BOSTON
Public Schools

School Quality Framework
The School Quality Working Group and Quality Tiers

Office of Data & Accountability
Office of Engagement
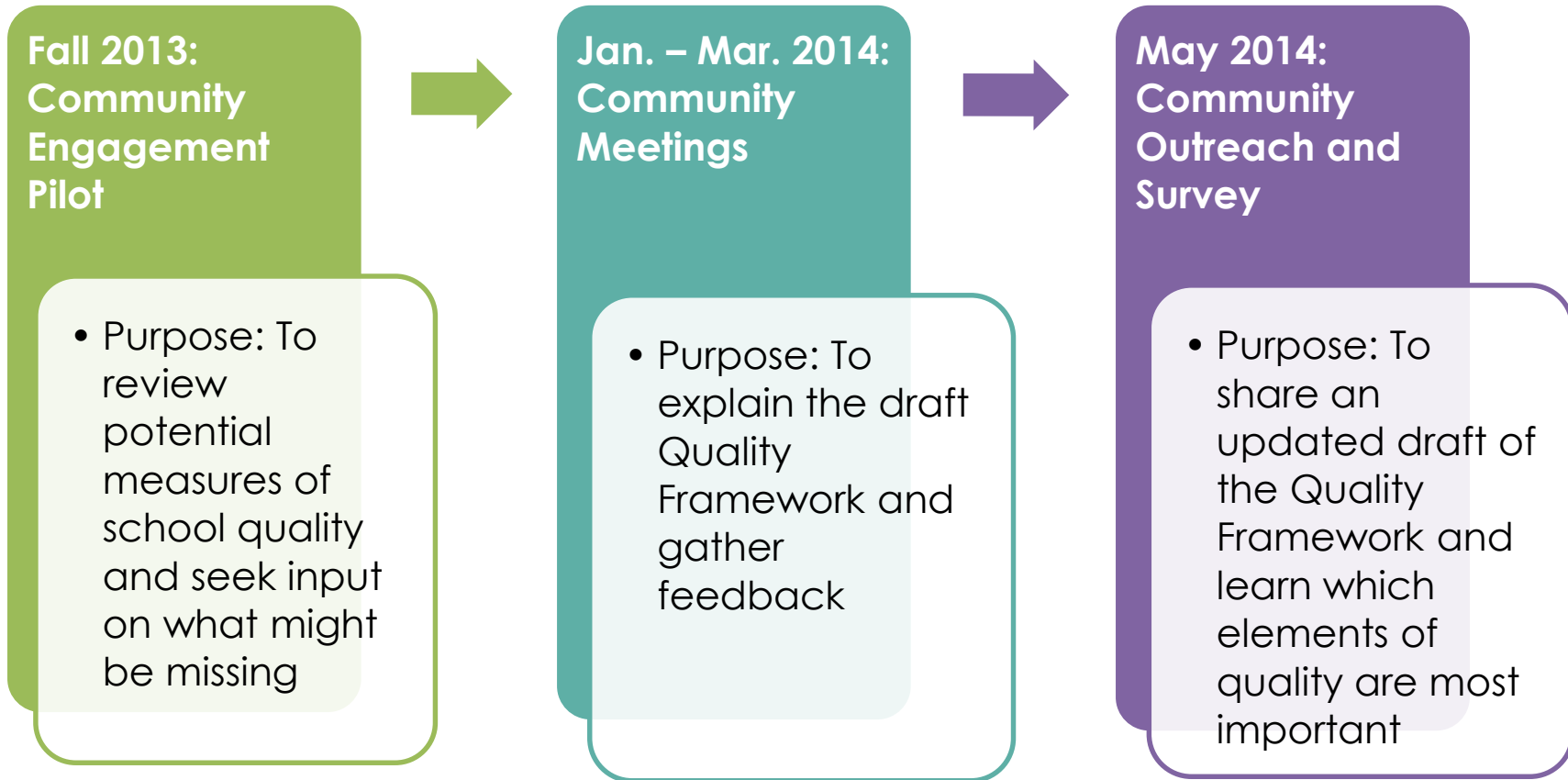Office of Opportunity Gaps

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)

…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

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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 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

