

School Quality Reports

Educator Guide

Transfer High Schools

2023-24

Last Updated: January 14, 2025

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

- [School Quality Snapshot](#): A summary report for families and community members to learn about school performance and quality.
- [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.
- [Citywide Data Workbooks](#): Spreadsheets that contain detailed results for every public school in NYC.

These reports include information from multiple sources, including the NYC School Survey and student performance. This Educator Guide typically describes the methodology used to calculate metric values in the School Quality Reports.

School Quality Report Sections

The School Quality Reports include four categories—: School Description, Instruction and Performance, Safety and School Environment, and Relationships With Families. These new categories aim to be intuitive and aligned with New York City Public Schools' priorities.

School Description: information on programs, student and faculty, and the school space.

Instruction and Performance: survey questions about the instruction and learning environment and data on standardized test performance, graduation, credit accumulation, special populations, and next-level readiness.

Safety and School Environment: survey data on safety, social-emotional support, school leadership, and attendance data.

Relationships With Families: survey data on how schools engage families and school-parent trust.

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.

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types

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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.

NYC School Survey School Type

School Type	Grades and Students Served
Elementary School	K-5, and K-6
K-8 School*	K-8
6-12/K-12	K-12, 6-12
Middle School	5-8, 6-8
High School	9-12
Transfer High School	Transfer schools serving grades 9-12
District 75 School	District 75 schools

Comparison Group

See the [Comparison Group section](#) of this guide for a detailed explanation of a school's Comparison Group.

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 NYCPS 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 over 95% will be reported as “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 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 and graduation rate 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

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	3	2023–24	Class of 2027
Second	2	2022–23	Class of 2026
Third	1	2021–22	Class of 2025
Fourth	Z	2020–21	Class of 2024
Fifth	Y	2019–20	Class of 2023
Sixth	X	2018–19	Class of 2022
Seventh	W	2017–18	Class of 2021
Eighth	V	2016–17	Class of 2020

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 NYC Public School system, 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 NYCPS
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 earned 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 • Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the NYC Public School system, 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 NYCPS
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 an NYCPS program for justice-involved youth are also considered most at risk.

Demographic Information

This section describes the demographic 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, 2023, 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, 2023, 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*

NYCPS students in grades 9–12 who are enrolled on the audited register as of October 31, 2023, 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*

NYCPS students in grades 9–12 who are enrolled on the audited register as of October 31, 2023, 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 distance of students' home addresses from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2023. Based on current students' home addresses, NYCPS projects that a typical family living within this nearby area would be willing to have their child travel the necessary distance to attend this school. If the school's racial percentages are not representative of the racial percentages of public-school students living in the nearby area, this may indicate that the reason for the school's racial make-up relates more to school factors (e.g., admissions) than to housing factors.

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2023, 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.

Instruction and Performance Metrics

This section describes the Instruction and Performance 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 NYC public school system from October 31, 2023, through June 30, 2024, are attributed to the last diploma-granting school responsible as of June 30, 2024. We use that date to attribute students because it is tied to funding and there are yearly procedures in place to ensure the accuracy of the register on that date.

A student is considered continuously accountable for the year if the student is accountable to one or more NYC public schools or programs 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 NYC public school system 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 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 2022–23. The numerator (exams passed) is the total number of needed subjects passed in 2022–23.

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 [NYSED 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, 2024 (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 2023–24 School Quality Reports, a transfer school's graduation cohort, represented by the letter 'W', consists of all students who:

- Have a transfer high school graduation deadline of 2023; or had a transfer high school graduation deadline before 2023 and graduated during 2023;
- Were active in the school as of June 30, 2023, or the school is the last diploma-granting high school that they attended before June 30, 2023; *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2023.

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 non-public 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
25	Already received a high-school diploma outside NYCPS 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 an NYCPS school or program with at least 50% attendance since February 1, 2024.

► **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 2021 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 college credit via the College Board College-Level Examination Program (CLEP);
- Earned a grade of “C” or higher in a college credit-bearing course (e.g., College Now, Early College);
- Passed another course certified by NYCPS 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 a Seal of Civic Readiness 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.

► **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 2023–24 School Quality Reports, this metric evaluates the transfer school graduating cohort whose transfer school graduation deadline year was 2021–22. 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, 2023.

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.

► ***Transfer School Graduation Rate for Student Subgroups: English Language Learners; Special Class, 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 2023–24 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.

Students in Advanced Courses by Racial Subgroup

Enrollment calculations are based on which courses each student is enrolled in on October 31, 2023. 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"
CLEP	College Board College Level Examination Program	N/A
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.

