2014-15 School Quality Guide / MS

Summary of Section Ratings
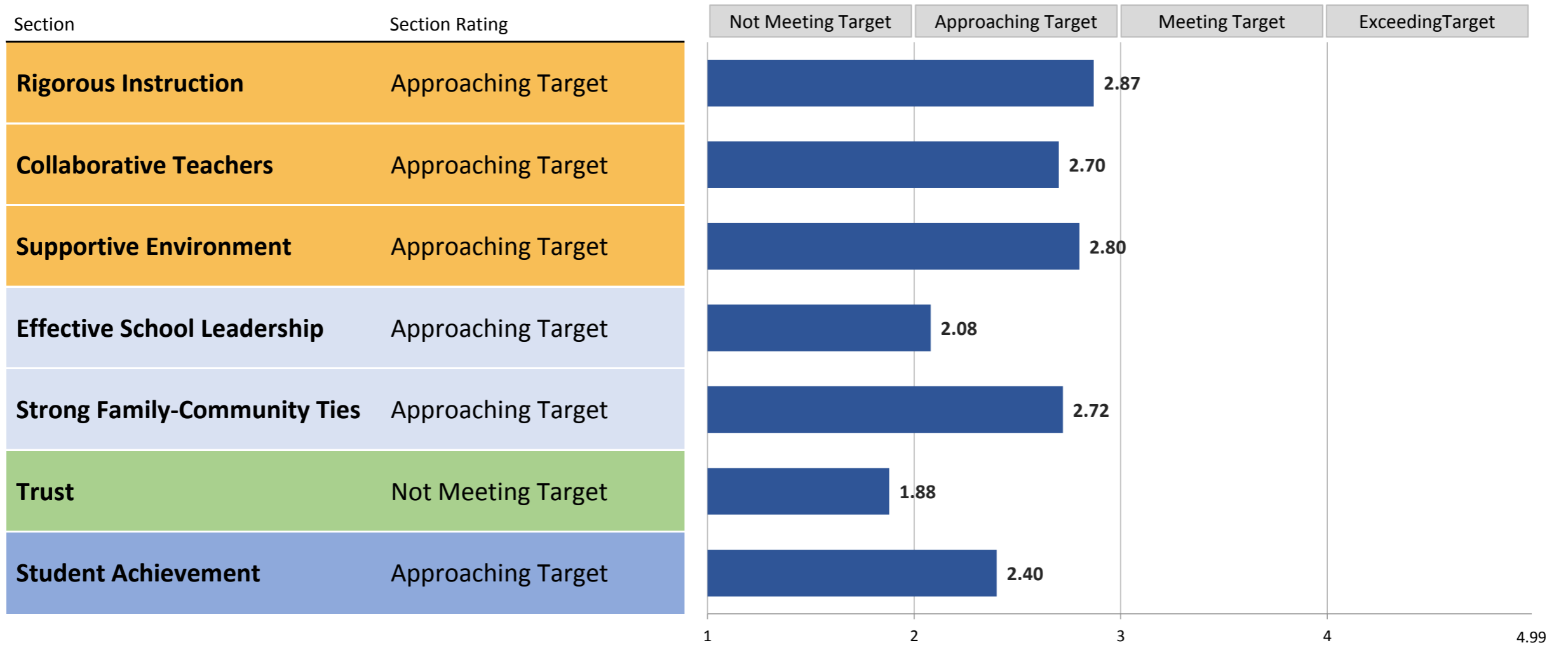
84X258

Tech International Charter School

Framework for Great Schools

The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on information from Quality Reviews, the NYC School Survey, student attendance, and movement of students with disabilities to less restrictive environments. The School Quality Guide also shares ratings and data on Student Achievement based on a variety of quantitative measures of student growth and performance.

Section	Section Rating				
		Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget
Rigorous Instruction	Approaching Target		2.87		
Collaborative Teachers	Approaching Target		2.70		
Supportive Environment	Approaching Target		2.80		
Effective School Leadership	Approaching Target		2.08		
Strong Family-Community Ties	Approaching Target		2.72		
Trust	Not Meeting Target	1.88			
Student Achievement	Approaching Target		2.40		

1   2   3   4   4.99

Section scores are on a scale from 1.00 - 4.99. The first digit corresponds to the section rating, and the additional digits show how close the school was to the next rating level.

