



SCHOOL QUALITY WORKING GROUP

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DRAFT RFP FOR EQUITY ANALYSIS

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The Home-Based Assignment Plan replaced the 3-zone assignment system with the intention of;

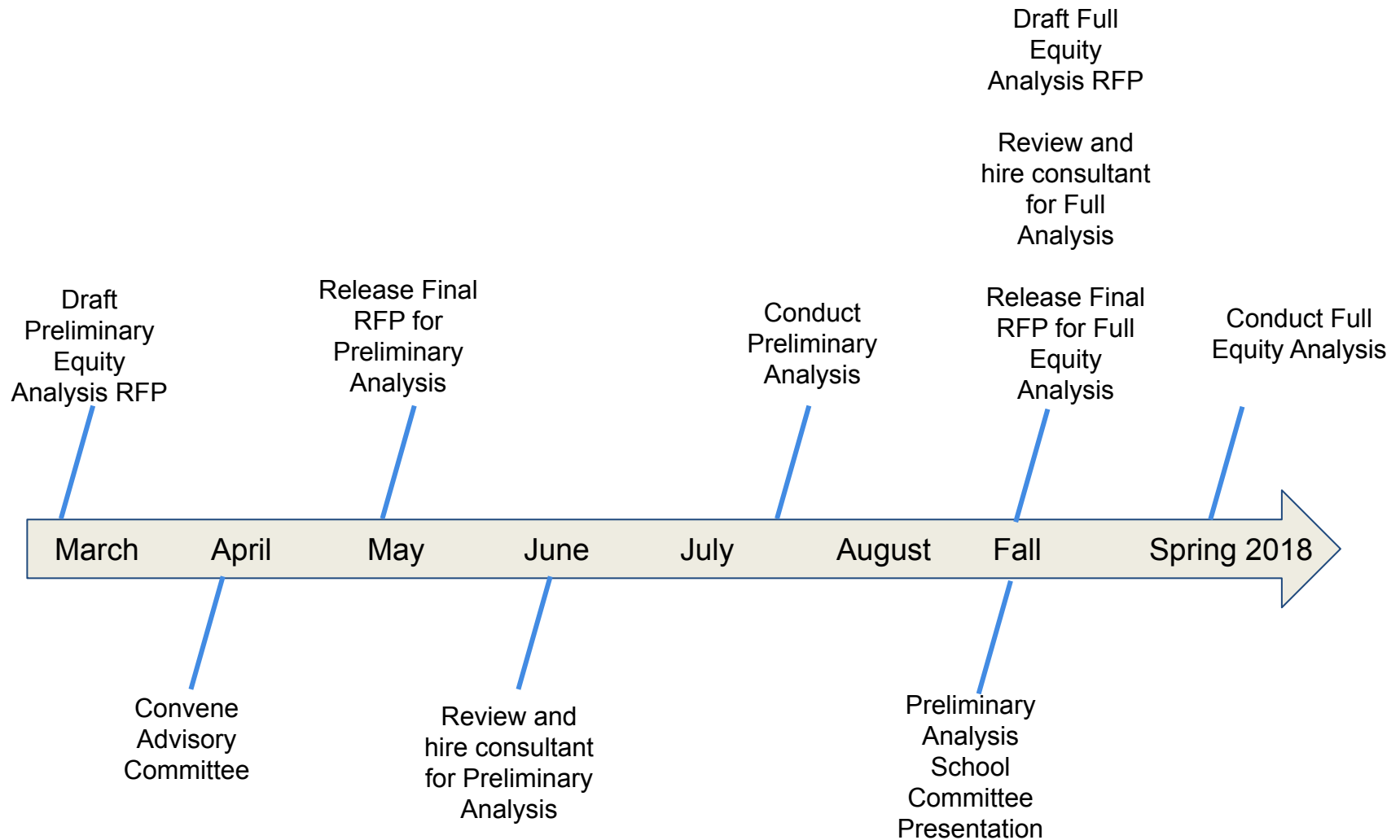
- Increasing— and better balancing— access to quality schools, especially for students with the lowest-level of access (in 2013)
- Decreasing the average distance a student would travel
- Protecting the diverse school communities we value today
- Increasing the likelihood a child will be in the same grade in the same school as other children nearby¹.