► *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.

Students with Individualized Education Programs (IEPs)

► *Percent of Students Receiving Special Education Programs*

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, 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 or services but not all recommended subjects or services, 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 2024, 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.”

► ***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 2021–22, 2020–21, or 2019–20. Students who are newly certified in 2022–23 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2022–23. This number can range from zero (for students who are in their highest tier in 2022–23) to three (for students who were previously in Tier Four and are in Tier One in 2022–23). 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 2022–23 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Scores and Ratings

Overall Category Scores and Ratings

Category ratings are the weighted average of the various scores of the metrics that compose each category. In cases where a metric or subcategory score is missing, the weight that would be given to the missing score is distributed across all other metrics or subcategories.

- For Instruction and Performance, all metrics and the survey subcategory are weighted individually.
- For Safety and School Climate and Relationships with Families, each subcategory score is the average of the metric scores in that subcategory and the category score is the weighted average of the subcategory scores.

The section ratings for Instruction and Performance, Safety and School Climate, and Relationships with Families are based on the first digit of the weighted average.

- If the first digit is 4, the section rating is Excellent.
- If the first digit is 3, the section rating is Good.
- If the first digit is 2, the section rating is Fair.
- If the first digit is 1, the section rating is Needs Improvement.

Schools designated for phase-out and schools in their first year of operation in 2023-2024 do not receive ratings for any category.

Schools do not receive ratings for Instruction and Performance if they do not have a 6-year graduation rate in 2023-24.

Schools do not receive ratings for Safety and School Climate if

- Teacher response rate was less than 30%, or
- Fewer than 5 teachers responded, or
- Student response rate was less than 30% (K-8 and middle schools only), or
- Fewer than 5 students responded.

Schools do not receive ratings for Relationships with Families if

- Average of teacher response rate and parent response rate was less than 30%, or
- Fewer than 5 teachers responded, or
- Fewer than 5 parents responded.

The School Quality Reports include scores and ratings based on schools' performance across various metrics relative to citywide averages and their Comparison Group estimates. The scores for each rated metrics in the School Quality Reports are used to calculate an overall rating on a 1-4.99 scale for each rated SQR category.

Metric Scores and Ratings

Non-Survey Performance Metrics

For each metric, the school received a metric score from 1.00 to 4.99 based on their students' raw performance and their impact on their students, as determined through their Comparison Group. The metric scores are calculated through the following steps:

1. Determine the school's "impact score" for a given metric, which measures the school's performance relative to their Comparison Group estimate for the metric. The formulas used to determine a school's "impact score" allow us to compare schools' performance to their Comparison Group and to other schools of the same school type. We use the conditional standard deviation to find the "impact score," which is the standard deviation of (school's performance minus Comparison Group value) for each metric/school type.
 - a. If the school's raw performance met or exceeded their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale:

$$3 + \frac{\text{topHalfConst}(\text{value} - \text{CompGroup})}{\text{Conditional Std Dev}}$$
 - b. If the school's raw performance is less than their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale:

$$3 - \frac{\text{bottomHalfConst}(\text{CompGroup} - \text{value})}{\text{Conditional Std Dev}}$$
 - c. The topHalfConst and bottomHalfConst refer to constants that allow scores to be distributed reasonably across school types. They are listed in [Appendix B](#) for 2023-2024.
2. Determine the school's "performance score" for a given metric, which measures the school's performance relative to the citywide average. The "performance score" is based on the same formulas as the "impact score," but the conditional standard deviation is replaced by the citywide standard deviation: the standard deviation of (school's performance minus city average) for each metric/school type.
3. Each metric score is a balance of the school's "impact" and "performance" on that particular metric. To find how much each plays a part in that metrics' score, we find the "impact weight" and "performance weight" for that specific metric at that specific school.
 - a. The impact weight is found using the quadratic formula $Y = -3.6(x - 0.5)^2 + 0.95$, where x is the performance score for that metric and Y is the impact weight.
 - i. **Why do we use this formula?** Using this quadratic formula means that schools with low and high-performance scores will be scored

primarily on their performance, whereas schools with more moderate performance scores will be scored more heavily based on their impact. This particular formula weighs a school's impact on a metric a minimum of 5%, which allows schools that outperform their Comparison Group estimates to have that reflected in their scores even if raw performance is relatively low.

