

School Quality Reports

Educator Guide

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 displayed 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: 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.

Students in a School's Lowest Third

The school's lowest third for high schools is based on a student's average 8th grade ELA and math scores. For students who took math Regents exams in lieu of 8th grade math scores, an imputed 8th grade score is used that estimates what they would have most likely received on the regular 8th grade exam. For each school, three separate cutoffs are calculated: one for first-year students, one for second-year students, and one for third-year students. As students in their fourth year or beyond do not contribute to the credit-accumulation metrics, they are not included in the school's lowest third calculations. Students without 8th grade scores cannot be in the school's lowest third.

Because of disruptions caused by the COVID-19 pandemic, the DOE did not calculate any schools' lowest third for students in the first or second year of high school in 2021–22. In 2021, when first-year high school students were in 8th grade, many remote students did not take the New York State 8th grade ELA and math exams. In 2020, when second-year high school students were in 8th grade, the New York State 8th grade ELA and math exams were cancelled.

Students in Lowest Third Citywide

High-school students with 8th grade test scores are included in the lowest third citywide based on their average 8th grade ELA and math scores.

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

- Was placed in a Special Class anytime in the past five school years (2017–18 through 2021–22); or
- Is considered overage or overage/under-credited; or
- Is a long-term ELL on entry into school.

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. For graduation rate for ELLs and students with IEPs, the minimum number is 10. For the following metrics, the minimum number of students required for each metric is five: graduation rate for lowest third citywide, graduation rate for Black and Hispanic males in lowest third citywide, and College Readiness Index for Black and Hispanic males in lowest third citywide.

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

Year in High School / Cohort Letter

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

A group of students in the same year in high school are members of a "cohort" and each cohort is assigned a letter or number. Cohorts are sometimes referred to as the "Class of [year]," with the year of expected graduation based on graduating in four years after entering ninth grade. The following table shows the group of students corresponding to each cohort letter/number:

Year in High School During 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

Overage / Under-credited

For high schools, the overage/under-credited status is based on credits earned and Regents passed given the student's age (where age is as of December 31 of the entry school year, and the credits and Regents are before the start of the entry school year). During the COVID-19 pandemic, some Regents exams were not offered, and eligible students received waivers for those exams. For this metric, a Regents waiver is equivalent to a passed Regents exam.

Age	Criteria
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16	<ul style="list-style-type: none"> • Under 22 credits and two or fewer Regents passed.
17	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and three or fewer Regents passed.
18	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and four or fewer Regents passed; or • Under 44 credits and one or fewer Regents passed.
19 or older	<ul style="list-style-type: none"> • Under 33 credits; or • Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the DOE, a credits-only criteria is used (because those students 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 22 credits.
18	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and one or fewer Regents passed.
19 or older	<ul style="list-style-type: none"> • Under 22 credits; or • Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the DOE, a credits-only criteria is used (because those students 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 participation in a DOE program for justice-involved youth 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 enrollment in the STARS scheduling system. If the student is receiving some subjects but not all recommended subjects, 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 recommended 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

Students Enrolled in Advanced Courses by Race is calculated as the count of unique students of a race enrolled in the advanced course category divided by all unique students enrolled in that advanced course category. Enrollment calculations are based on which courses each student is enrolled in on October 31, 2021.

The following course codes are used to determine advanced course categories. If a student is enrolled in any of the courses outlined below, they count positively towards being enrolled in an advanced course. Only credit-bearing courses are included in this metric. Each course may only count towards one of the categories.

Advanced Course Category	Course	Course Code
Advanced Placement (AP)	Advanced Placement (AP)	Sixth character "X"
International Baccalaureate (IB)	International Baccalaureate (IB)	Sixth character "B"
College Credit	College course that awards credit	Sixth character "U"
Other College Preparatory Course	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 Student Achievement metrics. The School Quality Snapshot includes a subset of those metrics.

Progress Toward Graduation

Student Attribution

Students in grades 9–12 who are continuously accountable in the DOE from October 31, 2021 through June 30, 2022 are attributed to the last diploma-granting school responsible as of October 31, 2021. We use that date to attribute students because it is tied to funding and there are yearly procedures in place to ensure the accuracy of the register on that date.

A student is considered continuously accountable for the year if the student is accountable to one or more DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the DOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

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

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

These metrics show the percentage of the school's students, in the specified year of school, who met the following criteria:

- Earned 10 or more credits between Fall 2021 and Summer 2022 (i.e., during the fall, spring, and summer terms);
- At least 6 of these credits were earned from the four main subjects (English, math, science and social studies); and
- At least some credit (greater than zero) was earned in at least three of the four main subjects. Both elective and core courses count toward this requirement.

