BOSTON
Public Schools

School Quality Framework
The School Quality Working Group and Quality Tiers

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Creation of the SQWG

External Advisory Committee on Student Assignment

(March 2012 – Feb. 2013)

- Heard from more than 5,100 community members across the city, and one of the key messages was the importance of school quality

- Recommended a system of student assignment that includes four tiers of schools (with tiers determined by MCAS scores/growth)

- Also recommended creating a working group to develop a more comprehensive way to examine school quality and determine school tiers

School Quality Working Group

(May 2013 – present)

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Structure of the School Quality Working Group

Co-Chairs:

- **Meg Campbell**, School Committee member, Founder and Director of Codman Academy Charter Public School

- **Rahn Dorsey**, Evaluation Director, Barr Foundation

Community Engagement	Metrics	Policy & Implementation
Co-Chairs:	**Co-Chairs:**	**Co-Chairs:**
• Betty Francisco	• Rahn Dorsey	• Kathleen Colby
• Anh Vu	• Marinell Rousmaniere	• Ron Ancrum
Members:	**Members:**	**Members:**
• Michael Curry	• Craig Lankhorst	• Jill Harrison Berg
• Geralde Gabeau	• Meredith Liu	• Myriam Ortiz
• Denise Gonsalves	• Elaine Ng	• Rhiannon Varmette
• Marchelle Raynor	• John St. Amand	
	• Josh Weiss	

Purpose of the Quality Framework

- The SQWG was charged with developing a Quality Framework that includes the core indicators of quality

- This Framework includes both measures of quality and features or attributes of a school that may play a role in school quality for some families and students

- The Framework has several purposes:

  - **To inform school choice** by giving families more information about schools and helping to determine the school choices available to students

  - **To ensure transparency around school quality** in order to promote greater public accountability

  - **To educate stakeholders** about the many aspects of school quality

The SQWG used a variety of sources to determine the characteristics of a quality school…

- Recommendations from the External Advisory Committee

- Existing BPS policies and practices:
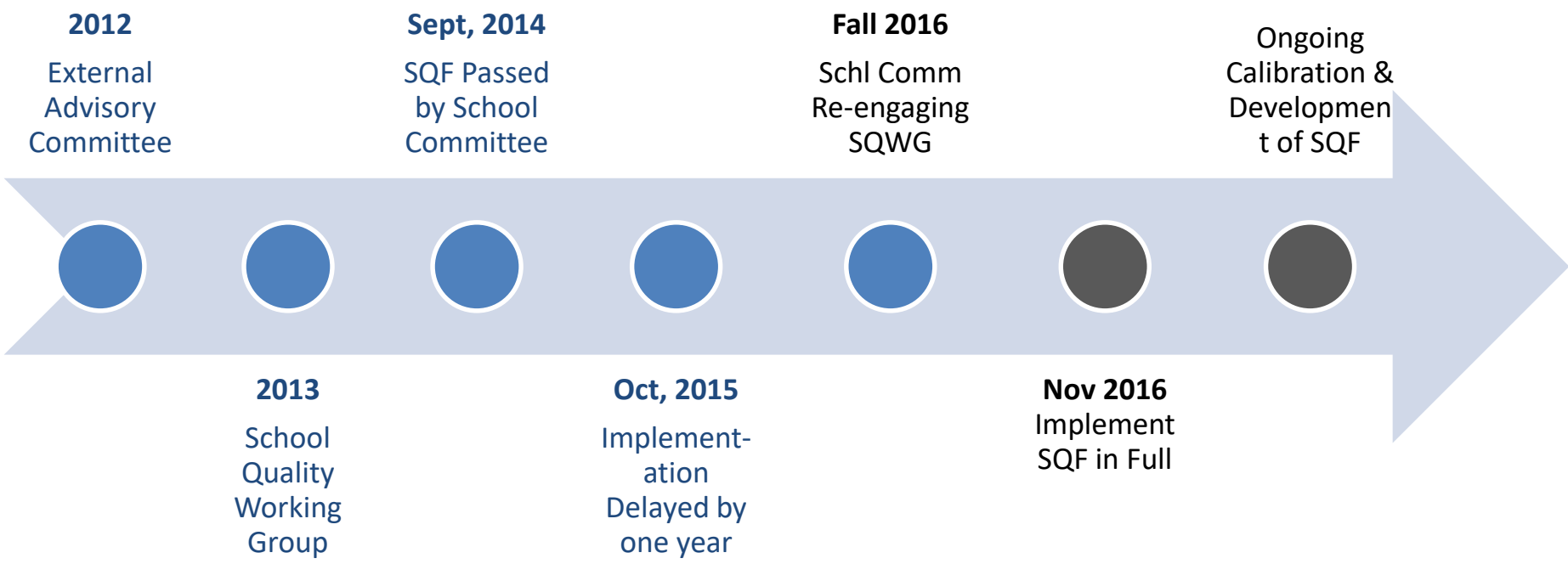
  - Policy on Eliminating the Achievement Gap