- ii. **Example:** A school has an overall performance score of 0.62 on a scale of 0– 1. The school's impact weight is calculated by solving for y : $y = -3.6(0.62 - 0.5)^2 + 0.95$. The school's impact weight is thus 0.8982, or 89.82%.
 - b. The performance weight is $1 - Y$.
 - i. **Example:** In the example above, the school would have a performance weight of $(1 - 0.8982 = 0.1018)$, or 10.18%.
4. The score for the metric is (impact score * impact weight) + (performance score * performance weight).
 - a. **Example:** If the school in the example above had an impact score of 0.78 on this metric, then their metric score would be $(0.78 * 0.8982) + (0.62 * 0.1018) = 0.7637$. Rescaled to a 1-4.99 scale, this is a metric score of 4.05.

Rating Labels in the Guide and Snapshot

The ratings in the School Quality Snapshot are the same as in the School Quality Guide, except that different rating labels are used in the Snapshot:

School Quality Guide Rating Labels	School Quality Snapshot Rating Labels
Exceeding Target	Excellent
Meeting Target	Good
Approaching Target	Fair
Not Meeting Target	Needs Improvement

Metric Comparisons

In addition to the scores and ratings, the School Quality Reports provide context for a school's performance by sharing city averages, district averages, and the results of a Comparison Group of similar students throughout the city.

City and Borough Averages

In general, we calculate city and borough averages by taking n-weighted averages of school-level results for all schools within the same school type. The n-weighting is based on the number of students at each school included in the metric; it means that a school with many students included in a metric will count more toward the city and borough averages than a school with fewer students included in that metric.

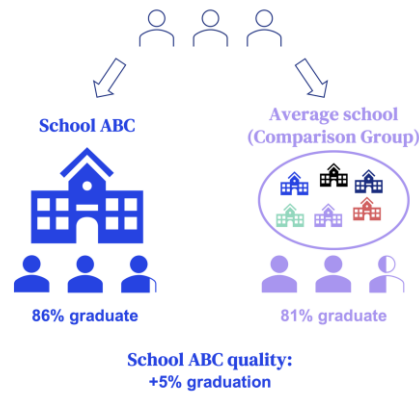
For graduation cohort metrics (including graduation rates, high school persistence rates, College and Career Preparatory Course Index, post-secondary enrollment rates, and College Persistence), the city and borough averages are calculated based on the full cohort of students.

Comparison Group's Results

To understand how effectively a school helps its students, it is important to consider students' starting points and challenges. Without that context, schools can be mischaracterized as ineffective simply because they serve higher-need students.

New York City Public Schools measures many student achievement metrics to assess school quality through these reports. Some examples of these metrics are postsecondary enrollment, graduation rate, student scores on ELA and math State tests, and credit accumulation. For a complete list of Student Achievement metrics, see the Student Achievement – Metrics section of this document.

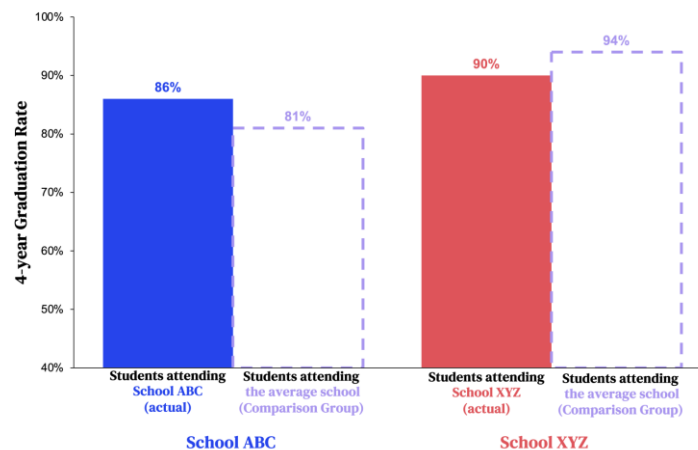
The School Quality Reports provide context for each school's performance on these metrics by predicting how students at that school would have performed had they enrolled in the hypothetical "average" New York City public school. This "average" school is not a specific existing school in NYC; rather, it serves as a benchmark to gauge "if students at a given school, school ABC, had instead enrolled at a random school in the NYC Public School system, what performance level would these students have achieved?" This depends on the school's quality, as shown in the graphic below.



We refer to this benchmark as the “Comparison Group” performance level for the students at school ABC. By comparing School ABC’s results to the Comparison Group estimate, a reader can assess School ABC’s effectiveness at helping students improve and exceed expected outcomes.

New York City Public Schools worked with [MIT Blueprint Labs](#) to develop an updated methodology for Comparison Groups beginning in the 2023 School Quality Reports.

