



Recommendations of School Quality Working Group

The School Quality Working Group (SQWG) was established by the Boston School Committee in May 2013 to continue the efforts of the External Advisory Committee (EAC) to identify the core indicators of school quality. The working group, originally Co-Chaired by Meg Campbell and Hardin Coleman (Rahn Dorsey replaced Hardin Coleman when he was asked to be part of the Superintendent Search), was made up of 22 volunteer members who consistently met at least twice a month since May of 2013 and took their responsibility to the City, its' students, and its' community very seriously. Between committee meetings open to the public and a set of organized community touch points, the workgroup held over 40 meetings throughout sixteen months, continuously updated the BostonSchoolQuality.org website with up-to-date materials, and created online surveys to regularly obtain public input.

The committee also examined the recommendations of the EAC, the BPS Policy on Eliminating the Achievement Gap, the work of the 2004-2005 Quality Work Group appointed by the Boston School Committee, the Seven Essentials of Whole School Improvement, the Five Core Elements of Family and Student Engagement in BPS, and research of best practices in other large urban districts to guide their considerations.

Acknowledging that work needed to be completed in multiple areas, the group split into three subcommittees (Metrics, Policy and Implementation, and Community Engagement) and charged themselves with the following:

- **Metrics**
 - o Make recommendations on design of the quality measure (priorities, indicators, metrics, etc.)
 - o Determine how to weight and quantify the various components of the quality measure
- **Policy and Implementation**
 - o Recommend policies for an overall reporting system for schools based on the quality measures recommended by the Metrics Subcommittee as well as other school quality preferences as identify by the Community Engagement Subcommittee.
 - o Make recommendations on other policy issues regarding use and implementation

- **Community Engagement**

- Engage in a collaborative process with students, families, teachers, school leaders, and community stakeholders to:
 - Foster opportunities for input and feedback throughout the development of school quality measurements and policies for an overall accountability system
 - Understand the mission of the SQWG and share information and on-going process

Throughout the entire process, community engagement was critical. The group reached out to the community during several key moments of the Framework's creation:

1. In the fall of 2013, 200 community members were engaged in a pilot to review potential measures of school quality and asked to give input on what might be missing.
2. At a series of community meetings in early 2014, more than 150 individuals (including students) gave their feedback on the draft set of domains and outcomes the SQWG had developed.
3. After an updated version of the Framework was drafted, the SQWG developed an online survey to collect input on which components of a quality school were most important. This survey was developed in multiple languages and was completed by over 400 people.
4. The Community Engagement subcommittee has continued to meet post SQWG vote to outline an ongoing strategy for stakeholder education. For the framework to be meaningful and useful messages to parents, school leaders, and the community has to be clear, impact on family's needs to be thoroughly explained, and district initiatives must be aligned.

While no single measurement can ever capture the full range of characteristics that make a school "high quality" to each student or family, the SQWG has worked to develop a comprehensive School Quality Framework that looks at the broad range of measures of school quality. The Framework reflects both the quantitative and qualitative conceptions of quality. The below summary, Policy and Implementation document, and attached appendices are inclusive of the recommendation voted on unanimously by the SQWG on Wednesday, September 3, 2014.

School Quality Domains

Each school¹ will be held accountable for 21 outcomes in the following five domains:

Student Performance
Teaching and Learning
Family, Community and Culture

¹ Schools will only receive a quality tier if they have state assessment metrics available.

Leadership and Collaboration
Student Access and Opportunities

See Appendix A for the full list of outcomes associated with each of the five domains.

School Quality Metrics

To measure progress towards these outcomes, a combination of performance and perception metrics have been identified for each outcome in the School Quality Framework². Metrics were selected based on their reliability, relevance, and replicability as well as their distribution across schools, correlation with student achievement, and value across the City. The SQWG also recognized that there were outcomes the group intended to measure, but strong and reliable measures were not currently available.

See Appendix B (1) for full list of School Quality metrics and weights.

School Quality Attributes

Based on analysis, most of the proposed Student Access and Opportunities metrics are not statistically sound. While BPS works to explore alternative ways to measure these outcomes in the future, the SQWG recommend this domain be tabled for the first version of the School Quality Framework. The SQWG also recommends that key opportunities/characteristics of schools are included in a list of attributes through DiscoverBPS. Using this platform, parents will be able to sort schools by characteristic as well as obtain specific information on school attributes through the school's profile page.

The committee also recommends the District continue to perform ongoing analysis on metrics to ensure the achievement and growth of students with disabilities, English language learners and low income students are appropriately represented throughout the Framework.

See Appendix B for recommended metrics for exploration in the future (2), and list of current and suggested attribute list (3).

Domain Weights

The SQWG recommend the following weights be implemented for each domain area:

DOMAIN	WEIGHT
Student Performance	75%
Teaching and Learning	7.5%
Family, Community and Culture	10%

² Not all metrics in the Quality Framework can be measured at each school level.

Leadership and Collaboration	7.5%
Student Access and Opportunities	*

*As noted above, the SQWG recommends giving no weight to the Student Access and Opportunities domain until more reliable and replicable metrics can be explored. School attributes in which the group believed promoted access and opportunity will be available for parents to view on the DiscoverBPS website.

Domain weighting will have to be revisited once quality metrics for the Student Access and Opportunities domain are available.

See Appendix C for description of how domain weights were decided.

Growth vs. Proficiency

There are a handful of metrics in the Student Performance domain that either measure student growth or student proficiency. Based on research from other large urban districts, community feedback, and SQWG values, the following is the recommended distribution of weights for these types of metrics.