  - Seven Essentials of Whole-School Improvement

  - Five Core Elements of Family and Student Engagement

- Recommendations from the 2004-2005 Quality Work Group

- Work from BPS and other districts to create a school performance index

…including feedback from students, parents, and community members

Fall 2013: Community Engagement Pilot

- Purpose: To review potential measures of school quality and seek input on what might be missing

Jan. – Mar. 2014: Community Meetings

- Purpose: To explain the draft Quality Framework and gather feedback

May 2014: Community Outreach and Survey

- Purpose: To share an updated draft of the Quality Framework and learn which elements of quality are most important
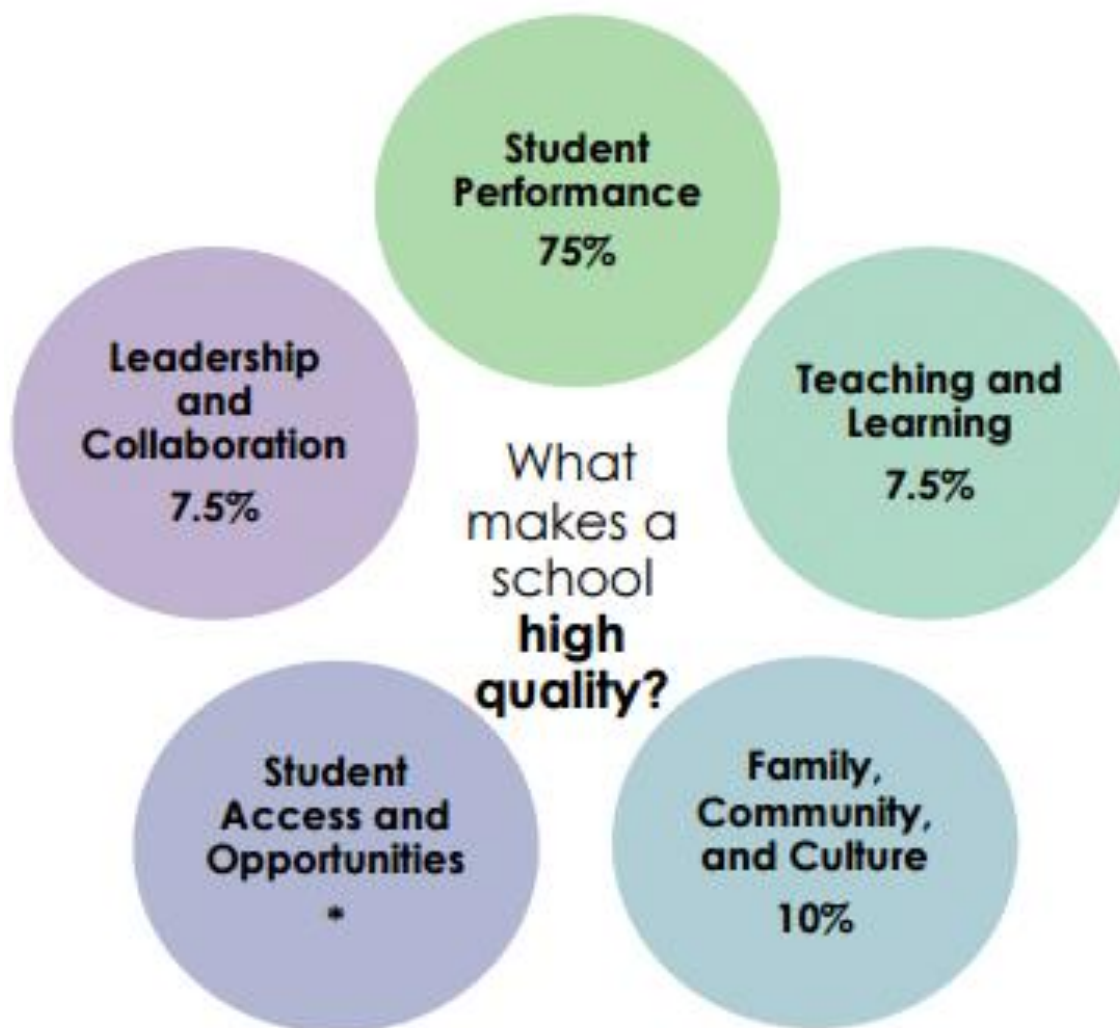
- **Several community groups were also active participants** in SQWG meetings throughout the year, particularly the NAACP and QUEST