To create Comparison Groups for each school, we use a statistical technique called regression. This technique allows us to measure the relationship between the quality of an individual school and the outcomes of its students. We are also able to control for factors that shape students’ starting points and challenges—such as incoming test scores, socio-economic status, English language proficiency, and special education program recommendations—which enables us to measure a school’s effectiveness or impact on their students’ achievement independent of student background. We measure how a school’s impact on students compares to what we would expect students to achieve had they enrolled in the “average” New York City public school, shown as the Comparison Group performance level in the graphic below.



In this graphic, 4-year graduation rates for school ABC and XYZ combine two key components: 1) Comparison Group graduation rates, which measure how School ABC or XYZ’s students would have achieved if they enrolled in the “average” NYC school; and 2) the impact School ABC or XYZ had on their students’ graduation rates. In this case, we can see

that students have benefitted from enrolling in School ABC because their graduation rate was 86%, which is significantly higher than the 81% Comparison Group graduation rate that we would expect had these students enrolled in the “average” NYC school instead. We would say then that School ABC positively affects its students’ outcomes. In contrast, students at School XYZ did not benefit as much from enrolling in School XYZ. While 90% of School XYZ’s students graduated, we expect that 94% of these students would have graduated had they enrolled in the “average” NYC school. This suggests that School XYZ is less effective than the average NYC school at improving student graduation. Additionally, School ABC appears more effective than School XYZ at improving student graduation.

For readers with a statistics background, there are three steps to make Comparison Group performance for each school and each Student Achievement metric:

- **Step 1:** Student outcomes are regressed on enrolled school indicators. This regression model allows us to measure the relationship between school enrollment and student outcomes. Our outputs are indicative of the effect schools have on their students’ achievement. To isolate the extent to which schools impact, or cause, certain outcomes in their students from the backgrounds of their students, this regression model controls for student demographics, baseline student achievement, and grade fixed effects (which control for variations in school quality across grade levels). Regressions for high schools add baseline curricular achievement controls. Step 1 allows us to determine the effect of enrolling in a certain school on each Student Achievement metric outcome.
 - Note: The baseline student achievement metrics used as controls are 3rd, 4th, and 5th grade attendance rate and State test scores for middle schools and K-8 upper grades. For high schools, baseline achievement metrics come from grades 6th, 7th, and 8th and also include curricular achievement controls. For elementary schools, baseline scores are not available for all students within a school, so the model replaces scores for these students with city-wide mean scores. This is also the case for a few schools across school types where many students do not have baseline scores. For these schools, missing scores are replaced by city-wide mean scores by grade, and additional control variables indicate that these scores have been inputted. In these cases, it should be noted that the Comparison Group estimates are not as robust.
- **Step 2:** The estimates of school quality obtained in Step 1 are adjusted by “shrinking” the estimated quality for each school closer to the mean quality for NYC. This step aims at removing the variation in quality across schools which result from the random nature of the specific sample of students used for estimation and does not reflect real differences in school quality. Step 2 corrects for the statistical error in the estimates from Step 1, allowing us to distill true differences in quality.
 - Note: For middle school and K-8 Impact scores displayed on the School Performance Dashboard, additional adjustments are made to improve the accuracy of school quality ratings and reduce their correlation with the demographic composition of the schools. Specifically, the correlation between school quality estimates and the racial make-up of their student body is removed. These adjusted school quality estimates more accurately

predict school effects and student outcomes. They are also uncorrelated with school racial make-up.

- **Step 3:** Step 3 uses Step 2 quality estimates to compute how students at each school would have performed had they enrolled in the hypothetical "average" NYC school. The resulting counterfactual estimate for each school is the "Comparison Group" value for the school. For each Student Achievement metric and each school, the Comparison Group value is the difference between a school's actual outcome and its school quality estimate from Step 2. The difference in performance between each school and its Comparison Group illustrates the impact that each school had on students' actual achievement.
 - Example: If a school had a 4-year graduation rate of 96% for all students and their school quality estimate was 2.50, then their Comparison Group value would be $96 - 2.50 = 93.5$. The Comparison Group value for this school's 4-year graduation rate would be 93.5%, thus the school has outperformed expectations.

The Comparison Group results are shared in the School Quality Snapshot. They are also used to calculate a school's Impact score, which is shared in the School Performance Dashboard, and are considered when determining a school's overall Student Achievement score.

Impact and Performance Scores

Impact and Performance scores are used to determine a school's Student Achievement score. For informational purposes, the School Performance Dashboard also summarizes the differences between the school's results and the Comparison Group's results as an "impact" score and summarizes the differences between the school's results and the citywide averages as a "performance" score. The impact score sheds light on the school's effectiveness by considering student factors and comparing the school's results to the Comparison Group of similar students. The performance score reflects whether the school outperformed the citywide average, without making any adjustments to account for the student population of the school.