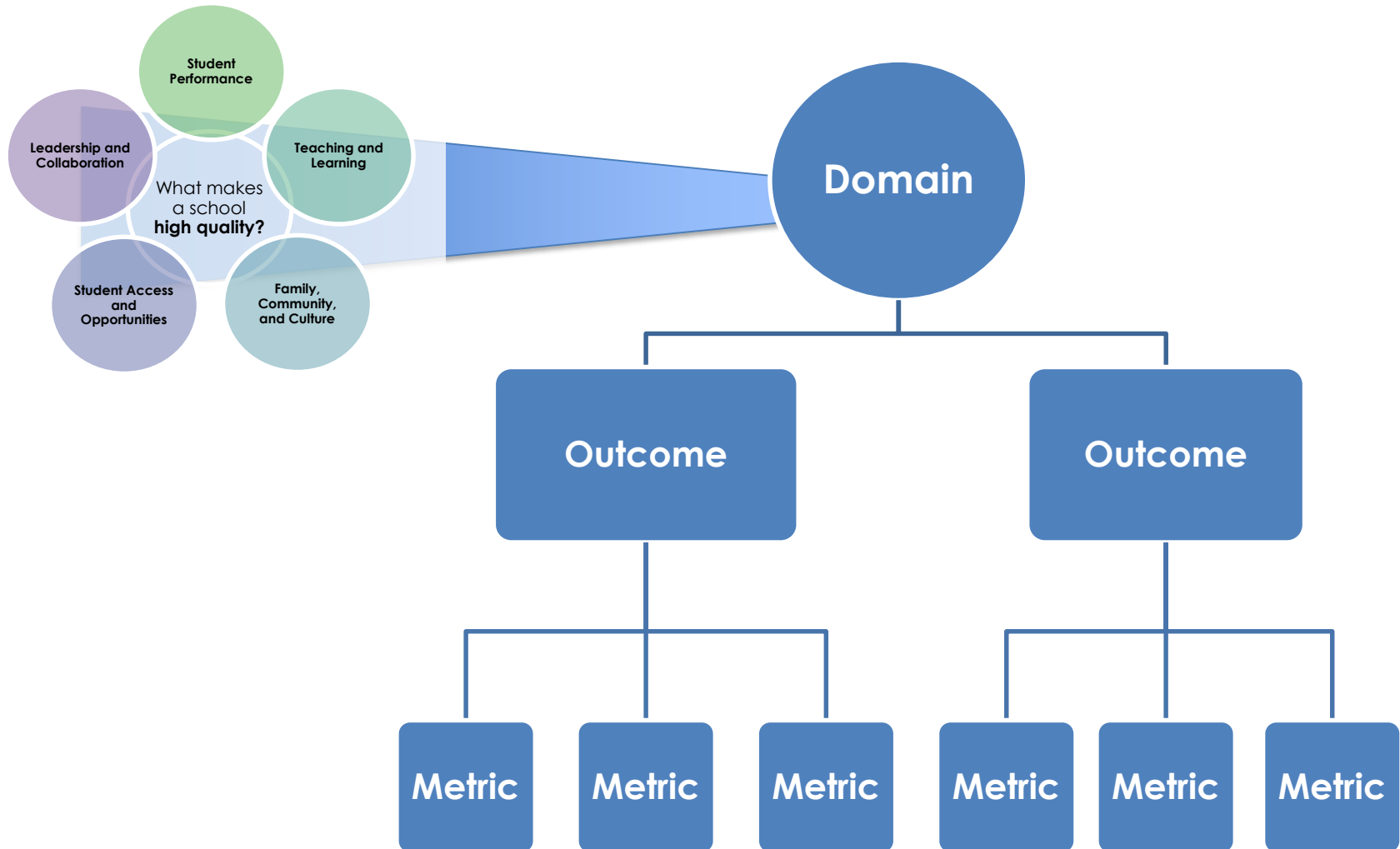 - **To educate stakeholders** about the many aspects of school quality

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A Holistic Measure of School Quality