Eligible students who do not meet the above requirements contribute negatively (contribute 0 to the numerator and 1 to the denominator) for this metric. Students who drop out of school or enter non-diploma granting programs remain in the denominator for this metric for as long as they would have been in the first three years of high school.

Students eligible for the New York State Alternate Assessment (NYSAA) are

excluded from this metric.

► ***Percentage of Students in the School’s Lowest Third Earning 10+ Credits in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School***

These metrics are the same as the previous metrics, except they are limited to students in the school’s lowest third as determined by the average of the 8th grade ELA and math proficiency ratings.

Because the ELA and math exams were not given in 2019–20, and many students did not take the ELA and math exams in 2020–21, there is no lowest third metric for students in the 1st or 2nd year of high school in 2021–22.

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

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

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

For students in years three and four of high school, the denominator contribution (exams needed) is the total number of subjects not passed as of the beginning of 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 contribution is never allowed to go below zero and the numerator contribution is never allowed to be higher than the denominator.

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

In addition to students that are currently enrolled, those who have dropped out or are attending a non-diploma granting program continue to be included in this metric until after their 4th year of high school. Students eligible for NYSAA are excluded. Schools with a waiver from the state to use portfolio assessments instead of some Regents exams do not get values for this metric.

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

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

As described above, students are attributed to the last diploma-granting school responsible as of October 31, 2018 (even if they took the exam while enrolled at a different school). If a student took the same Regents exam multiple times during the school year, the highest score is used.

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

Graduation, Diploma, and Non-Dropout Metrics

Student Attribution

4-Year Graduation Cohort

For graduation metrics, students are attributed to schools using different rules than for the Progress Toward Graduation metrics. Students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school. Consistent with state and federal graduation-reporting rules, continuous enrollment is not necessary. Any student enrolled for one or more days (including no-shows) is accountable at their last diploma-granting school before June 30 of the fourth year of high school.

For the 2021–22 School Quality Reports, a school's 4-year graduation cohort, represented by the letter 'X', consists of all students who:

- Entered 9th grade for the first time anywhere in 2018–19;
- 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. If the student leaves school for one of the reasons below before June 30 of year four, the student will become non-accountable if all required documentation is collected and stored on file.

Potentially Cohort-Removing Discharge Codes:

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

6-Year Graduation Cohort

For the 2021–22 School Quality Reports, a school's 6-year graduation cohort

consists of all students who were in the school's 4-year graduation cohort in 2019–20. These students are represented by cohort letter 'V'. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30 of year four, if a student transfers to a new school in year five, the student remains accountable for graduation to the year-four school.

► ***Four-Year Graduation Rate***

This metric shows the percentage of students in the school's four-year cohort (defined above) that graduated with a Regents or Local Diploma, including August graduates. For the 2021–22 School Quality Reports, the four-year cohort reflects the 'X' cohort of students who first entered high school during the 2018–19 school year. This cohort can be viewed in ATS using the command RGCS.

For schools with at least 1.5% of students who are NYSAA-eligible, a separate metric indicates the school's graduation rate for only students eligible for standard assessment. This graduation rate is printed on the School Quality Snapshot for informational purposes. .

► ***Six-Year Graduation Rate***

This metric is similar to the four-year graduation rate, except that it shows the percentage of students in a school's cohort that graduated with a Regents or Local Diploma within six years of beginning high school, including August graduates. For the 2021–22 School Quality Guide, the six-year cohort reflects the 'V' cohort of students who first entered high school during the 2016–17 school year. This cohort can be viewed in ATS using the command RGCS.

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

This metric is the percentage of the students in the 4-year graduation cohort who earned a local or higher diploma, earned a HS equivalency (formerly known as GED), earned a CDOS/SACC (only NYSAA-eligible students), or were still enrolled in a DOE school or program with at least 50% attendance since February 1, 2022.

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

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

College and Career Readiness Metrics

Student Attribution

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

If a student earns an associate degree before the end of high school, that student contributes positively to all of the college and career readiness metrics regardless of whether the student meets the other requirements.

► ***College and Career Preparatory Course Index (CCPCI)***

This metric shows the percentage of students in the school's four-year cohort who successfully completed approved rigorous courses and assessments after four years of high school. For the 2021–22 School Quality Reports, this metric evaluates cohort

'X' (students who first entered high school during the 2018–19 school year/"Class of 2022").

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

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

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

*Due to COVID-19, Regents exams were not administered 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.

► **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 scheduled graduation date. For the 2021–22 School Quality Reports, this metric evaluates cohort 'W' (students who first entered high school during the 2017–18 school year/"Class of 2021"). 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.

► **Postsecondary Enrollment Rate by 18 Months after High School**

This metric is similar to Postsecondary Enrollment Rate by Six Months after High School except that it shows the percentage of students who graduated and enrolled in a two- or four-year college, vocational program, or public service within 18 months of their scheduled graduation date. For the 2021–22 School Quality Reports, this metric evaluates cohort ‘V’ (students who first entered high school during the 2016–17 school year / “Class of 2020”). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2020.