Impact Score Calculation

We calculate the impact score through the following steps:

- For each Student Achievement metric, we calculate the difference between the school's result and their Comparison Group value.
 - Example: The school's graduation rate was 5 percentage points higher than its Comparison Group.
- We standardize these differences, translating the scores to a 0.00–1.00 scale. We use the range of differences for a particular metric and school type to rescale these differences, excluding outliers.
 - Example: The school's difference is 5 percentage points. The highest difference for graduation rate among high schools is 10 percentage points and the lowest difference is –12 percentage points, excluding outliers. The difference for this school is rescaled through the following calculation: $(5 - (-12)) / (10 - (-12)) = 0.773$.
- Any standardized difference outside of the 0.00–1.00 scale (the outlier values) is capped at 0 if it is negative and 1 if positive.
- We take a weighted average of the 0.00–1.00 standardized scores for each Student

Achievement metric to produce an overall impact score for the school.

Performance Score Calculation

We calculate the performance score using the following method. The difference between impact and performance scores is that in the latter, the school's results are compared to the citywide average instead of the Comparison Group value.

- For each Student Achievement metric, we calculate the difference between the school's result and the citywide average.
 - Example: The school's graduation rate was 5 percentage points higher than the citywide average.
- We standardize these differences, translating the scores to a 0.00–1.00 scale. We use the range of differences for a particular metric and school type to rescale these differences, excluding outliers.
 - Example: The school's difference is 5 percentage points. The highest difference for graduation rate among high schools is 10 percentage points and the lowest difference is –12 percentage points, excluding outliers. The difference for this school is rescaled through the following calculation: $(5 - (-12)) / (10 - (-12)) = 0.773$.
- Any standardized difference outside of the 0.00–1.00 scale (the outlier values) is capped at 0 if it is negative and 1 if positive.
- We take a weighted average of the 0.00–1.00 scores for each Student Achievement metric to produce an overall performance score for the school.

School Performance Dashboard: Impact and Performance Scores

The impact and performance scores shown in the School Performance Dashboard are calculated using the above method, but they use a limited number of Student Achievement metrics. These simplified scores were developed by Blueprint Labs at MIT to be more predictive of student success and increase the identification of high-quality schools that are under-subscribed. For middle schools, the impact score is “balanced” for student achievement, meaning that it eliminates the correlation between a school's impact and student body characteristics, including race. The Student Achievement metrics and their corresponding weights for the Dashboard impact and performance scores are detailed below.

Transfer High School Student Achievement Metric	Metric Weight
Regents – ELA	25%
Regents – Algebra I	25%
6-year graduation rate	50%

School Quality Metrics and Data Sources

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 three School Quality Report categories.

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

Example: The category of Instruction and Performance comprises six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction. The NYC School Survey includes groups of questions related to each measure.

See [Appendix A](#) for a detailed explanation of the 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.

► *Category-Level Percent Positive*

For each category, 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 category. Instead, this value is the average of the measure-level percent positives for all the measures within the category. (For example, the percent positive for the Instruction and Performance category is the average of the percent positives on its six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, 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 2021–22. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2021–22.)
- Student’s attendance rate for 2022–23. (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 2021–22 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 2022–23 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 2021–22 to 2022–23 for all students at the school under evaluation. (This metric is expressed in percentage points.)

Survey Performance Metrics

NYC School Survey

For survey scoring, schools are categorized by a survey school type and are compared to other schools of the same survey school type. The scoring method for the NYC School Survey follows the structure of the survey, which was organized as groups of questions relating to a measure, and groups of measures relating to a subcategory.

The following process is used to generate a survey subcategory score:

- 1) **Question-level percent positive** (percentage of positive responses to a question)
↓
- 2) **Measure-level percent positive** (average of the question-level percent positive values for all questions within the measure)
↓
- 3) **Measure score** (score based on the measure-level percent positive)
↓
- 4) **Survey subcategory score** (average of measure scores for all measures within the subcategory)

- (1) **Question-level percent positive**

For each question, this metric is the percent 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).

(2) Measure-level percent positive

This metric is the average of the *question-level percent positive* values for all questions within the measure.

For example, Instructional Leadership is a measure within the subcategory of School Leadership. The Instructional Leadership percent positive is the average of the question-level percent positive values on all the Instructional Leadership questions.

(3) Measure score

This metric converts the *measure-level percent positive* into a score on a 1.00-4.99 scale.