SQF Implementation Timeline

2012
External Advisory Committee

2013
School Quality Working Group

Sept, 2014
SQF Passed by School Committee

Oct, 2015
Implement-ation Delayed by one year

Fall 2016
Schl Comm Re-engaging SQWG

Nov 2016
Implement SQF in Full

Ongoing Calibration & Developmen t of SQF
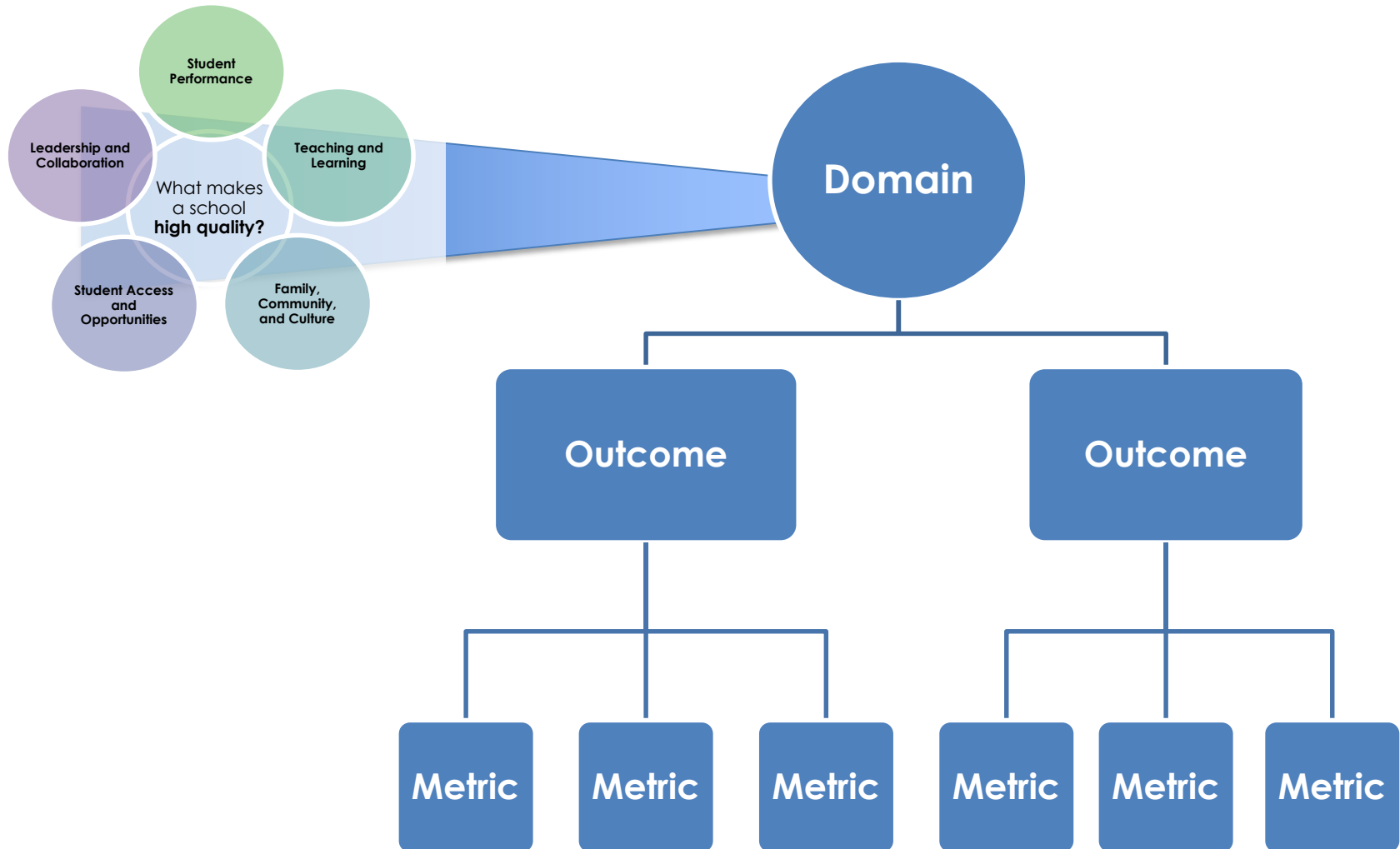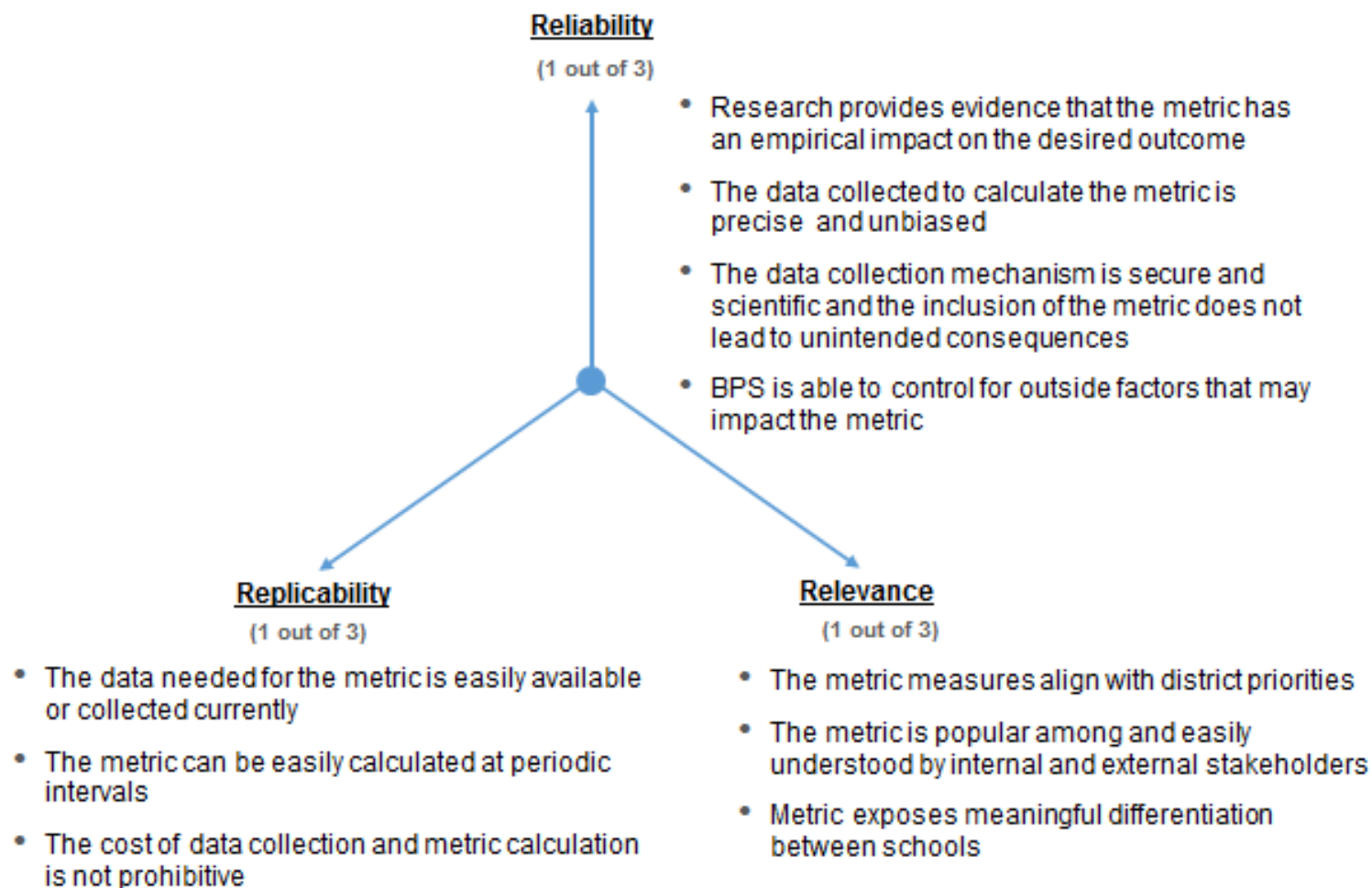
School Quality Domains