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

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

- 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

School Quality Domains
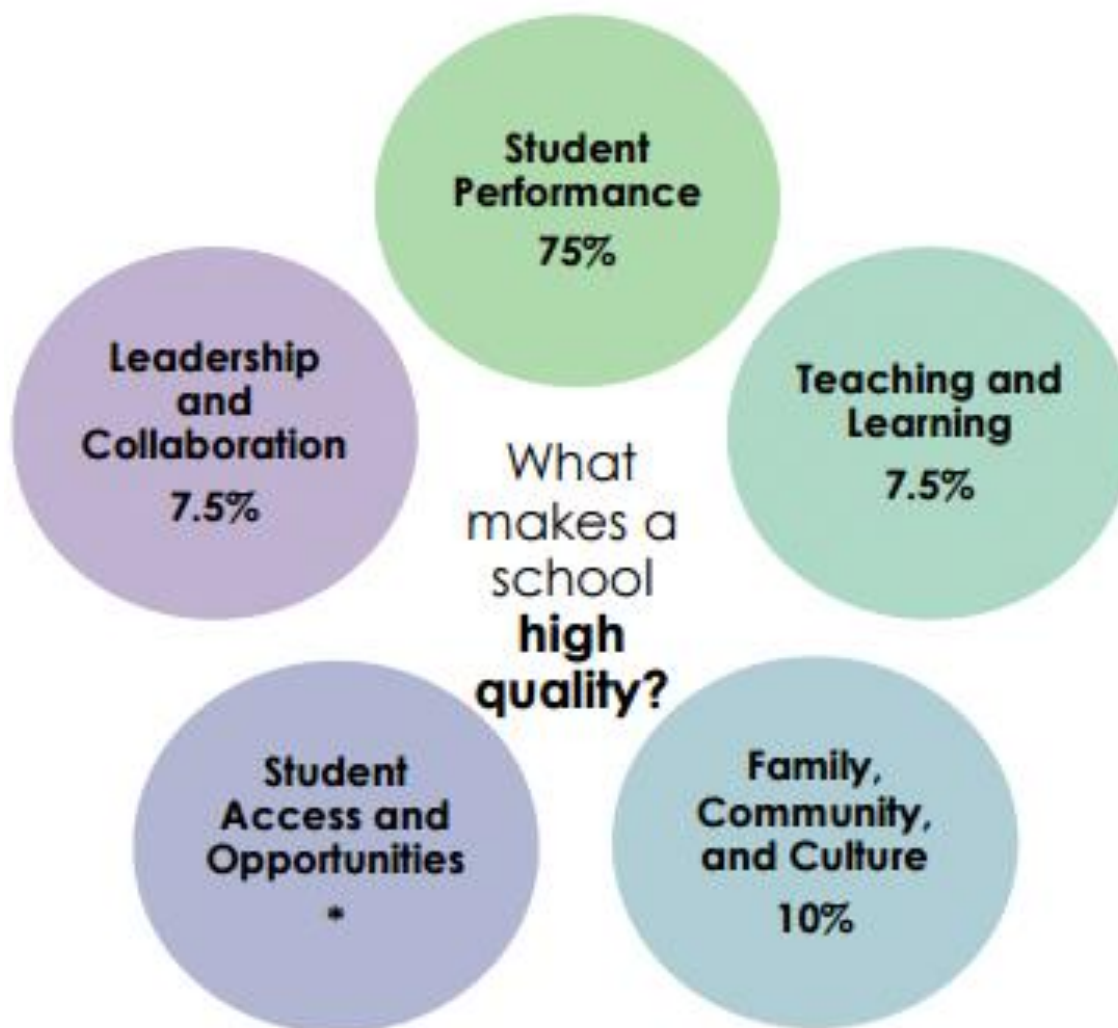
Structure of School Quality Domains

DiscoverBPS and SQF

discover.bostonpublicschools.org

Dynamic SQF Reports – Screenshot 1

SQF Implementation Timeline

2012
External Advisory Committee

2013
School Quality Working Group

Fall 2014
SQF Passed by School Committee

Fall 2015
Implement-ation Delayed

Fall 2016
Schl Comm Re-engaging SQWG

Fall 2017
SQF used for registration

Nov 2018
SQF used for registration

Annual calculations and analysis of SQF
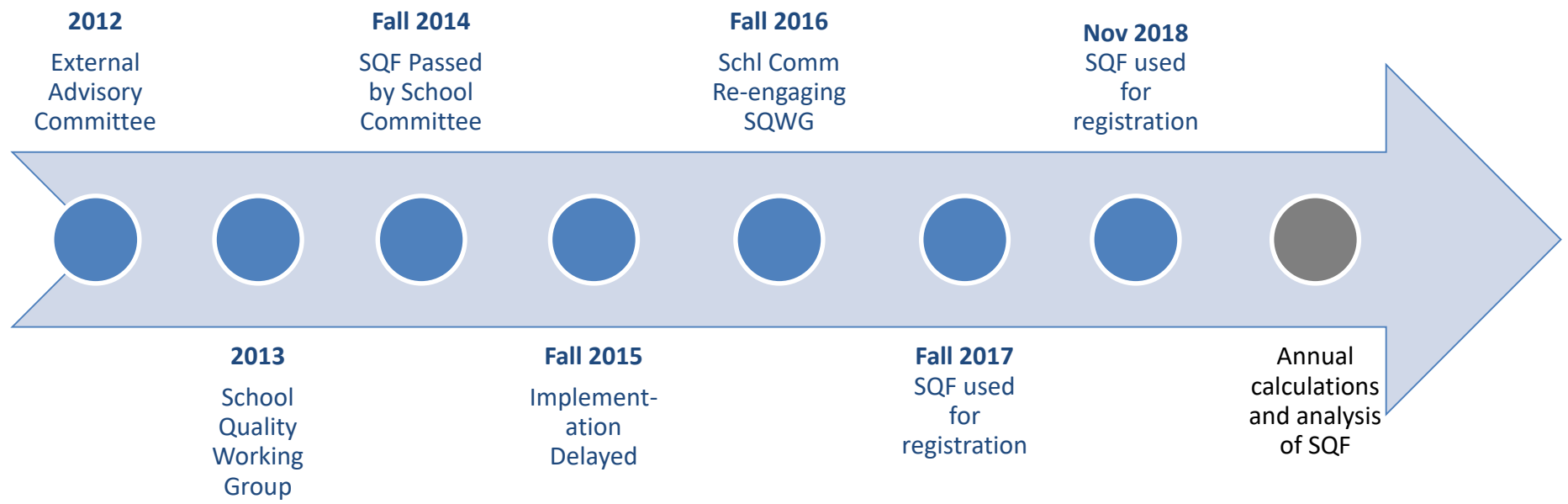
School Quality Working Group II