The basic idea is that survey results fairly close to the city average receive scores in the 3-bar range (3.00 – 3.99), results substantially above average receive scores in the 4-bar range (4.00 – 4.99), and results substantially below average receive scores in the 2-bar or 1-bar range (2.00 – 2.99 or 1.00 – 1.99). In addition, if a school’s measure-level percent positive is very high, it will receive a high measure score (regardless of whether the result is substantially above the citywide average).

We implement this idea by setting cut levels (measure-level percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school’s 1.00-4.99 measure score is based on the highest category achieved, and the distance to the next-higher cut level. The cut levels are based on the citywide average percent positive (PP) and the standard deviation (SD) among school-level results of schools. We use the “top of scoring range” and “bottom of scoring range” values to help calculate scores in the 4.00-4.99 range and the 1.00-1.99 range.

Rating Category	Percent Positive (PP) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100
Exceeding Target (4 bars)	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target (3 bars)	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target (2 bars)	citywide mean PP – 1 SD, not to exceed 85
Bottom of Scoring Range	citywide mean + 2 SD, not to fall below 0

Examples:

- If a school’s percent positive on a measure is halfway between the Meeting Target and Exceeding Target cut levels, it will receive a score of 3.50 on that measure.
- If a school’s percent positive on a measure is one-quarter of the way between the Exceeding Target cut level and the Top of Scoring Range, it will receive a score of 4.25 on that measure.

Additional Notes:

- We set separate targets for each measure and for each survey school type. In other words, the citywide averages and standard deviations are calculated separately for each survey school type and for each measure.
 - For example, the target cut levels for a middle school will be based on the citywide average and standard deviation among middle schools only.
- To avoid drawing significant scoring distinctions based on small PP differences, we will not allow the SD in the formula to fall below 5 points.
- The top of the scoring range is set at least 5 percentage points above the Exceeding Target level (but not to exceed 100).
- The bottom of the scoring range is set at least 5 percentage points below the Approaching Target level (but not to fall below 0).
- [The constants referenced in the table allow scores to be distributed reasonably across school types. They are listed in \[Appendix B\]\(#\) for 2023-2024.](#)

(1) Survey subcategory score

This metric is the average of the *measure scores* for all measures within the subcategory.

For example, the Family-School Trust subcategory contains two measures: Parent-Principal Trust and Parent-Teacher Trust. The school's *subcategory score* for the Family-School Trust subcategory is the average of the *measure score* for the Parent-Principal Trust measure and the *measure score* for the Parent-Teacher Trust measure.

For all metric scores, the score is analogous to the state test proficiency ratings based on scale scores: the first digit indicates the rating level, and the subsequent digits show how close the result is to the next level.

- If the first digit of the metric score is 1, the school is considered "Needs Improvement" for that metric.
- If the first digit of the metric score is 2, the school is considered "Fair" for that metric.
- If the first digit of the metric score is 3, the school is considered "Good" for that metric.
- If the first digit of the metric score is 4, the school is considered "Excellent" for that metric.
- The subsequent digits reflect how close the school's value was to the next higher metric rating level.

Appendix A

Measure-Category-Question Structure

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

Instruction and Performance						
		Non-Elementary Schools			Elementary Schools	
Subcategory	Measure	Students	Teachers	Parents	Teachers	Parents
Instruction/ Learning Environment	<i>Academic Press</i>	X	X		X	
Instruction/ Learning Environment	<i>Classroom Behavior</i>		X		X	
Instruction/ Learning Environment	<i>Course Clarity</i>	X				
Instruction/ Learning Environment	<i>Cultural Awareness and Inclusive Classroom Instruction</i>	X	X		X	
Instruction/ Learning Environment	<i>Quality of Student Discussion</i>		X		X	
Instruction/ Learning Environment	<i>Strong Core Instruction</i>		X		X	

Safety and School Climate						
		Non-Elementary Schools			Elementary Schools	
Subcategory	Measure	Students	Teacher	Parents	Teacher	Parents
Advising and Planning	<i>Guidance</i>	X	X		X	
Safety	<i>Preventing Bullying</i>	X	X		X	
Safety	<i>Safety</i>	X	X		X	
Safety	<i>Student-Student Trust</i>	X				
Student Support	<i>Personal Attention and Support</i>	X				
Student Support	<i>Social-Emotional</i>	X	X		X	
Student Support	<i>Student-Teacher Trust</i>	X				