Structure of School Quality Domains

Policy and implementation of the Quality Framework

- Each domain will be measured by a number of **metrics** (specific data points, such as graduation rate or climate survey results)

- We will use these metrics to **calculate an overall score** on the domains, then assign each school to an assignment tier based on its score

- These **new assignment tiers** will replace the current MCAS tiers in the student assignment plan starting this fall

- **Assignment tiers will not change every year**; instead, we will reconvene a stakeholder group to review the data and recommend how to update assignment tiers in the future

- Along with the Quality Index, BPS will also use **district-wide accountability measures** to look at questions of access and equity

Metric Evaluation Rubric

Reliability

(1 out of 3)

- Research provides evidence that the metric has an empirical impact on the desired outcome
- The data collected to calculate the metric is precise and unbiased
- The data collection mechanism is secure and scientific and the inclusion of the metric does not lead to unintended consequences
- BPS is able to control for outside factors that may impact the metric

Replicability

(1 out of 3)

- The data needed for the metric is easily available or collected currently
- The metric can be easily calculated at periodic intervals
- The cost of data collection and metric calculation is not prohibitive

Relevance

(1 out of 3)

- The metric measures align with district priorities
- The metric is popular among and easily understood by internal and external stakeholders
- Metric exposes meaningful differentiation between schools

Family, Community, and Culture
Climate Survey: The school is safe, well-organized, and conducive to meeting goals.

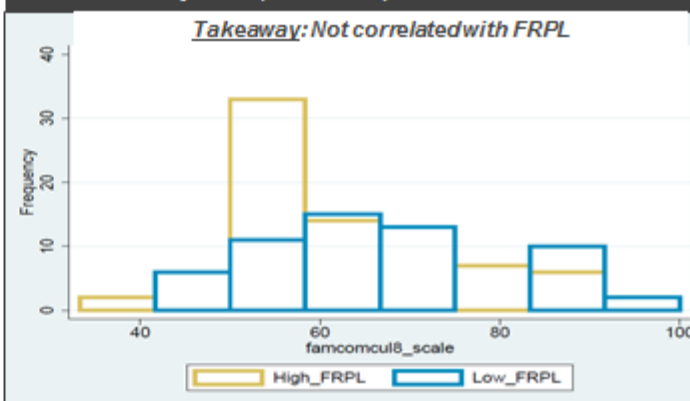### Overall Recommendation: Include

Key Takeaways

- *Pros:*
  - Normally distributed
  - Does not appear to be strongly correlated with FRPL
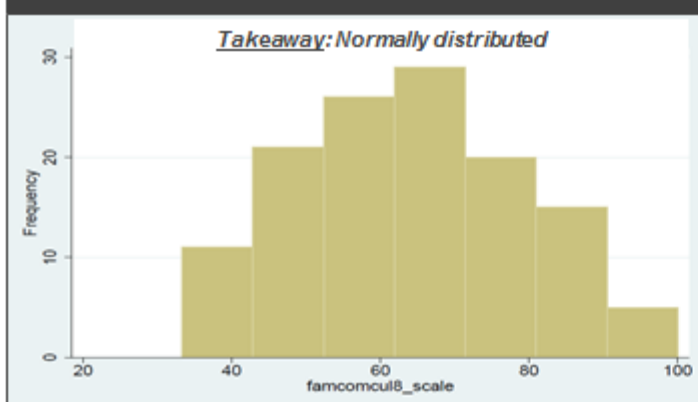- *Cons:* n/a