State Accountability Status: N/A

This designation is determined by the New York State Department of Education. More information on New York State accountability can be found at:
http://schools.nyc.gov/Accountability/tools/accountability/default.htm

Note

In addition, an online version of the 2014-15 School Quality Guide, with additional features, can be found at http://schoolqualityreports.nyc

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	137	95	109
Grade 7	-	116	103
Grade 8	-	-	89
All students	**137**	**211**	**301**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	4%	9%	12%
% Free Lunch Eligible	84%	77%	75%
% Student with IEPs	24%	27%	25%
% Student with IEPs (less than 20% time)	0%	1%	2%
% HRA Eligible	-	60%	59%
% Temporary Housing	-	13%	11%
% Asian	3%	2%	2%
% Black	27%	22%	21%
% Hispanic	63%	70%	71%
% White	5%	5%	5%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	2.84	2.48	2.40
Average Incoming Math Proficiency	3.11	2.62	2.59

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.40**

Student Achievement Metrics

	n	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	281	**2.27**	1.97	2.20	2.32	2.45	2.70	**2.58**	11.90%
Percentage of Students at Level 3 or 4	281	**11.4%**	2.0%	9.2%	14.4%	20.2%	28.5%	**2.42**	11.90%
○ Median Adjusted Growth Percentile	261	**52.0**	46.6	52.5	61.1	66.8	77.0	**1.92**	11.90%
○ Median Adjusted Growth Percentile - School's Lowest Third	92	**67.5**	62.2	67.7	75.7	81.0	90.5	**1.96**	11.90%
State Test Results - Math									
Average Student Proficiency	281	**2.26**	1.85	2.14	2.32	2.53	2.84	**2.67**	11.90%
Percentage of Students at Level 3 or 4	281	**13.5%**	0.0%	9.0%	15.8%	23.3%	33.0%	**2.66**	11.90%
Median Adjusted Growth Percentile	262	**55.0**	39.7	47.6	59.1	66.7	80.2	**2.64**	11.90%
○ Median Adjusted Growth Percentile - School's Lowest Third	94	**63.0**	58.3	64.2	72.7	78.3	88.4	**1.80**	11.90%
Core Course Pass Rates									
ELA	285		68.3%	77.3%	84.0%	91.5%	100.0%		0.00%
Math	285		69.8%	78.5%	84.8%	91.9%	100.0%		0.00%
Science	285		71.5%	79.7%	85.7%	92.4%	100.0%		0.00%
Social Studies	285		62.4%	73.1%	81.0%	89.9%	100.0%		0.00%
○ Percent of 8th Graders Earning HS Credit	86	**0.0%**	0.0%	13.2%	23.0%	33.9%	46.6%	**1.00**	4.76%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			60.0%	72.0%	80.0%	89.0%	100.0%		0.00%
								Weighted Average Score	**2.27**

Closing the Achievement Gap (CtAG) Metrics

	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
ELA - Percent at Level 3 or 4												
○ Self-Contained	17	6.0%	31.1%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**1.00**	0.030	0.000
Integrated Co-Teaching	34	12.1%	66.5%	**2.9%**	0.0%	1.6%	3.2%	5.1%	8.4%	**2.81**	0.030	0.014
○ SETSS	14	5.0%	53.8%	**0.0%**	0.0%	2.6%	5.2%	8.2%	13.6%	**1.00**	0.030	0.000
Math - Percent at Level 3 or 4												
○ Self-Contained	17	6.0%	31.7%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
○ Integrated Co-Teaching	33	11.7%	64.6%	**0.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	**1.00**	0.030	0.000
SETSS	14	5.0%	54.3%	**7.1%**	0.0%	3.3%	6.6%	10.4%	17.2%	**3.13**	0.030	0.016
ELA - Percent at 75th+ Growth Percentile												
ELL	48	18.4%	41.2%	**35.4%**	17.2%	27.0%	36.6%	47.8%	68.0%	**2.88**	0.030	0.014
○ Lowest Third Citywide	106	40.6%	50.9%	**36.8%**	31.5%	39.4%	47.2%	56.3%	72.7%	**1.67**	0.030	0.005
○ Black and Hispanic Males in Lowest Third Citywide	72	27.6%	61.7%	**34.7%**	29.6%	38.0%	46.2%	55.9%	73.2%	**1.61**	0.030	0.005
SC/ICT/SETSS	62	23.8%	55.9%	**45.2%**	35.0%	42.9%	50.8%	60.0%	76.4%	**2.29**	0.030	0.010
Math - Percent at 75th+ Growth Percentile												
ELL	49	18.7%	38.6%	**32.7%**	12.4%	22.8%	33.0%	45.0%	66.4%	**2.97**	0.030	0.015
Lowest Third Citywide	127	48.5%	59.6%	**35.4%**	24.4%	34.1%	43.7%	54.9%	75.0%	**2.14**	0.030	0.009
Black and Hispanic Males in Lowest Third Citywide	76	29.0%	65.2%	**38.2%**	24.1%	34.0%	43.7%	55.1%	75.5%	**2.43**	0.030	0.011
SC/ICT/SETSS	61	23.3%	55.7%	**37.7%**	25.8%	34.5%	43.0%	53.1%	71.0%	**2.38**	0.030	0.010
● ELL Progress	35	11.7%	32.4%	**54.3%**	11.3%	22.8%	34.2%	47.5%	71.3%	**4.29**	0.030	0.025
										CtAG Additional Points		**0.13**
										Overall Student Achievement Score		**2.40**

● Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).

○ Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
Rigorous Instruction			
Quality Review 1.1			
Quality Review 1.2			
Quality Review 2.2			
NYC School Survey - Rigorous Instruction	82%	2.68	100%
Section Rating: Approaching Target	**Section Score:***	**2.87**	
Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	79%	2.28	100%
Section Rating: Approaching Target	**Section Score:***	**2.70**	
Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	80%	2.28	65%
Percentage of students with 90%+ attendance			
EMS	74.5%	2.76	
HS			
Overall	74.5%	2.76	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.47	3.65	
HS			
Overall	0.47	3.65	5%
Section Rating: Approaching Target	**Section Score:***	**2.80**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	71%	2.08	100%
Section Rating: Approaching Target	**Section Score:**	**2.08**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	79%	2.72	100%
Section Rating: Approaching Target	**Section Score:**	**2.72**	
Trust			
NYC School Survey - Trust	80%	1.88	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.88**	

* These scores have been rescaled so that schools without Quality Review ratings are measured on a comparable scale to schools with Quality Review ratings.

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	92	79.4	91.4	100.0	0.59	3.36
Common Core shifts in math	Teachers	84	68.9	87.1	100.0	0.49	2.96
Course clarity	Students	88	81.3	89.7	98.1	0.39	2.56
○ Quality of student discussion	Teachers	63	53.2	78.4	100.0	0.21	1.84
Section Results:		**82%**					**2.68**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	88	84.5	94.1	100.0	0.25	
Cultural awareness	Parents	87	87.1	93.3	99.5	0.25	
Cultural awareness	Students	78	70.6	84.2	97.8	0.29	
Cultural awareness	Combined	84				0.26	2.04
○ Inclusive classroom instruction	Teachers	82	81.7	93.3	100.0	0.01	1.04
Quality of professional development	Teachers	77	54.0	77.4	100.0	0.50	3.00
School commitment	Teachers	78	59.7	84.3	100.0	0.45	2.80
○ Innovation	Teachers	66	65.8	85.2	100.0	0.00	1.00
● Reflective dialogue	Teachers	98	86.6	95.8	100.0	0.85	4.40
○ Peer collaboration	Teachers	82	76.7	91.9	100.0	0.23	1.92
Focus on student learning	Teachers	85	68.4	88.4	100.0	0.52	3.08
○ Collective responsibility	Teachers	62	57.5	82.3	100.0	0.09	1.36
Section Results:		**79%**					**2.28**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	82	67.5	82.9	98.3	0.46	
Safety	Combined	82				0.46	2.84
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	74	63.4	79.2	95.0	0.33	
Classroom behavior	Combined	74				0.33	2.32
Social-emotional measure	Teachers	89	84.7	95.3	100.0	0.26	2.04
Peer interactions	Students	79	67.5	80.7	93.9	0.42	2.68
Next-level guidance	Students	83	76.9	88.3	99.7	0.27	2.08
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	85	80.6	88.2	95.8	0.30	
Press toward academic achievement	Combined	85				0.30	2.20
○ Personal attention and support	Students	79	74.1	85.5	96.9	0.20	1.80
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	81	76.8	88.6	100.0	0.17	
Peer support for academic work	Students	63	48.0	66.6	85.2	0.40	
Peer support for academic work	Combined	72				0.29	2.16
Section Results:		**80%**					**2.28**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
○ Inclusive principal leadership	Parents	77	82.1	90.7	99.3	0.00	1.00
○ Teacher influence	Teachers	47	34.5	67.1	99.7	0.20	1.80
Program coherence	Teachers	78	60.8	85.2	100.0	0.43	2.72
Principal instructional leadership	Teachers	82	67.2	88.0	100.0	0.46	2.84
Section Results:		71%					**2.08**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	83	79.9	92.5	100.0	0.13	
Teacher outreach to parents	Parents	80	81.6	90.6	99.6	0.00	
○ Teacher outreach to parents	Combined	81				0.07	1.28
● Parent involvement in the schools	Parents	77	47.1	66.3	85.5	0.79	4.16
Section Results:		79%					**2.72**
Trust							
Parent-teacher trust	Parents	87	88.9	94.3	99.7	0.25	2.00
Parent-principal trust	Parents	86	88.6	94.8	100.0	0.25	2.00
○ Student-teacher trust	Students	73	69.2	82.0	94.8	0.16	1.64
Teacher-principal trust	Teachers	77	63.2	87.4	100.0	0.38	2.52
○ Teacher-teacher trust	Teachers	75	74.2	90.6	100.0	0.04	1.16
Section Results:		80%					**1.88**