STUDENT PERFORMANCE METRICS	WEIGHT
Growth	2/3
Proficiency	1/3

See Appendix D for description of how performance weights were decided.

Calculating Metric Scores

Based on State methodology as well as historical data, the SQWG recommends a school be given 0, 25, 50, 75, or 100 points for each metric applicable to them in the Framework. A document which outlines how these points are awarded for each metric is forthcoming.

Tier Cut Offs

Currently, to determine school tiers, schools are ranked only on the basis of their MCAS proficiency and growth scores, and then the list is divided into four equal parts. The top 25% of schools are considered Tier 1, the second 25% of schools Tier 2, and so on. The SQWG has developed a method of determining school tiers that looks at a more comprehensive set of measures and divides tiers based on absolute quality rather than quality relative to other schools.

The SQWG recommends that after each metric is given an index score and growth, proficiency, and domain weights are employed a school receives an overall Framework score between 1-100 with the following tier cut-offs

QUALITY SCORE RANGE	TIER
65+	1
55-65	2
45-55	3
0-45	4*

The cutoffs above provide a 10 point margin of error for schools to become Tier 1. Schools that score below 45 points are determined to be Tier 4: these schools are generally not showing progress towards targets.

*The SQWG also recommends that 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.

Assignment vs. Snapshot Tier

The SQWG was very conscious about how changes in Tiers may affect the schools on a choice list. The committee felt strongly that parents need consistency as well as up to date information. Because of this, the group proposes two types of tiers:

- Assignment Tier: Used to create school choice lists
- Snapshot Tier: Based on most up-to-date Quality score for a school.

Implementation

The following are the SQWG's recommendations on implementing the new School Quality Framework.

Where can schools, parents, community members, etc. find information on School Quality?

- Implementation of the Quality Framework (including attributes and characteristics of schools) should be built into the existing school choice website, DiscoverBPS.

How often should tiers be updated based on the schools most recent data?

- Snapshot Tier: Updated annually using most recent school data and meant to give an up-to-date overview of quality at a school.
- Assignment Tier: Held constant for the first three years to allow adequate time to observe and evaluate the effects of the new assignment tiers.

Should Assignment Tiers be updated after three years?

It is difficult for the SQWG to make recommendations on updating assignment tiers without more data on the effects of changes. The SQWG recommends the School Committee convene a stakeholder group to analyze the data from the first three years and determine the best method of updating assignment tiers. The following topics should be examined:

- Assignment Tiers
 - o How much stability is there in the snapshot tiers from year to year?
 - o Does the snapshot/assignment tier represent actual quality of the school?
 - o What would the impact on transportation costs be if assignment tiers were updated?
 - o Should Tier cut-offs be altered?
 - o What would be the impact on predictability for parents?

- Grandfathering

- Metrics
 - o Reliability and relevance of metrics over time
 - o Change of metrics with District change of assessments and/or evaluations
 - o Can/should additional metrics be added to the Framework?

See attached Policy & Implementation document for full text of policy and implementation recommendations

DiscoverBPS

Recognizing the importance of sharing data transparently and the need to avoid overwhelming parents with too much information, the following is recommended based on the resources available to the District and the capacity to make changes to the DiscoverBPS website before school choice season begins:

- As much information as possible should be made publicly available to parents
- Terminology used in the data reports should be clearly defined
- Each school's snapshot tier should be easy to find on the website
- The DiscoverBPS website should include a page of school-specific information on quality attributes and links to other relevant information
- Families should be able to sort schools based on a variety of characteristics
- The District should explore ways to make quality improvement plans more transparent
- BPS will work to ensure all families have access to information

See attached Policy & Implementation document for full text of policy and implementation recommendations

Communication

The SQWG recommends continued community engagement with Principals, school leaders, teachers, parents, and the community in order for all stakeholders to interpret the Framework, as well as understand the process, recommendations, changes, and impacts of the new Quality School Framework. The group further recommends a simplified definition of school quality be developed and highlighted in each of these communications.

School Committee Responsibilities

The School Committee should continue to review school choice data annually to determine how well the Quality Framework is serving the community and whether its implementation should be modified. As necessary, the School Committee will ask external stakeholders to monitor the equity and impact of these changes to certify that the district is kept accountable for implementing the system faithfully and equitably.

Next Steps/Key Dates

- Week of September 8th: Recommendation to Superintendent and Cabinet for review
- Week of September 8th: Quality Framework is explained to Network Superintendent's and School Leaders
- September 17th: SQWG presentation to Boston School Committee
- Week of September 22nd: SQWG to hold at least one community meeting to begin explanation of Framework to Boston families
- October 1st: Boston School Committee to vote on Quality Framework
- November 1st: School choice season begins
- Ongoing:
 - Schools, families, and community are given continued opportunities for engagement
 - Boston School Committee ensures monitoring procedures are implemented