School Leadership	<i>Inclusive Leadership</i>	X		X		X
School Leadership	<i>Instructional Leadership</i>		X		X	
School Leadership	<i>Quality of Professional Development</i>		X		X	
School Leadership	<i>Teacher Influence</i>		X		X	
School Leadership	<i>Teacher-Principal Trust</i>		X		X	
Teaching Environment	<i>Teacher-Teacher Trust</i>		X		X	
Teaching Environment	<i>School Commitment</i>		X		X	
Teaching Environment	<i>Program Coherence</i>		X		X	
Teaching Environment	<i>Peer Collaboration</i>		X		X	
Teaching Environment	<i>Innovation and Collective Responsibility</i>		X		X	

Relationship with Families						
Subcategory	Measure	Non-Elementary Schools			Elementary Schools	
		Students	Teachers	Parents	Teachers	Parents
Communication	<i>Outreach to Parents</i>		X	X	X	X
Family Involvement	<i>Parent Involvement in School</i>			X		X
Family-School Trust	<i>Parent-Principal Trust</i>			X		X
Family-School Trust	<i>Parent-Teacher Trust</i>			X		X

Instruction and Performance

Questions are included within each measure in the Instruction and Performance category.

Academic Press

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

T q152 In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.

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

How many students in your classes...

T q40 have to work hard to do well?

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

How much do YOU agree with the following statements?

S q38 The classes at this school prepare me for the next step in my education.

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

In how many of your classes ...

S q54 are you challenged?

S q55 do your teachers have high expectations for you?

S q56 are you encouraged to work in small groups?

S q57 do your teachers want you to become better thinkers, not just memorize things?

S q59 do you get so focused on learning during class activities that you lose track of time?

1 = None, 2 = A few, 3 = Most, 4 = All

Classroom Behavior

How many students in your classes...

T q155 respond to challenging questions in class?

T q151 listen carefully when the teacher gives directions?

T q153 follow the rules in class?

T q156 do their work when they are supposed to?

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 q26 My teachers make learning expectations clear.

S q27 Class assignments are purposeful in learning the course content.

S q28 The work I do in class is good preparation for class assignments, projects, and assessments.

S q29 I learn a lot from feedback on my work.

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

Cultural awareness and inclusive classroom instruction

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

- T q26 I have conversations about race and racism at my school that help me examine my own beliefs around identity.

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. I am able to...

- T q12 design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) 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 q15 monitor progress on Individualized Education Program goals for my students with disabilities.
- T q16 distinguish linguistic/cultural differences from learning difficulties.
- T q6 receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
- 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.

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

How much do YOU agree with the following statements?

- S q7 At this school, we have productive conversations about race and racism where I feel my voice is heard.
- S q9 I feel that my teachers respect my culture, background, and identity.
- S q5 My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
- S q6 I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
- S q8 My teachers treat students of different races, cultures, or backgrounds equally.

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

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 q108 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- T q96, 118, 128 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- T q100, 111, 89 reading and writing experiences grounded in evidence from text, both literary and Informational.

- T q105, 116,
126, 94 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- T q103, 114,
92, 124 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- T q101, 112,
122, 90 students to interact with complex grade-level text and tasks.

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

Safety and School Climate

Questions included within each measure in the Safety and School Climate category.

Guidance

How much do you agree with the following statements? It's a priority at this school that adults...

- T Q176 provide students with guidance on the application/enrollment process for middle or high school.
- T Q177 provide families with guidance on the application/enrollment process for middle or high school.

How much do you agree with the following statements? Adults at this school...

- T Q178 meet with students to discuss what they plan to do after high school.
- T Q180 provide students with information about the college application process.
- T Q182 help students plan for how to meet their future career goals.
- T Q183 show students options for how to pay for college (scholarship, grants, loans, work study programs).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

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 q73 This school provides me with guidance on the high school application process.
- S q74 This school provides my family with guidance on the high school application process.

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

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 meet with me to discuss 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.
- S q77 encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
- S q78 advise me to take advanced courses.

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

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 q22 puts decisions made with families into action.
- P q23 works to create a sense of community in the school.
- P q24 ensures families are comfortable communicating with the school.

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

How much do YOU agree with the following statements?

- S q3 I have the opportunity to work with adults at this school to make decisions in important areas that impact my life (e.g. instruction, safety, conflict resolution, etc.).

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

Innovation and Collective Responsibility

How many teachers at this school...

- T q1 helps build a welcoming school environment in the entire school, not just their classroom.
- 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

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 q67 understands how children learn.
- T q68 sets high standards for student learning.

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 classes.
- T q72 provides teachers with formative feedback to improve practice.
- T q74 participates in instructional planning with teams of teachers.