Student Success Correlation:

MSGP: 0.35*

ESGP: 0.36*

Distribution – by FRPL (all schools)

Takeaway: Not correlated with FRPL

Distribution – all schools

Takeaway: Normally distributed

YOY Reliability

Data not available

*Denotes statistical significance

Family, Community & Culture
Number of Arrests of Students at School

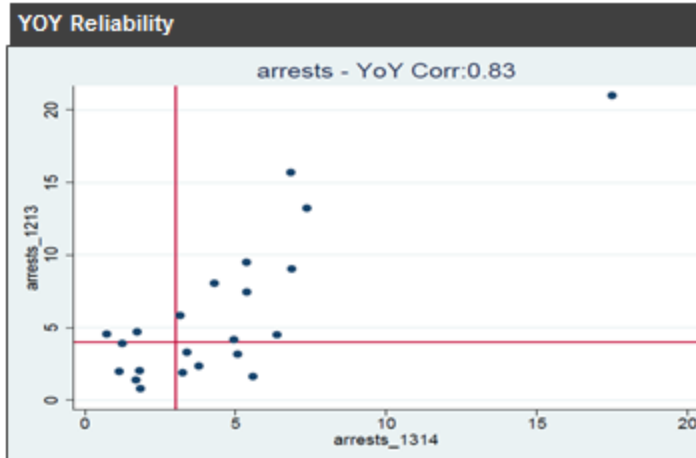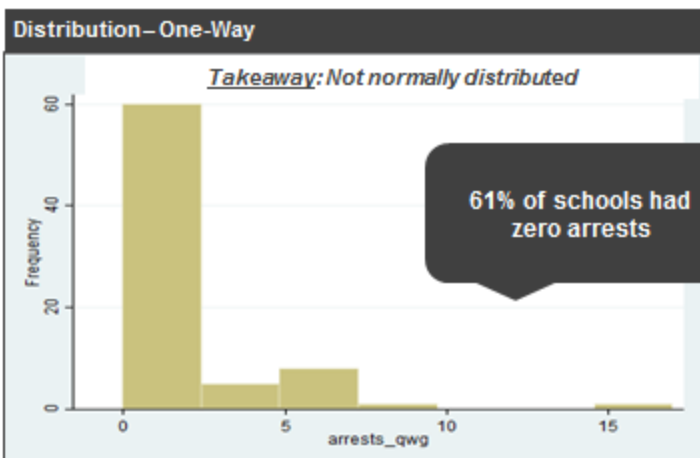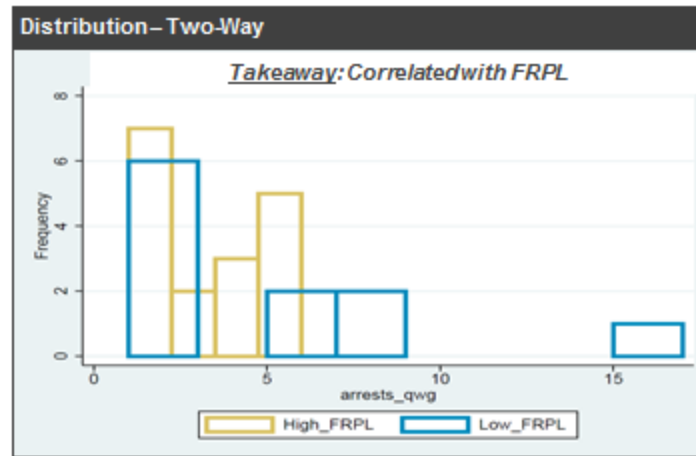### Overall Recommendation: Don't Include