Policy and Implementation

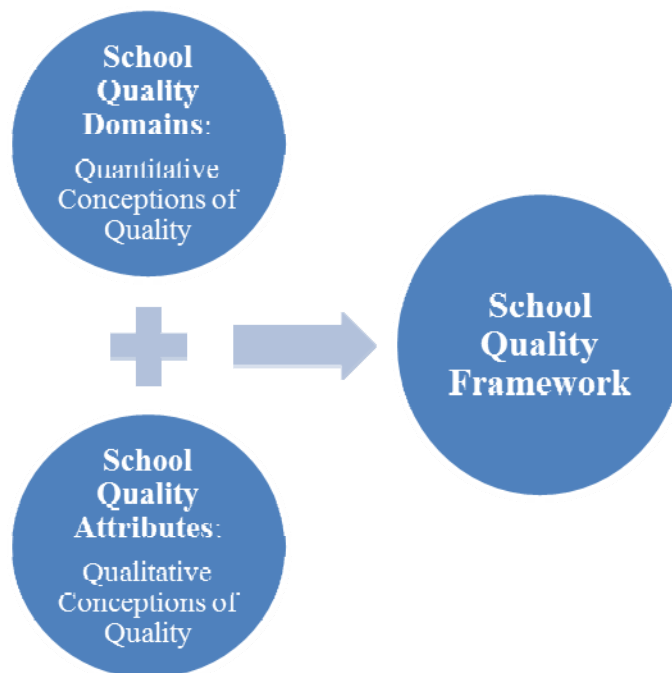
Recommendations of the School Quality Working Group

September 3, 2014

Introduction

Throughout the process of examining and improving school choice in 2012-2013, the Mayor’s External Advisory Committee on Student Assignment (EAC) heard from families across the city about the importance of school quality. From their comments and testimony, it became clear that school quality encompasses a wide range of measures. As part of its recommendation for a new system of school choice, the EAC proposed a four-tiered system to rank schools based on students’ performance and growth on MCAS exams. However, recognizing that this was a temporary and insufficient way to measure school quality, the EAC also included several other recommendations related to school quality, including the creation of a separate task force to develop a more expansive way to look at quality.

Based on this recommendation, the School Quality Working Group (SQWG) was established by the School Committee in May 2013 to continue the efforts to identify the core indicators of quality. While no single measurement can ever capture the full range of characteristics that make a school “high quality” to each student or family, the SQWG has worked to develop a comprehensive School Quality Framework that looks at a broad range of measures of school quality. The Framework will reflect both quantitative and a qualitative conceptions of quality.



The quantitative component, based on five core domains of school quality that are associated in research with student achievement, aggregates various measurements of school performance. Meanwhile, the qualitative component describes features or attributes of a school that may play a role in school quality for some families and students (such as school hours, after-school programs, or athletics opportunities).

Purpose and Goals of the Quality Framework

The School Quality Framework developed by the SQWG has several purposes. First, the Framework will inform school choice. The framework gives students and families a brief overview of key school characteristics, as well as easy access to more comprehensive information about a wide range of characteristics that they can use as a reference as they investigate their school choices. In addition, the domain scores will be incorporated as a part of the assignment process by helping to determine the potential school choices available to students. The overall measurement that schools receive on the five core domains will be used to place each school into an assignment tier. Students will have access to the closest two schools from the top-quality assignment tier, the closest four schools from assignment tiers 1 or 2, and the closest six schools from assignment tiers 1, 2, or 3. Because of its role in determining these assignment tiers, the Quality Framework not only provides information to families, it also plays a fundamental role in determining school choices available to students.

Second, in addition to informing the school choice process, the Quality Framework also ensures that there is transparency around school quality in order to promote greater public accountability. Using the range of qualitative and quantitative components of the Framework, all stakeholders will have the information they need to evaluate for themselves, based on their own values, the quality of any one school. By making clear where there are assets or gaps in student performance and student opportunities, the Framework will allow the community and Boston Public Schools to engage in more informed and focused conversations about school quality. In this way, the Framework serves as a powerful tool not only for students and families, but also for a variety of other stakeholders: teachers, school leaders, other school and district staff, community-based organizations, potential funders and supporters, officials of the Commonwealth, and all Boston residents and taxpayers who wish to monitor the performance of their city's schools.

Beyond these two primary purposes, the Framework will also serve to educate stakeholders about the many aspects of school quality. By engaging in a year-long discussion and incorporating the feedback of students, parents, and community members, the SQWG developed a broad-based description of quality that goes well beyond test scores. We hope that the Framework will help to broaden stakeholders' thinking about the many factors that others view as important to school quality. Furthermore, while it has not been part of the core charge of the SQWG to determine follow-up actions to improve or sustain school quality, we expect that the Quality Framework will be an important tool to inform school and district-level decision-making and to identify successes to be shared and areas for targeted support at the school and district levels.

Relation to State Accountability System

While the Quality Framework will serve a number of important purposes, it is not the sole accountability measure that applies to schools in BPS. Schools will continue to receive a state-designated "accountability and assistance level," ranging from level 1 to level 5. The Massachusetts Department of Elementary and Secondary Education determines a school's level by examining the school's progress toward narrowing proficiency gaps on the state MCAS exams in English language arts, mathematics, and science. Both proficiency rates and growth on MCAS factor into a school's level designation, as do dropout and graduation rates for high schools.

Although State accountability and assistance levels may offer less information about schools than the Quality Framework, which is based on several years of community conversations about quality and looks

at many more measures than the state’s accountability system, we recognize that state accountability and assistance levels must and will continue to impact district decision-making, particularly decisions about how to address low performance in schools designated at lower accountability and assistance levels. Therefore we recommend that, regardless of Quality Framework score, any school receiving a State accountability level of 4 or 5 remains a tier 4 school for assignment and snapshot purposes.

Developing the Quality Framework

In developing the Quality Framework, the School Quality Working Group was guided by previous conversations and existing documents related to school quality. In particular, the SQWG examined the recommendations of the External Advisory Committee on Student Assignment, the BPS Policy on Eliminating the Achievement Gap, the work of the 2004-2005 Quality Work Group appointed by the Boston School Committee, the Seven Essentials of Whole-School Improvement, and the Five Core Elements of Family and Student Engagement in BPS. The SQWG also learned about the district’s recent work to develop both a school performance index and student opportunity index and reviewed the efforts of other large urban districts to do the same. In the fall of 2013, the SQWG also engaged nearly 200 community members in a community engagement pilot to review potential measures of school quality and seek input on what might be missing.