Peer Collaboration

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

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

- T q49 the principal/school leader, teachers, and staff collaborate to make this school run effectively.
- 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.

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

Personal Attention and Support

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

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

- S q31 ask if I have everything that I need to succeed in their class
- S q34 give me specific suggestions about how I can improve my work in class.
- S q35 explain things a different way if I don't understand something in class.
- S q36 support me when I am upset.

1 = None, 2 = A few, 3 = Most, 4 = All

How much do YOU agree with the following statements?

- S q31 Adults at this school check in with me frequently about how I'm doing personally.
- S q34 I feel like I belong at this school.
- S q35 explain things a different way if I don't understand something in class.
- S q36 support me when I am upset.

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

Preventing Bullying

How often is the following thing true?

- T q48 at this school students harass, bully, or intimidate other students.

1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

How often are the following things true? At this school...

- S q65 students harass, bully, or intimidate other students.
- S q66 students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accent, or citizenship/immigration status.
- S q67 students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- S q68 students harass, bully, or intimidate each other because of other differences, like different body type or disability.
- S q69 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

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

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 q61 included enough time to think carefully about, try, and evaluate new ideas.
- T q63 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

Safety

How much do you agree with the following statements?

- T q147 Conflicts are resolved fairly in my 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, 5= N/A

How much do YOU agree with the following statements?

- S q50 Conflicts are resolved fairly in this school.

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

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

- S q61 outside around this school.
- S q62 traveling between home and this school.
- S q63 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q64 in my classes at this school.

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

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

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 q160 teach students how to advocate for themselves?
- T q162 recognize disruptive behavior as social-emotional learning opportunities?
- 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

How much do YOU agree with the following statements?

- S q18 I know where to go at my school if I need additional support with my mental-health.

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

If you need mental health supports or resources click here. During this school year, I have felt ___ while learning.

- S q20 Happy
- S q21 Safe
- S q22 Optimistic
- S q23 Bored
- S q24 Stressed
- S q25 Worried

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

How much do YOU agree with the following statements?

- S q42 There is time at school to talk about feelings and emotions.

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

Student - Student Trust

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 q76 hiring new professional personnel
- T q77 planning how discretionary school funds should be used.
- T q78 Selecting instructional materials and/or curriculum used in classrooms.
- T q80 Setting standards for student behavior.

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

How much do YOU agree with the following statements?

- S q1 Most students at this school treat each other with respect.

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

How much do YOU agree with the following statements?

- S q47 Most students treat students from different cultures or backgrounds equally.

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

Student -Teacher Trust

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 q76 hiring new professional personnel
 T q77 planning how discretionary school funds should be used.
 T q78 Selecting instructional materials and/or curriculum used in classrooms.
 T q80 Setting standards for student behavior.

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

How much do YOU agree with the following statements?

- S q40 There is at least one adult at my school that I can confide in.
 S q44 My teachers are open to students' ideas, suggestions, and comments.
 S q45 My teachers always do what they say they will do.
 S q46 My teachers treat me with respect.

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 q76 hiring new professional personnel
 T q77 planning how discretionary school funds should be used.
 T q78 Selecting instructional materials and/or curriculum used in classrooms.
 T q80 Setting standards for student behavior.

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

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 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 q28 I feel respected by other teachers at this school.

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

Relationships with Families

Questions included within each measure in the Relationships with Families category

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 school 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 q01 School staff regularly communicate with me about how I can help my child learn.
- P q18 My child's school will make me aware if there are any concerns about my child's social or emotional well-being.
- P q02 Teachers work closely with me to meet my child's needs.
- P q05 My child's school communicates with me in a language that I can understand.
- P q11 I am greeted warmly when I contact or visit the school.

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 q12 communicated with your child's teacher about your child's performance?
- P q13 seen your child's projects, artwork, homework, tests, or quizzes?

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

During the school year, have you...

- P q40 attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?

1 = Yes, 2 = No

Parent-Principal Trust

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 q6 I feel respected by my child's principal/school leader.
- P q9 I trust the principal/school leader at their word (to do what they say that they will do).
- P q10 The principal/school leader is an effective manager who makes the school run smoothly.

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. 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 q14 My child's teachers treat me as a partner in educating my child.

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

P q3 I feel respected by my child's teachers.

P q4 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

Appendix B

School Type	Category	Type	Bottom Half Constant	Top Half Constant
High School Transfer	IP	perform	0.3	3
High School Transfer	IP	survey	0.3	2
High School Transfer	RF	survey	0.4	0.7
High School Transfer	SS	perform	0.3	3
High School Transfer	SS	survey	0.6	0.7