► **6-Year College Readiness Index**

This metric shows the percentage of students in the six-year cohort who graduated with a Regents diploma and met CUNY’s standards for English and mathematics after six years of high school (including the summer following the sixth year) by August 2022. For the 2021–22 School Quality Reports, this metric evaluates cohort ‘V’ (students who first entered high school during the 2016–17 school year / “Class of 2020”).

► **College Persistence**

This metric shows the percentage of students in the six-year cohort who graduated from high school, enrolled in college, and persisted in college through the beginning of their third semester, within six years of starting high school. To count as having persisted, a student must have enrolled in college for three consecutive semesters. For the 2021–22 School Quality Reports, this metric evaluates cohort ‘V’ (students who first entered high school during the 2016–17 school year/“Class of 2020”).

The persistence metric is based primarily on semester-enrollment data from the National Student Clearinghouse (NSC) and CUNY. If these data show that a student enrolled for three consecutive semesters, the student contributes 1 to the numerator. If these data show that a student did not enroll for three consecutive semesters, the student contributes 0 to the numerator. If a student never enrolled in college in the first place, the student contributes 0 to the numerator. If school staff entered a student’s college enrollment in CVER (and the student did not appear in the NSC/CUNY data), the student is given a persistence value equal to the school’s percentage of students that persisted according to the NSC/CUNY data.

Example

Suppose a school had the following groups of students:

Groups of students	Contribution to persistence metric
50 student who never entered college	Contribute 0.00 each.
80 students who entered college and persisted, based on the NSC/CUNY data	Contribute 1.00 each.
20 students who entered college but did not persist, based on the NSC/CUNY data	Contribute 0.00 each.
10 students where the school staff recorded in CVER that they entered college	Contribute 0.80 each (because 80 out of 100 students at the school with NSC/CUNY data persisted).

The school’s persistence rate is $(80 \times 1.00 + 10 \times 0.80) / 160 = 55\%$.

Closing the Achievement Gap Metrics

These metrics reflect how well the school helps high-need students succeed. In some cases, schools will not receive ratings for these metrics because those students

make up a very small proportion of the school’s student population.

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

The following table summarizes these rules:

Closing the Achievement Gap Metrics

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

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

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

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

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 for Students in the Lowest Third Citywide

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

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

These metrics are calculated the same way as the Four-Year Graduation Rate for the school, except that each metric is limited to students in the specified groups. Schools will be able to earn additional points on their Student Achievement scores based on 4-Year Graduation Rate for Native American, Black, Native Hawaiian/Pacific Islander, and Hispanic or Latinx students.

For this metric, students are included in the students with IEPs group if their most restrictive placement in the last five school years was Special Class, ICT, or SETSS.

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

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

► **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:

- 4-Year Graduation Rate

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

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

School Quality Reports: In addition to the metric listed above (4-Year Graduation Rate), School Performance Dashboard and Citywide Results file include the following performance metrics for Asian, Black, Hispanic, Native American, Native Hawaiian/Pacific Islander, Multiracial, and White students:

- Percent of 1st Year Students Earning 10+ Credits
- Percent of 2nd Year Students Earning 10+ Credits
- Percent of 3rd Year Students Earning 10+ Credits
- Regents Completion Rate
- 6-Year Graduation Rate
- 4-Year High School Persistence Rate
- 6-Year High School Persistence Rate
- College and Career Preparatory Course Index (CCPCI)
- Post-secondary enrollment rate (PSER)—6 months

► **“Then and Now” Table**

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

For high schools, the Snapshot shows four-year graduation rates broken out by 8th grade starting points (Level 1, 2, 3–4).

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

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

► **Attendance**

The attendance rate includes the attendance for all high school students on a school's register at any point during the period September 2021 through June 2022. The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

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

► **Average SAT Score**

The School Quality Snapshot for high schools reports the average SAT score for informational purposes. The average SAT score is based on the highest “super score” of each student in the graduating cohort who took the SAT. The “super score” combines the highest section scores (in Math and Evidence-Based Reading & Writing) that the student has achieved, even if they were achieved during different test dates.

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

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

► **Question-Level Percent Positive**

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

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

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

► **Measure-Level Percent Positive**

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

► **Element-Level Percent Positive**

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

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

Other Metrics

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

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

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

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

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

This measure recognizes schools that educate students with IEPs in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all 9–12 students with Tier Two or higher in any of the years 2020–21, 2019–20, 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

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

Collaborative Teachers

Non-elementary schools			
Measure	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

Non-elementary schools			
Measure	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

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

Strong Family-Community Ties

Non-elementary schools			
Measure	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 meet 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