Key Takeaways

- *Pros: N/A*
- *Cons:*
  - Zero for most schools
  - Metric is highly sensitive to occurrence of rare event

Student Success Correlation:

MSGP: -0.27

ESGP: -0.13

Distribution – Two-Way

Takeaway: Correlated with FRPL

Distribution – One-Way

Takeaway: Not normally distributed

61% of schools had zero arrests

YOY Reliability

arrests - YoY Corr: 0.83

The Student Performance domain has 12 metrics

Domain	Outcome	Metric
Student Performance	1. All students show progress in skills critical to school, college, and career success, including critical thinking, peer and adult relationships, and perseverance.	Subgroup graduation rate
		5 year graduation rate
		4 year graduation rate
		Drop-out rate - reflects number of 9th through 12th graders who drop out each year
		Percent of student enrolled in college within 16 months of graduation
		Student Climate Survey questions on goal-setting and perseverance
	2. Students across all subgroups demonstrate mastery of grade level content over the course of the school year.	% of students at or above proficiency in ELA (reading/writing) and/or Math on MCAS
		% of students well below or below benchmark who move to benchmark on DIBELS
		Achievement gap metric
	3. Students across all subgroups demonstrate academic growth towards mastery of grade level content.	School's median SGP
		Math and ELA median SGP by subgroup
		Percent of students in 75th growth percentile by subgroup
		Median growth percentile for students who are Proficient on MCAS
		Median growth percentile for students who are Warning/Failing on MCAS
		% of ELL students at ELD Levels 1-3 who progress on ACCESS test

The Teaching & Learning domain has 7 metrics

Domain	Outcome	Metric
Teaching and Learning	4. All students are taught by highly effective, caring, and committed teachers.	Student Climate Survey questions on teacher effectiveness
		Teacher Climate Survey questions on teacher skills and knowledge
		Parent Climate Survey question on teacher commitment to student learning
	5. The school is led by effective instructional leader(s).	Teacher Climate Survey questions on school leaders' standards and expectations for teaching
	6. All students are exposed to engaging and rigorous standards-based curriculum designed to keep them on track for college and prepare them for careers.	Percentage of students that felt the school prepared them for further education, employment, and personal life after high school (from Senior Exit Survey)
		Student Climate Survey question on preparation for the next grade (or college)
		Parent Climate Survey question on preparation for the next grade (or college)
	7. Teachers focus on the development of skills critical to college and career success alongside mastery of academic subject matter.	

The Family, Community & Culture domain has 12 metrics

Domain	Outcome	Metric
Family, Community, and Culture	8. The school is safe, well-organized, and conducive to meeting educational goals.	Student Climate Survey questions on discipline, consequences, and bullying prevention
		Teacher Climate Survey questions on classroom management and organization
		Parent Climate Survey questions on feelings of safety at school
		Number of in- and out-of-school suspensions per 100 students*
	9. All students are engaged and enthusiastic about their classes and see relevant connections between academic lessons and their own lives.	Student Climate Survey questions on engagement and enthusiasm for learning
		Teacher Climate Survey questions on student effort
	10. Schools ensure all families feel welcomed and are involved in activities that support their child's academic and social growth.	Teacher Climate Survey questions on parent engagement in learning
		Parent Climate Survey questions on communication, accessibility, and decision-making
		Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.)
	11. The school promotes inclusion of all students, families and community stakeholders so the school community learns to acknowledge, respect, and build on social and cultural differences.	Parent Climate Survey questions on developing thriving, inclusive schools, classrooms, and communities
		Staff diversity: % of teachers of color
	12. School demonstrates a culture of high achievement.	Student Climate Survey question on teacher expectations
		Teacher Climate Survey questions on high standards among school staff

Student Access & Opportunities is not included as part of the overall score

Domain	Outcome
Student Access and Opportunities	13. All students have equal access to high-quality activities that reinforce classroom learning and promote skill building and positive youth development.
	14. Students have access to health and social services.
	15. Students have access to high-quality out-of -school -time programs and partners that provide students with a choice of opportunities that reinforce academics, build skills, and pursue their interests.

