?
 T q3 take responsibility for improving the school?
 T q4 are eager to try new ideas?
 T q5 feel responsible that all students learn?

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

Peer collaboration

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

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

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

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 q60 been sustained and coherently focused, rather than short-term and unrelated.
 T q61 included enough time to think carefully about, try, and evaluate new ideas.
 T q62 included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
 T q64 directly related to my students' needs.

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

School commitment

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

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

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

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

How many students in your classes...

- T q151 listen carefully when the teacher gives directions?
- T q153 follow the rules in class?
- T q154 pay attention when they are supposed to?
- T q156 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 q71 This school provides guidance for the application process for high school.
- S q72 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 q73 talk to me about what I plan to do after high school.
- S q74 encourage me to continue my education after high school.
- S q75 provide me with information about the college application process.
- S q76 help me plan for how to meet my future career goals.

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

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

Personal attention and support

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

- S q30 help me catch up if I am behind.
- S q31 notice if I have trouble learning something.
- S q32 give me specific suggestions about how I can improve my work in class.
- S q33 explain things a different way if I don't understand something in class.
- S q34 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 q63 At this school students harass, bully, or intimidate other students.
- S q64 At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
- S q65 At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.

- S q66 At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
- S q67 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 q49 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 q59 outside around this school.
- S q60 traveling between home and this school.
- S q61 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q62 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 q172 outside around this school.
- T q173 traveling between home and this school.
- T q174 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T q175 in my class(es).

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

How much do you agree with the following statement?

- T q147 Discipline is applied to students fairly in my school.
- T q149 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 q157 help students develop the skills they need to complete challenging coursework despite obstacles?
- T q158 tell their students they believe they can achieve high academic standards?
- T q159 teach critical thinking skills to students?
- T q160 teach students how to advocate for themselves?
- T q161 teach students the organizational skills needed to be prepared for their next level?
- T q162 recognize disruptive behavior as social-emotional learning opportunities?
- T q163 teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?
- T q164 have access to school-based supports to assist in behavioral/emotional escalations?

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

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 q16 offers regular opportunities for parents/guardians to provide feedback.
- P q22 is strongly committed to shared decision making.
- P q23 works to create a sense of community in the school.
- P q24 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 q65 makes clear to the staff his or her expectations for meeting instructional goals.
- T q66 communicates a clear vision for this school.
- T q67 understands how children learn.
- T q68 sets high standards for student learning.
- T q74 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 q69 supports teachers in implementing what they have learned in professional development.
- T q70 carefully tracks student academic progress.
- T q71 knows what's going on in my classroom.
- T q72 provides teachers with formative feedback to improve practice.
- T q73 provides teachers with the support to implement formative feedback.
- T q75 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 q50 once we start a new program, we follow up to make sure that it's working.
- T q51 it is clear how all of the programs offered are connected to our school's instructional vision.
- T q54 curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

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

Teacher influence

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

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

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

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

- T q78 Selecting instructional materials and/or curriculum used in classrooms.
- T q79 Developing instructional materials.
- T q80 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 q55 teachers understand families' problems and concerns.
- T q56 teachers work closely with families to meets students' needs.
- T q57 school staff regularly communicate with parents/guardians about how parents can help students learn.
- T q59 staff value families' race, ethnicity, culture, or background.

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

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

- P 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 q25 communicated with your child's teacher about your child's performance?
- P q26 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 q35 attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
- P q36 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 q15 The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.

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

Parent-teacher trust

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

- P 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 q14 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 q38 There is at least one adult in the school that I can confide in.
- S q42 My teachers will always listen to students' ideas.
- S q43 My teachers always do what they say they will do.
- S q44 My teachers treat me with respect.
- S q46 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 q31 I feel respected by the principal/school leader at this school.
- T q32 The principal/school leader at this school is an effective manager who makes the school run smoothly.
- T q33 The principal/school leader has confidence in the expertise of the teachers at this school.
- T q34 I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
- T q35 At this school, it's OK to discuss feelings, worries and frustrations with the principal/school leader.
- T q36 The principal/school leader takes a personal interest in the professional development of teachers.
- T q37 The principal/school leader looks out for the personal welfare of the staff members.
- T q38 The principal/school leader places the needs of children ahead of personal interests.
- T q39 The principal and assistant principal function as a cohesive unit.

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

Teacher-teacher trust

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

- T q24 Teachers in this school trust each other.
- T q25 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T q27 Teachers respect other teachers who take the lead in school improvement efforts.
- T q28 I feel respected by other teachers at this school.
- T q29 Teachers at this school respect their colleagues' specific expertise.

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