While using these sources to generate a list of quality measures, the SQWG organized into three subcommittees focused on different tasks. The charge of each subcommittee is outlined below.

Metrics	Policy & Implementation	Community Engagement
<ul style="list-style-type: none"> • Make recommendations on design of the quality measure (priorities, indicators, metrics, etc.) • Determine how to weigh and quantify the various components of the quality measure 	<ul style="list-style-type: none"> • Recommend policies for an overall reporting system for schools based on the quality measures recommended by the Metrics Subcommittee as well as other school quality preferences as identified by the Community Engagement Subcommittee • Make recommendations on other policy issues regarding use and implementation 	<ul style="list-style-type: none"> • Engage in a collaborative process with students, families, teachers, school leaders, and community stakeholders to: <ul style="list-style-type: none"> ○ Foster opportunities for input and feedback throughout the development of school quality measurements and policies for an overall accountability system ○ Understand the mission of the SQWG and share information and on-going progress

To develop the quantitative component of the Quality Framework, based on five core domains of school quality, the SQWG developed the following structure and common vocabulary to use in thinking and talking about each component of a quality measure.

Most outcomes also have one or more **Metrics**, which are the specific data points that are available to measure schools’ progress toward outcomes. To develop this list of metrics, Boston Public Schools researched how other districts around the country measure school quality and compiled these into a list of nearly 150 potential metrics. Staff then assigned each metric a score by assessing three factors:

- Reliability

- Relevance
- Replicability

Using these scores, BPS staff created a refined list of top-rated metrics, and members matched these with the appropriate outcomes to generate a draft of the Framework.

While the internal analysis of metrics was progressing, in the first few months of 2014, the SQWG went back to the community to gather feedback on the draft set of domains and outcomes they had developed. At a series of community meetings, members of the SQWG talked to more than 150 attendees to explain the process of developing the Framework and gather feedback on what could be changed or adapted. Three of these meetings were with student groups so that their experiences and ideas inform the final Framework.

Having assembled an updated version of the Quality Framework, the SQWG launched another round of community engagement meetings. In this round, SQWG members sought to learn which components of a quality school are most important to families in order to help develop recommendations for how to assign weights to the various categories. The SQWG developed an online survey to collect input on this question in multiple languages. In addition, SQWG members, BPS staff, and student volunteers talked to families at Parent University and encouraged attendees to complete the online survey. In all, the survey yielded 418 responses, including many responses in languages besides English.

While the Quality Framework was being developed and shared with the community, SQWG members were also working to define the purposes of the Framework and to develop a set of recommendations on how it should be implemented and updated. These recommendations are described below in the section on “Implementing the Quality Framework.” These recommendations, along with the Quality Framework, were presented to the School Committee on June 4th and approved unanimously on June 18th.

After the School Committee approval of the Quality Framework, BPS began collecting the final data for each metric and analyzing that data. Several metrics were recommended for exclusion at this point based on the lack of available data. All other metrics were examined to ensure that they met the following criteria for successful metrics:

- Exposes meaningful differences between schools
- Measures the quality of the school rather than the characteristics of the school’s population
- Correlates with student success
- Measures something substantially different from any other metrics
- Stays relatively stable from year to year

The results of these analyses, along with a recommendation on each metric, were presented to SQWG members at working groups and at a committee meeting in August. At the same time, the Office of Data and Accountability was working to determine appropriate cut-offs for each metric based on defined targets. Targets come from various sources, including state guidelines and historical data. Using these cut-offs, each metric score was converted to an index score of 0, 25, 50, 75, or 100, as shown below. By combining the index score for each metric, the quality index will be able to assign a single score to each school that can be used to determine a school tier.

0 points	In cases where there are currently no available metrics that are sufficiently reliable, relevant, and replicable to measure outcomes, the SQWG has offered recommendations on seeking and developing additional metrics (see p. 11). In particular, members emphasized the importance of developing reliable and relevant metrics to measure the Student Access and Opportunities domain, which currently lacks quantitative metrics that can factor into the final quality tier.
25 points	
50 points	
75 points	
100 points	

Although the Student Access and Opportunities domain does not currently include any metrics, and therefore will not be included in the calculation of the school quality tier, many student opportunities are included on the DiscoverBPS site for families to explore as they consider their school choices. Members prioritized their top choices from a list of potential new school attributes, and most of these attributes will appear on DiscoverBPS this fall. For instance, families will now be able to sort schools based on whether they offer before- and after-school programs, guidance counselors, and inclusive programs, among other characteristics.

While the analysis of each metric was proceeding, members were also able to compare how school quality scores are weighted in other districts and states in order to recommend a weight for each domain. Using this information and the results of the community survey, members shared their recommendations on how BPS should weigh each domain. In addition, members provided recommendations on how growth and proficiency metrics should be weighted within the Student Performance domain. These weights, along with the final list of metrics and an updated version of the policy statement, will be reviewed and approved by members before they are presented to the Superintendent's office as the official recommendations of the School Quality Working Group.

Implementing the Quality Framework

At its inception, the School Quality Working Group was charged with determining a better measure of school quality for implementation starting in the fall of 2014. In keeping with this charge, the Quality Framework will be available to report school data on DiscoverBPS beginning in the 2014-2015 school year (based on data collected the previous year). The SQWG recommendations for how to update school tiers and display data on school quality are described below.