¹ From the District's cover letter to the EAC, for the Boston Public Schools: Improving School Choice - accompanying the MIT Report: Simulating Alternative School Choice Options in Boston (January 2013).

Overview of Equity Analysis Strategy

- Managed by the BPS Office of Engagement.
- Advisory Committee is forming consisting of members of the Offices of Engagement, Equity, English Language Learners, and Special Education, as well as members of the ELL Task Force, OAG Task Force, School Quality Working Group and Executive Cabinet.
 - Approve final Request For Proposals (RFP)
 - Oversee process of hiring consultant
 - Oversee the analysis (and subsequent analyses).
- Preliminary Equity Analysis to be conducted this summer with a school committee presentation in the fall
- Full Equity Analysis to be conducted SY17-18
- Subsequent Annual Equity Analyses

Timeline



Request for Proposals

Boston Public Schools is seeking an external consultant to perform a preliminary formative equity analysis of its Home-Based Assignment Plan data from 2014-2017 to determine whether:

- The plan's impact on school diversity
- Students attend schools closer to home
- Students have access through school choice to high quality schools
- Students attend high quality schools

Definitions of Quality

How does BPS and DESE define school quality and what impact do these various definitions of quality have on school choice lists? (How do BPS families define quality? Are these definitions aligned?)

1. **MCAS tiers**- (BPS construct) current conception of quality as Tier 1 & 2 schools*
2. **SQF**- (BPS construct)
3. **DESE levels**- (MA DESE construct)
4. **DESE percentiles and subgroup target ratings**- (MA DESE construct)

Focus Areas

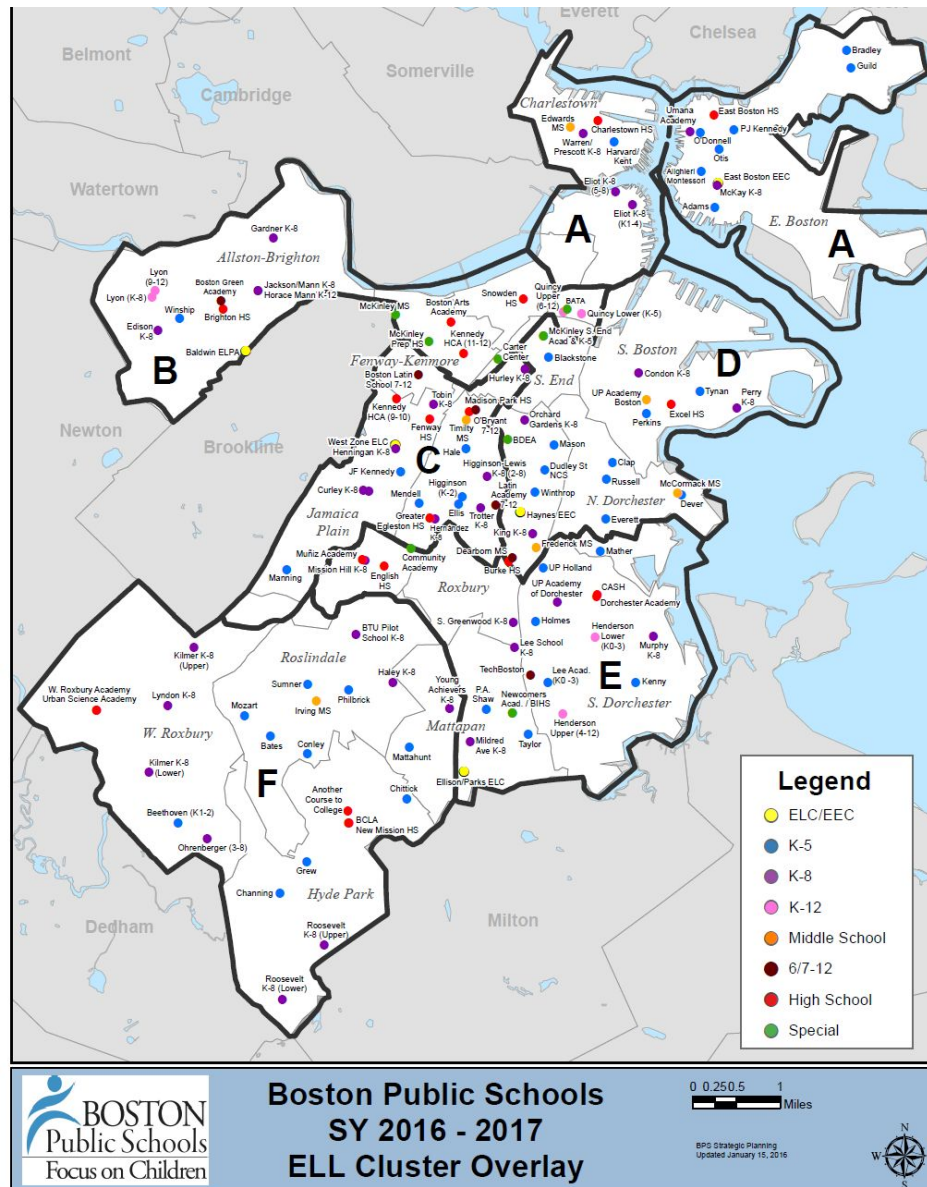
1. Equity of access to quality (schools & seats)
2. Probability (likelihood) of assignment
3. Proximity to home
4. Actual enrollment
5. Preservation of school diversity