- Most of the proposed Student Access & Opportunities metrics are not statistically sound based on our analysis

- While we will be exploring alternative ways to measure these outcomes in the future, we recommend that the SQWG table this domain for the first version of the School Quality index

- Instead, we will ensure that key opportunities are included in the lists of attributes through DiscoverBPS

The Leadership & Collaboration domain has 9 metrics

Domain	Outcome	Metric
Leadership and Collaboration	16. School leadership sets a vision for the school that actively engages teachers, staff, students, families, and the wider community to be a part of the school's success	Student Climate Survey questions on principal effectiveness and outreach to students
		Teacher Climate Survey questions on staff engagement around school success
		Parent Climate Survey question on principal's relationship with students
	17. School leadership creates a culture of collaboration among all staff members.	Teacher Climate Survey questions on staff collaboration
	18. School leadership develops clear and effective structures for communication with families and within the school community.	Parent Climate Survey questions on regular and effective communication
	19. School leadership builds community partnerships including with local stakeholders that expand learning opportunities, promote student well-being and enable the school to achieve its overarching mission.	Student Climate Survey question on opportunities to participate before and after school
		Parent Climate Survey question on community partnerships
	20. School leadership retains and leverages effective teachers.	Teacher retention rate for proficient and exemplary teachers
		Teacher Climate Survey questions on support, encouragement, and engagement with staff
	21. School leadership appropriately manages and leverages resources.	

A Holistic Measure of School Quality

The School Quality Framework is a more holistic measure of school quality, that is designed to assess BPS schools

- Gives student growth more weight

- Rewards schools for making progress with low performing students

- Allows voice of entire school community to be taken into consideration (students, teachers, parents)

- Explicitly measures achievement gaps

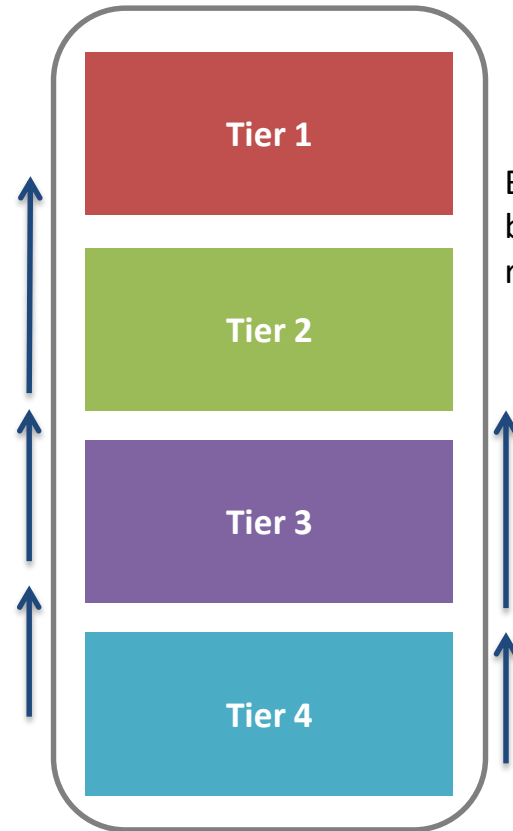- Criterion referenced, allowing all schools the opportunity to reach Tier 1

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SQF – DESE Crosswalk

MA DESE:
Accountability Levels

BPS Quality
Tiers

| Level 1 |
| Level 2 |
| Level 3 |
| Level 4 & 5 |

Fixed statewide distribution

1 & 2:   80%
3: 19+%
4 & 5:   <1%

| Tier 1 |
| Tier 2 |
| Tier 3 |
| Tier 4 |

Baseline is quartiles, but SQF is criterion referenced

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Areas of Strength and Growth

Strength	Growth
- Gives student growth more weight - Rewards schools for making progress with low performing students - Allows voice of entire school community to be taken into consideration (students, teachers, parents) - Explicitly measures achievement gaps - Criterion referenced, allowing all schools the opportunity to reach Tier 1	- Frequency of data updates - Updating SQF with next generation assessments - Development of Student Access and Opportunities metrics - Existing metrics and instruments for measurement

Thank You