Updating School Tiers and Assignments

Currently, to determine school tiers, schools are ranked on the basis of their MCAS scores and growth, and then the list is divided into four equal parts. The top 25% of schools are considered Tier 1, the second 25% of schools Tier 2, and so on. A key part of the charge of the School Quality Working Group is to develop another method of determining school tiers that looks at a more comprehensive set of measures and to divide tiers based on absolute quality (rather than quality relative to other schools).

The SQWG is also responsible for recommending how often these tiers should be updated based on more recent school data. This requires balancing two important, but often conflicting, interests: transparency about school quality and predictability of school choices. If school tiers are updated more often, these tiers will better reflect the quality of the school, and school choices are more likely to offer a range of quality options (as intended by the Home Based plan). On the other hand, if school choices change too often, parents will face a constantly shifting list of school choices. This may lead to

confusion over the school choice process, increase the burden of transporting students outside their choice lists, and undermine confidence in the student assignment process.

To strike the appropriate balance, we are making the following recommendations on how school tiers should be updated. For our recommendations, we are defining two forms of school tier. The first is the school's **snapshot tier**, which would be updated annually using recent data. This is meant to give an up-to-date overview of quality at a school. The second is the **assignment tier**, which would be updated less often and used to determine a student's list of school choices through the Home Based plan.

Given this context, we are proposing the following recommendations:

- 1. Snapshot tiers should be updated once each year, incorporating any data available through mid-August. After mid-August, any new data that becomes available on schools will be used for the snapshot tier the following year.**

Rationale: This will provide a clear cut-off point for which data should be included in the snapshot tier and avoid the confusion of changing data multiple times each year. Using this method, parents will have access to the same scope of data that school leaders use to develop their quality school plans at the beginning of the school year. In addition, it allows BPS to update data and meet printing deadlines for the school choice season, which begins on November 1st each year.

- 2. The website that displays tiers should include a disclaimer that all data are up-to-date as of August, and there should be links to sites displaying more recent data where/when applicable.**

Rationale: Given the need to meet printing deadlines for the start of the school choice season; snapshot tiers will need to be finalized before the end of September. Although, we recommend using August as a cut-off point, we would like to give parents the chance to see access up to date data when it becomes available.

- 3. Assignment tiers should change in the fall of 2014 to reflect schools' domain scores from the Quality Framework. After that, however, assignment tiers should be held constant for the first 3 years in order to allow adequate time to observe and evaluate the effects of the new assignment tiers.**

Rationale: Because of the way that the Home Based system operates, even a single change in a school assignment tier can have a ripple effect, potentially changing the school choice lists of thousands of students. At this point, we are not able to predict the full impact of a change to assignment tiers, since we have data on just one year of Home Based implementation. We also do not know how volatile the snapshot tiers will prove to be or whether these tiers will be subject to large fluctuations from year to year.

While it is theoretically possible to apply the Framework to school data from previous years, and to use that data set to examine the volatility of snapshot tiers from year to year, this would require a substantial amount of time and data analysis. It will not be possible to carry out such analysis in the first year or two of implementation, while

simultaneously working to finalize the Quality Framework and develop mechanisms for calculating and displaying school tiers.

Maintaining the same assignment tiers for the first 3 years will provide a substantial data set that we can use to evaluate the stability of the annual snapshot tiers and predict the likely effects of a change in assignment tiers. It will also offer greater predictability to parents as the new system is implemented.

- 4. In the fall of 2016, the School Committee should convene a stakeholder group to analyze the data from the past two years and determine the best method of updating assignment tiers. This new committee must be a diverse group of individuals representing different communities and bringing different perspectives on the work, and it must include BPS parents and teachers as well as other community members. Current SQWG members should be invited to participate in this group.**

Rationale: As noted above, it is difficult for the SQWG to make recommendations on updating assignment tiers without more data on the effects of changes. However, we do not want a decision on a topic this critical to rest entirely with the school district. We believe there is real value in hearing from diverse voices in making this type of important decision, and therefore we recommend convening a stakeholder group that includes parents, teachers, and community representatives to examine the data and offer a final set of recommendations. It is also important to extend an invitation to current SQWG members, since they will understand the process that was used to develop the Quality Framework and the initial set of recommendations.

- 5. The stakeholder group that convenes to make a final recommendation on updating assignment tiers should examine at least the following topics:**

- **Assignment Tiers:** The key questions facing the group will be how often to update assignment tiers and how snapshot tiers should impact this decision. One proposal that has already been offered suggests looking at the range of tiers over the most recent five years and adjusting the assignment tier only if it falls outside of this range. It would also be possible to modify this proposal, such as by looking at the range over the most recent 3 or 4 years, or by changing assignment tiers earlier if the tier has stabilized two or more levels away from the assignment tier. Another possibility would be to change assignment tiers only if a school's raw score on the domains has moved several points above the cut-off for the next assignment tier. For example, if a school in assignment tier 2 scores 80 points, and the cut-off for tier 1 schools is 75, then the school should be moved up to assignment tier 1; however, the same school should not be moved if it scores 76 points, just above the cut-off.

We recognize that there may be additional options and proposals after several years of implementation, and we would like the stakeholder group to develop the best possible proposal given available data.