Demographics and Subgroup Analyses

What schools are available to students (on their choice list)?

- neighborhood
- socioeconomic levels
- racial /ethnic group
- Home languages (or other language variable)
- subgroup overlays
 - Special Education
 - English learners
 - middle school pathways

ELL Overlay 2016-17



Next Steps?

-

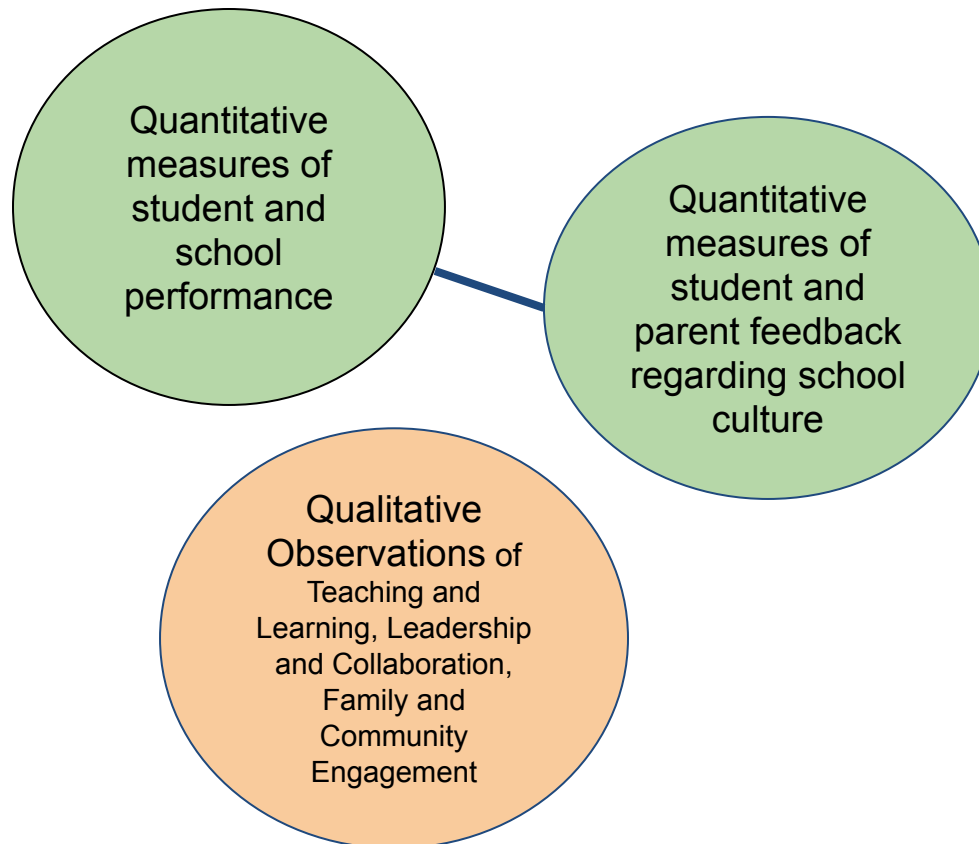
SCHOOL WALK-THROUGH PROCESS/FRAMEWORK

SQF Policy Context

- Five School Quality domains with outcomes set in stone
 1. Student Performance
 2. Teaching and Learning