These tables show the values needed in 2015-16 for the school to achieve a rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target on each metric.

Student Achievement Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
State Test Results - ELA*					
Average Student Proficiency	2.27	2.26 or lower	2.27 to 2.34	2.35 to 2.40	2.41 or higher
Average Student Proficiency - School's Lowest Third	1.91	1.87 or lower	1.88 to 1.95	1.96 to 2.02	2.03 or higher
Percentage of Students at Level 3 or 4	11.4%	12.5% or lower	12.6% to 16.2%	16.3% to 19.2%	19.3% or higher
State Test Results - Math*					
Average Student Proficiency	2.26	2.22 or lower	2.23 to 2.35	2.36 to 2.45	2.46 or higher
Average Student Proficiency - School's Lowest Third	1.83	1.81 or lower	1.82 to 1.93	1.94 to 2.02	2.03 or higher
Percentage of Students at Level 3 or 4	13.5%	11.6% or lower	11.7% to 17.4%	17.5% to 22.2%	22.3% or higher
Core Course Pass Rates					
ELA		78.5% or lower	78.6% to 83.5%	83.6% to 87.6%	87.7% or higher
Math		79.2% or lower	79.3% to 84.1%	84.2% to 88.0%	88.1% or higher
Science		81.4% or lower	81.5% to 85.8%	85.9% to 89.3%	89.4% or higher
Social Studies		77.1% or lower	77.2% to 82.4%	82.5% to 86.8%	86.9% or higher
Percent of 8th Graders Earning HS Credit	0.0%	11.6% or lower	11.7% to 18.3%	18.4% to 23.7%	23.8% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders		79.9% or lower	80.0% to 84.9%	85.0% to 88.9%	89.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
ELA - Average Proficiency Rating					
Self-Contained	1.81	1.78 or lower	1.79 to 1.84	1.85 to 1.90	1.91 or higher
Integrated Co-Teaching	2.05	1.95 or lower	1.96 to 2.02	2.03 to 2.09	2.10 or higher
SETSS	2.13	1.99 or lower	2.00 to 2.11	2.12 to 2.20	2.21 or higher
ELL	2.10	1.98 or lower	1.99 to 2.10	2.11 to 2.19	2.20 or higher
Lowest Third Citywide	1.90	1.92 or lower	1.93 to 1.97	1.98 to 2.01	2.02 or higher
Black and Hispanic Males in Lowest Third Citywide	1.88	1.89 or lower	1.90 to 1.94	1.95 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.76	1.73 or lower	1.74 to 1.81	1.82 to 1.89	1.90 or higher
Integrated Co-Teaching	1.86	1.89 or lower	1.90 to 2.01	2.02 to 2.11	2.12 or higher
SETSS	2.05	1.92 or lower	1.93 to 2.07	2.08 to 2.20	2.21 or higher
ELL	2.08	2.00 or lower	2.01 to 2.16	2.17 to 2.29	2.30 or higher
Lowest Third Citywide	1.88	1.85 or lower	1.86 to 1.92	1.93 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.86	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
ELL Progress	54.3%	30.7% or lower	30.8% to 40.5%	40.6% to 48.5%	48.6% or higher

*To earn additional points from the Closing the Achievement Gap section on the 2015-16 School Quality Reports, the school must meet the targets below and have a population percentage (of the relevant high-need group) that is not more than one standard deviation below the citywide average.

Supportive Environment Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	74.5%	67.8% or lower	67.9% to 73.6%	73.7% to 78.4%	78.5% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.47	0.15 or lower	0.16 to 0.25	0.26 to 0.32	0.33 or higher

*   If the participation in state tests is low, the targets may be adjusted to reflect the students at the school that actually take the tests.