To help determine the best process for updating assignment tiers, we recommend that the stakeholder group consider at least the following criteria:

- How much volatility or stability is there in snapshot tiers from year to year?
 - How well does the snapshot tier represent the actual quality of a school, and do snapshot tiers change in response to changes in quality?
 - What would be the impact on predictability for families and their ability to see and evaluate school choices before their children reach school age?
 - What would be the impact on transportation costs of updating assignment tiers?
- **Grandfathering:** After assignment tiers change, many students are likely to end up attending a school that is no longer on their list of school choices. In addition, their younger siblings will be eligible (through sibling preference) to attend the same school as the older sibling, and therefore may also be attending a school outside the list of school choices. When it meets in 2016, the stakeholder group should examine whether and how to continue providing transportation for such students and their siblings as assignment lists change. The group must be aware of budget considerations as it considers this question, which is often one of the most difficult considerations in changing student assignment.
 - **Quality Framework:** Between now and the convening of the stakeholder group in 2016, the district should annually review the metrics in the Quality Framework to ensure that their continuing reliability and relevance. In particular, metrics should be changed if assessments or evaluations are no longer used, while additional metrics should be included when there are new or better ways to collect data. However, any changes to the domains and outcomes of the Quality Framework should take place only after discussion and recommendation by the stakeholder group, since this group will be able to incorporate community perspectives into the conversation.

Data Display and Implementation

Implementation of the Quality Framework should be built into the existing school choice website, DiscoverBPS, which lists students' school choices based on their addresses and provides more information about each school option. In recommending how data should be displayed on this site, we recognize both the importance of sharing data transparently and the need to avoid overwhelming parents with too much information. In addition, we recognize that implementing these recommendations, particularly in the short term, will depend on the resources available to the district and the capacity to make changes to the DiscoverBPS site before the school choice season begins.

We propose the following recommendations on data display and implementation of the Quality Framework:

1. **As much information as possible should be made publicly available to families**, although most of this information should be available through links or attached reports in order to avoid overwhelming families with data.
2. **Terminology used in the data reports should be clearly defined** in order to make it more accessible for families. We recommend that any words defined elsewhere on the site be highlighted in some way, that the definitions appear close to the words themselves, or that

definitions appear when readers click on (or hover over) the word. This will avoid the need for parents to flip between pages repeatedly.

3. **Each school's snapshot tier should be easy to find on the website**, and assignment tiers should not be prominently displayed, so they do not distract from the snapshot tiers. Publicizing two alternate methods of categorizing schools would be confusing for families, and it might take focus away from the snapshot tier calculation (which includes the more recent data). There should be an explanation available on the website for parents who want to know more about how their school choice list was determined, but the assignment tier should not be prominently displayed or distract from the more up-to-date snapshot tier measurement. Any explanation of assignment tier should also describe when these tiers will be updated (and how they will be updated, once this has been determined).

At the same time, while snapshot tiers should be displayed on the website, it is crucial that parents use more than just the tier level to make their school choices. Parents should be encouraged to visit schools and to review additional information using the Quality Framework.

4. **The DiscoverBPS website should include a page of school-specific information for each school to share information on school quality attributes as well as details on the metrics that have determined the school's tier.** The site should also include links for parents to access more information, including the following:

- A breakdown of a school's scores on the five domains of the Quality Framework
- Quality School Plan
- Climate Report
- Environmental Report

We also recommend that parents be able to access archived information on snapshot tiers and data reports from the past few years.

5. **Neither the composite score of all domains nor individual domain scores should be represented as grades** or through any grade-like structure (e.g., color coding). Instead, domain scores should be included together with the overall range of scores for that domain and other helpful statistics (such as mean and median). A bar graph or other graphical representations would be helpful to identify where each school falls relative to other schools on each domain.
6. **Families should be able to sort schools based on a variety of characteristics**, including the programs and supports the school offers (before- and after-school programs, specific courses, school nurses, guidance counselors, key community partners). It is also important to be able to sort by school hours and distance from home, as well as by the types of physical facilities available (e.g., gymnasium, auditorium, etc.).
7. **The district should explore ways to make quality improvement plans more transparent** and to integrate them into the school choice process. For instance, schools could post information about planned facilities upgrades or outreach to community partners as part of their school profiles. This will allow school leaders to respond to any concerns about particular subjects or domains while also increasing public accountability for reform.

8. **The School Committee should continue to review school choice data annually** to determine how well the Quality Framework is serving the community and whether its implementation should be modified. This will ensure that the district is kept accountable for implementing the system faithfully and equitably. The School Committee and Boston Public Schools should also use the data from the Quality Framework on an ongoing basis to inform strategic planning and quality improvement efforts across the district, particularly to increase quality options in parts of the city where there are fewer high-quality schools.

9. **Boston Public Schools will work to ensure that all families have access to information** on the Quality Framework and changes to the student assignment system in their native languages and on an ongoing basis. Throughout this process, it will be crucial to maintain a focus on community engagement, such as by developing a family-friendly version of the final domains for public display.

School Quality Domains

The quantitative component of the full Quality Framework is attached, broken down into the following five domains:

- Student Performance
- Teaching and Learning
- Family, Community, and Culture
- Student Access and Opportunities
- Leadership and Collaboration

Each of these domains is further divided into outcomes, which are associated with a number of sample indicators and metrics. A few outcomes in the Quality Framework, however, have no associated metrics that are available for all schools and that measure the outcome in a consistent and readily available way. In some cases, there may be metrics available that are not reliable, relevant, and replicable enough to be used; in other case, the methods of measuring the outcome have yet to be developed and brought to scale in a school system.

Therefore, in addition to recommending that BPS collect and analyze data on the metrics listed in the Quality Framework, we also recommend that BPS continue to seek appropriate metrics in the following areas. In particular, we emphasize the need to develop appropriate and reliable metrics in the Student Access and Opportunities domain, which is crucial to positive student development but is not currently included in a school’s overall quality score.