 3. Family, Community, and Culture
 4. Leadership and Collaboration
 5. Student Access and Opportunities
- School Quality Framework Tiers will be updated every two years
- Data that informs Tiers will be updated and made public each year in the form of a “snapshot”
- Qualitative data will accompany Tiers and be refreshed each year

Why should we think about adding School Observations?

Given the multiple measures nature of the SQF, we may be missing one critical component



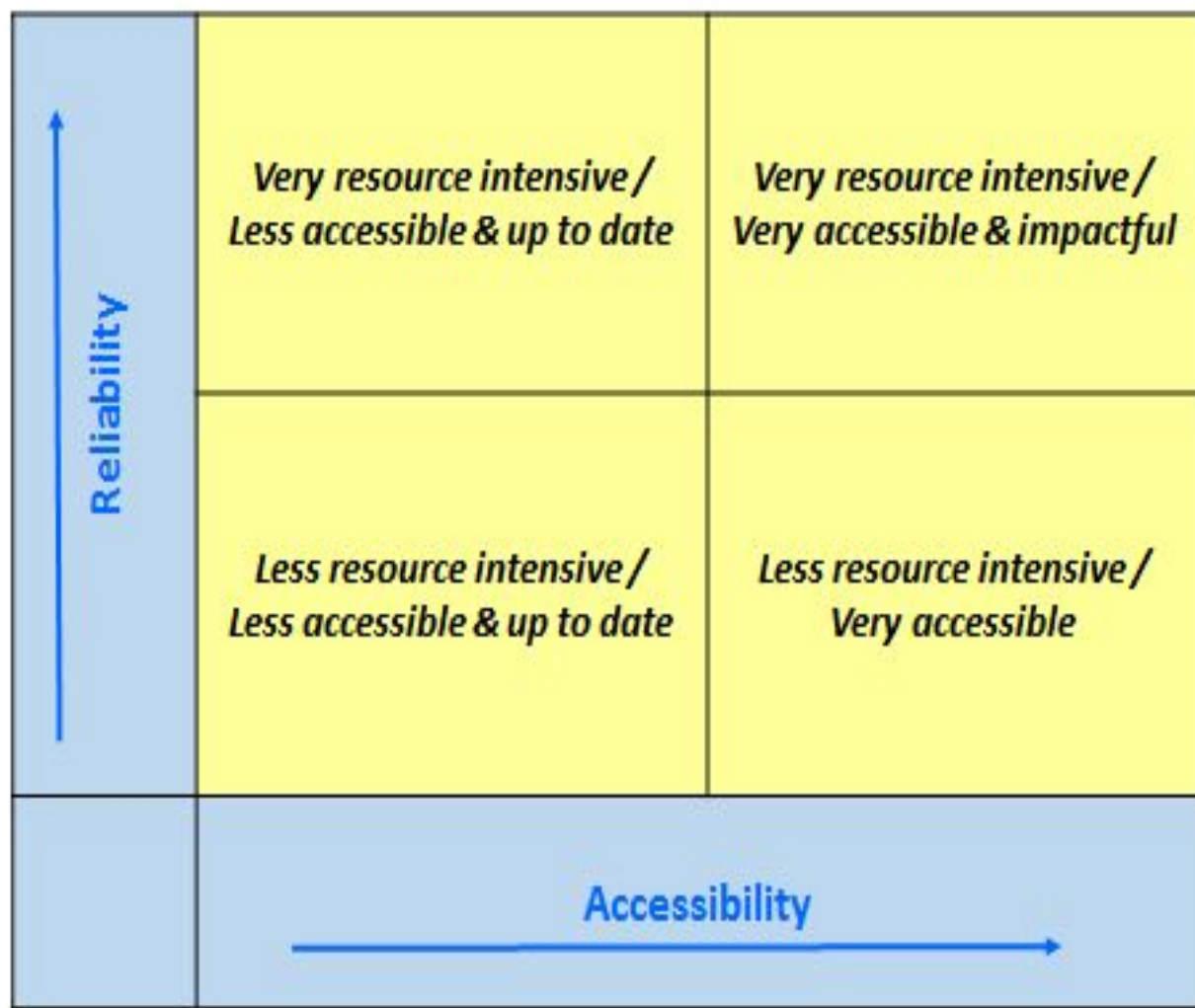
Important Decision Points:

- Which observation protocol would be used? Why?
- How often would each school be scheduled to be rated on the observation protocol?
- Who would complete the school observation? How much time / resources would be required?
- To what extent and how would calibration across school observations be ensured?
- How would the school observation data be used internally and externally?



Balancing Reliability and Accessibility

Managing Tradeoffs:

- ☐ Resources
- ☐ Reliability
- ☐ Access
- ☐ Action



Characteristics of possible observation models

 Reliability	<i>Very resource intensive / Less accessible & up to date</i> Every school every 4 years, highly calibrated, data made public, not as up to date, add on to quantitative data in Tier rating	<i>Very resource intensive / Very accessible & impactful</i> Each school every 2 years, highly calibrated, data made public, replacing a number of quantitative data points in domains and on outcomes
	<i>Less resource intensive / Less accessible & up to date</i> Every school every 4 years, low calibration, data made public, not incorporated into Tier rating in any way	<i>Less resource intensive / Very accessible</i> Every school every 2 years, low calibration, data made public, incorporated into domains/ outcomes in low stakes way
	 Accessibility	

Next Steps:

- Work with School Leaders and Instructional Superintendents to identify the the potential intersections with their work
- Come back to the SQWG II with model(s) that can help us to fulfill the need to incorporate observation as a measurement mode included in the SQF
- Identify the support(s) that will be required to execute selected model(s)

INTERIM ASSIGNMENT TIERS

Current Assignment Tiers

Discover

Jump to any step by clicking on it

STEP 1 search | **STEP 2 learn** | STEP 3 compare & rank | STEP 4 get ready!

Grade K2 + Add a child

Home-based

Below is a list of your Home-Based schools. To see more information on each school, please click the 'i' icon. You can also click the star icon to highlight your favorites.

To explore the details about the quality of your home-based schools, please visit your [Customized School Quality Report](#)

Name	Fit Score	Travel	Hours	MCAS Tier
★ Curley K-8 School		0.38 mi	8:30am - 3:10pm	2
★ Mendell Elementary		0.50 mi	9:30am - 4:10pm	3
★ Kennedy John F		0.54 mi	8:20am - 3:05pm	1

our [Customized School Quality Report](#)

	Hours	MCAS Tier
38 mi	8:30am - 3:10pm	2
50 mi	9:30am - 4:10pm	3
54 mi	8:20am - 3:05pm	1
75 mi	8:10am - 3:10pm	2

Schools on Home Based List:

- 2 Closest Tier 1 schools
- 4 Closest Tier 1 or 2 schools
- 6 Closest Tier 1, 2, or 3 schools
- 3 Closest Option Schools

Also on student lists:

- All schools within 1 mile
- Closest ELC/EEC
- Citywide schools, sibling schools, and additional programmatic option schools

MCAS Tiers

- **Current MCAS Tiers are based on 2 years of MCAS data:
ELA & Math (2012-2013 and -2013-2014)**
- Rankings are based on school proficiency and growth (Median SGP) with percentage of students proficient weighted twice as much as growth.
- Two years are weighted evenly
- MCAS Tiers were only calculated for schools with grades 3-8
- Challenges w MCAS Tiers
 - MCAS Tiers do not align with State Levels
 - Outdated data
 - Early Elementary Programs & Alternative Schools