School Quality Working Group II meeting members. It is a public meeting.

Hardin Coleman (chair)

Craig Lankhorst

Marinell Rousmaniere

Paul Tritter

Student Representative

Alexis Gonzalez

Parent Representatives

Franklin Peralta

Josh Weiss

Michelle Cannon

Gloria West

School Leader Representatives

Tony King

Steve Cirasuolo

BPS Staff

Lisa Harvey (OoE)

Monica Roberts (OoE)

Mary Dillman (ODA)

Barry Kaufman (OoE)

Eric Hankwitz (OIIT)

Jake Stern (ODA)

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Proposed Implementation Changes

Update to Calculation Policy - Proposal

Current Policy: Details calculation and scoring methodology for each individual metric.

Proposed Change: Maintain SQF Policy document, Domains and Outcomes. But provide flexibility for the district to adjust metrics based on data source changes and opportunities to refine metrics.

Example Changes for SY19-20

- Climate survey participation scoring metrics

- Attendance metric

- New Science Proficiency Metric

Removal of Tier 4 Override - Proposal

Current Policy: The SQF policy from 2014 states:

> "Regardless of Quality Score, any school determined by the State to be a level 4 or 5 will automatically be given Tier 4 status in the Quality Framework."

Proposed Change: Calculate and display tiers as calculated like all other schools.

Example of schools impacted in SY18-19

School	Tier without Override
UP Academy Holland	1
English High School	2
Madison Park	3
Grew Elementary	3
Channing Elementary	3

Turnaround School Not Impacted in 18-19: Brighton, Dearborn, Excel, Dever

Tier Update Frequency - Proposal

Current Policy: Tiers for school assignment were not designed to change every year. However, the School Quality Working Group was designated to review the appropriate update frequency.

Proposal: Update assignment tiers every year, and provide families all schools from the two most recent calculations.

Example School List: 2300 Washington St, Roxbury, 02119

School	2019 Tier	2018 Tier
Orchard Gardens K-8 School	3	2
Hale Elementary	1	1
Hurley K-8 School	1	1
Mason Elementary	3	3
Tobin K-8 School	3	1
Blackstone Innovation School	4	2
Winthrop Elementary	2	2
Ellis Elementary	1	4
Hernandez K-8	2	2
Mendell	2	1

High School Tiers in DiscoverBPS - Proposal

Current Policy: The existing SQF policy does not call for differentiated implementation for high school versus non-high schools, even though high schools do not require tiers for student assignment. However during the initial implementation of SQF Tiers in 2017 high school tiers were not displayed in DiscoverBPS.

Proposal: Reaffirm that high school tiers will be by displayed in DiscoverBPS.

Current Display:

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Opportunity & Access Domain - Proposal

Current Policy: The Access and Opportunities domain was not completed due to a lack of data sources that accurately measure the outcomes delineated.

Proposal: Begin to collect data on opportunities and access centrally. Display list of available metrics, and make information available to families.

Opportunities and Access – Data Currently Available

- Advanced Work Class/ Excellence For All
- Advanced Coursework (HS)
- Arts Index
- Career & Technical Ed Programs
- Dual Language Program
- Dual Enrollment (HS)
- Early Learning (K0, K1)
- Extended Learning Time
- International Baccalaureate Program (HS)
- Health Awards
- Librarian (FT/PT/Para)
- Partnership Programming
    - Academic, Enrichment, Arts
    - College & Career Readiness
    - SEL/Well
- Psychologist and Counselors
- 10 Boys/10 Girls

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Feedback

https://tinyurl.com/SQF-Feedback

Appendix

Student Performance

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
		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

Teaching & Learning

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.	

Family, Community & Culture

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 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

*Sixth Grade and Higher

Leadership & Collaboration

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.	

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 initial proposed Student Access & Opportunities metrics were not statistically sound

- The SQWG did not include any metrics from this domain for the first version of the School Quality index

- Instead, key opportunities were included in the lists of attributes through DiscoverBPS

Original 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	

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