Outcome	Recommendation
1. All students show progress in skills critical to school, college, and career success, including critical thinking, peer and adult relationships, and perseverance.	<ul style="list-style-type: none"> • All metrics except climate survey data are High School-based at the moment; we recommend developing additional metrics related to skill development that apply to all grades • We recommend looking at expanding pilot measures such as the <i>Survey of Academic Youth Outcomes (SAYO)</i> and the <i>Holistic Student</i>

Outcome	Recommendation
	<p>Assessment (HSA), which are currently collected in just a few schools and grades. We recommend testing these measures to determine the merit of scaling use and data collection.</p> <ul style="list-style-type: none"> • We recommend developing broader measures on postsecondary education and training that take into account other pathways besides college as well as student success in college (e.g., percent of students enrolled in remedial courses) • Improve methods of matching student PSAT data between 10th and 11th grades in order to measure the change in PSAT scores between these years. This data was not available in time for inclusion in the initial Framework, but may be possible to include in future iterations.
2. Students across all subgroups demonstrate mastery of grade level content over the course of the school year.	Seek additional metrics to measure reading comprehension at the early grades (K-3)
4. All students are taught by highly effective, caring, and committed teachers.	Develop additional metrics to look more closely at “caring” component (e.g., percentage of students reporting that they have a relationship with a caring adult/teacher in the school)
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.	Develop additional metrics to examine rigor of curriculum, particularly to capture additional data for students in grades K-8 (right now, all measures except Algebra I and climate surveys are only for high schools)
7. Teachers focus on the development of skills alongside mastery of academic subject matter.	Develop metrics that can be used to measure skill development
8. The school is safe, well-organized, and conducive to meeting educational goals.	Include a metric on the condition of BPS facilities after a Facilities Condition Needs Index is developed within the next 12-18 months; current sources for facilities data use outdated or unreliable data collection mechanisms and are highly technical in nature
12. School demonstrates a culture of high achievement.	Develop additional metrics to evaluate culture of high expectations
13. All students have equal access to high-quality activities that reinforce classroom learning and promote skill building and positive youth development.	Develop metrics on access to high-quality activities inside and outside the classroom that reinforce learning and build skills; this may include metrics on opportunities in the arts, physical education, athletics, and other avenues for positive development
14. Students have access to health and social services.	Develop metrics on student supports, guidance, and social services, including (if possible) community

Outcome	Recommendation
	resources
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.	Develop methods of evaluating the quality of out-of-school programs. This might include the Assessing After-School Program Practices Tool (APT), which is currently being piloted with several partner programs.
18. School leadership develops clear and effective structures for communication with families and within the school community.	Develop additional metrics on communication within the school community (especially between leadership and teachers)
21. School leadership appropriately manages financial resources.	Develop metrics on financial management

School Quality Domains

May 28, 2014

Domain	Outcome	Sample Indicators	Metric(s)
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.	<ul style="list-style-type: none"> • Decrease in drop-out rate • Increase in graduation rate • Increase in college enrollment • Increase in college persistence • Students set goals and strive to reach them 	<ul style="list-style-type: none"> • 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 • Change in adjusted average PSAT score between 10th and 11th grade • Percent of student enrolled in college within 16 months of graduation • Student Climate Survey questions on goal-setting and perseverance • Percent of students enrolled in college not taking remedial courses
	2. Students across all subgroups ¹ demonstrate mastery of grade level content over the course of the school year.	<ul style="list-style-type: none"> • Proficiency or better in reading and math on state assessments • Students perform at benchmark levels on district assessments (DIBELS) 	<ul style="list-style-type: none"> • % 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

¹ **Accounting for student subgroups:** Excellent schools provide an excellent education to all students. The outcomes of this framework measure opportunity and performance across **all subgroups**, including racial and ethnic groups, socio-economic classes, English Language Learners, and students with disabilities. The framework takes into account absolute achievement and growth of these subgroups as well as access to the opportunities and resources that will enable continued achievement.

Domain	Outcome	Sample Indicators	Metric(s)
	<p>3. Students across all subgroups demonstrate academic growth towards mastery of grade level content.</p>	<ul style="list-style-type: none"> • Growth on state assessments (MCAS) for all students • Growth on state assessments (ACCESS) for ELL students 	<ul style="list-style-type: none"> • 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 • Schoolwide change in CPI (for same cohort of students) • % of ELL students at ELD Levels 1-3 who progress on ACCESS test • Achievement gap metric
<p>Teaching and Learning</p>	<p>4. All students are taught by highly effective, caring, and committed teachers.</p>	<ul style="list-style-type: none"> • Teachers are highly engaged • Teachers provide constructive feedback to students and parents • Teachers use a variety of assessments and modes of teaching • Teachers challenge students 	<ul style="list-style-type: none"> • 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 • Number of National Board Certified Teachers
	<p>5. The school is led by effective instructional leader(s).</p>	<ul style="list-style-type: none"> • School leader sets clear expectations for staff • School leader has high standards for teaching 	<ul style="list-style-type: none"> • Teacher Climate Survey questions on school leaders' standards and expectations for teaching
	<p>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.</p>	<ul style="list-style-type: none"> • Students feel the school has prepared them for further education, careers, and personal life • Students are exposed to challenging courses, including core academic, elective, and advanced courses, as well as experiential learning opportunities • The school uses lessons based on Common Core State Standards and the MA curriculum frameworks 	<ul style="list-style-type: none"> • Percentage of students that felt the school prepared them for further education, employment, and personal life after high school (from Senior Exit Survey) • % of eligible students enrolled in AP classes • Student Climate Survey question on preparation for the next grade (or college) • Parent Climate Survey question on preparation for the next grade (or college) • % of eligible 8th grade students enrolled in Algebra I