MCAS Tier Data

School	ELA 2014		Math 2014		2013ELA		2013Math	
	ELA % Advanced / Proficient	ELA Median SGP	Math % Advanced / Proficient	Math Median SGP	ELA % Advanced / Proficient	ELA Median SGP	Math % Advanced / Proficient	Math Median SGP
School 1	38	58	46	68	30	51	40	41
School 2	51	55	51	44	46	61	49	56
School 3	20	41	33	57	25	53	37	54
School 4	55	41	55	44	56	42	57	47
School 5	58	48	47	65	45	34	34	42
School 6	31	43	28	53	20	34	14	52
School 7	26	40	37	43	31	62	26	41
School 8	36	49	48	72	49	54	44	71
School 9	39	47	41	45	37	51	42	64
School 10	63	41	71	66	63	72	63	62
School 11	52	51	40	53	51	49	41	42
School 12	50	50	28	65	45	56	31	49
School 13	31	59	47	64	17	26	36	53
School 14	33	47	44	59	34	49	30	41
School 15	46	50	39	50	46	54	49	57
School 16	55	42	35	38	57	48	41	47
School 17	87	71	91	71	85	60	83	59
School 18	28	52	43	67	24	44	25	57
School 19	49	45	47	34	40	54	46	59
School 20	46	46	23	41	53	63	40	62
School 21	38	51	44	52	34	38	46	45
School 22	50	58	43	49	48	61	47	58
School 23	30	29	33	42	25	30	25	54
School 24	29	71	50	74	24	48	30	57
School 25	65	74	67	70	60	62	55	49

MCAS Tier Calculations

School	2014				2013				Avg Rank - Proficiency Weighted Twice
	Percentile ELA Prof 2014	Percentile ELA SGP 2014	Percentile Math Prof 2014	Percentile Math SGP 2014	Percentile ELA Prof 2013	Percentile ELA SGP 2013	Percentile Math Prof 2013	Percentile Math SGP 2013	
School 1	30	79	47	89	15	45	44	15	42
School 2	63	70	68	23	59	83	63	60	62
School 3	4	20	21	68	13	55	36	56	29
School 4	72	20	75	23	78	16	76	31	58
School 5	79	43	51	81	56	6	28	20	48
School 6	16	28	14	54	4	8	1	53	18
School 7	5	15	25	20	16	85	11	14	21
School 8	26	47	56	95	64	59	53	93	57
School 9	32	41	35	27	26	45	49	79	40
School 10	89	20	94	85	89	99	84	75	82
School 11	65	56	33	54	68	39	46	18	49
School 12	60	52	12	81	55	71	21	40	45
School 13	19	84	52	80	0	0	30	55	35
School 14	22	41	42	72	23	39	19	15	31
School 15	49	52	27	43	58	63	64	64	51
School 16	74	26	22	7	79	36	48	31	45
School 17	100	95	100	94	100	79	99	73	95
School 18	7	60	41	88	6	23	8	64	30
School 19	57	36	49	2	39	59	56	71	48
School 20	48	38	7	14	70	91	45	74	46
School 21	31	54	43	52	20	11	55	28	37
School 22	58	79	40	38	61	83	58	68	58
School 23	15	2	20	16	10	3	10	56	16
School 24	14	95	62	96	9	34	20	64	41
School 25	91	99	86	93	83	85	73	41	82

Assignment Tier Options - Fall 2017

- 1. Keep MCAS Tiers the same (2013-2014 Data)**
 - a. More consistent tiers for BPS community
 - b. High stakes decisions made based on outdated data
- 2. Re-Calculate MCAS Tier based with current data with *Hold Harmless* provision**
 - a. Schools held harmless based on previous MCAS Tier (aligned with state methodology)
 - b. Available Data: 2015 PARCC, 2016 PARCC, 2017 MCAS 2.0
(2017 MCAS data will not be available until Fall 2017)
- 3. Other**
 - a. Data sources available: Utilize 2016 State Accountability Data: Levels, Percentiles, PPIs, etc
 - b. Other measures of school quality

DISCUSSION

Discussion

- Clarifying Questions
- Specific Feedback
- General Comments from BPS Presenter