Domain	Outcome	Sample Indicators	Metric(s)
	7. Teachers focus on the development of skills critical to college and career success alongside mastery of academic subject matter.	<ul style="list-style-type: none"> • Teachers adopt skills based lessons for students 	
Family, Community, and Culture	8. The school is safe, well-organized, and conducive to meeting educational goals.	<ul style="list-style-type: none"> • The school is a healthy and well maintained environment • The school has low number of disruptive incidents. • School prevents bullying • Students, staff, and families feel safe on school grounds and at school events 	<ul style="list-style-type: none"> • 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 • Suspension/expulsion rate • Number of arrests of students at school • Environmental Conditions Index (air quality) • Number of trespassory notices issued to parents • Score on MSBA Facilities Condition Index
	9. All students are engaged and enthusiastic about their classes and see relevant connections between academic lessons and their own lives.	<ul style="list-style-type: none"> • School decreases percent of chronic absenteeism • School decreases percent of students with low attendance rates • Students have a sense of pride in their school • Students work hard to make good grades and pay attention in class 	<ul style="list-style-type: none"> • Change in chronic absenteeism - percent of students missing 10% of school a year for any reason • Average daily attendance • 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.	<ul style="list-style-type: none"> • Families are encouraged to and do visit and participate at the school • Teachers work with families to help them support student learning • Families are involved in school decision-making • School staff develop productive relationships with families 	<ul style="list-style-type: none"> • 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.)

Domain	Outcome	Sample Indicators	Metric(s)
	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.	<ul style="list-style-type: none"> • Students and families of all backgrounds feel included, welcomed, and respected at the school • The school engages students and families of all backgrounds • School communicates effectively with families and students from diverse backgrounds • School environment and culture reflect the diversity of students and families 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • School community has shared expectations for student success • Teachers believe all students can learn 	<ul style="list-style-type: none"> • Student Climate Survey question on teacher expectations • Teacher Climate Survey questions on high standards among school staff
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.	<ul style="list-style-type: none"> • Students are receiving arts instruction throughout the year • Students participate in PE at school • School offers a variety of learning experiences throughout the day beyond the core academic subjects 	<ul style="list-style-type: none"> • % of students receiving arts instruction (weekly instruction for students in grades K-8 and meeting Mass Core requirement for students in high school) • School meets guidelines for PE offerings
	14. Students have access to health and social services.	<ul style="list-style-type: none"> • School has a nurse on staff • School has approved health plan • School provides support for students with learning and behavior challenges 	<ul style="list-style-type: none"> • # of health care FTEs per 100 students • # of guidance counselor FTEs per 100 students • School has a Wellness Council and has completed a wellness action plan • Parent Climate Survey question on support for learning and behavior problems

Domain	Outcome	Sample Indicators	Metric(s)
	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.	<ul style="list-style-type: none"> • Type of school partners and quality of partner programs • School incorporates partners into annual planning processes (including Quality School Plans and budgeting process) 	
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	<ul style="list-style-type: none"> • Students and parents feel supported by school leader • Teachers take responsibility for school improvement 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • All staff exhibit a collective responsibility for the success of all students in the building • Staff members trust their peers and school leader • Staff have time for collaborative learning and planning 	<ul style="list-style-type: none"> • Teacher Climate Survey questions on staff collaboration
	18. School leadership develops clear and effective structures for communication with families and within the school community.	<ul style="list-style-type: none"> • Leadership fosters two-way communication with families 	<ul style="list-style-type: none"> • Parent Climate Survey questions on regular and effective communication

Domain	Outcome	Sample Indicators	Metric(s)
	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.	<ul style="list-style-type: none"> • School leadership identifies community partnerships for school • School leadership makes programs available for students before and after school 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • School retains proficient and exemplary teachers • School leader sets clear expectations and high standards for staff • School leader involves staff in decision-making • Staff feel supported at school • School has low chronic staff absenteeism 	<ul style="list-style-type: none"> • Teacher retention rate for proficient and exemplary teachers • Chronic staff absenteeism • Teacher Climate Survey questions on support, encouragement, and engagement with staff
	21. School leadership appropriately manages and leverages resources.	<ul style="list-style-type: none"> • School leadership effectively oversees resources of time, space, and money • School leadership chooses to invest in programs and initiatives that drive student success 	

Detailed Questions from Climate Surveys

Outcome	Climate Survey Questions
1. All students show progress in skills critical to school, college, and career success, including critical thinking, peer and adult relationships, and perseverance.	<ul style="list-style-type: none"> • (S) I set goals and work hard until I reach them • (S) I don't give up when something seems difficult • (S) I want to succeed in school because it will contribute to my future success

<p>4. All students are taught by highly effective, caring, and committed teachers.</p>	<ul style="list-style-type: none"> • (S) My teacher(s) works hard to help me learn • (S) My teacher(s) does a good job letting me know how I am doing in class • (S) My teacher(s) is doing a good job • (S) My teacher(s) is fair to me • (S) I understand the lessons my teacher(s) teaches • (S) My teacher(s) requests student feedback/input on how the lesson went • (S) My teacher(s) provides daily opportunities for students to contribute in class • (S) My teacher(s) gives homework assignments • (S) My teacher(s) makes sure I understand what I am learning in class • (T) Teachers in my school are able to get through to the most difficult students • (T) Teachers in my school have the skills and knowledge to teach the subjects they are assigned to teach • (T) Teachers in my school use a variety of assessments to measure student learning • (T) If a child doesn't learn something the first time, teachers here will try another way • (T) Teachers in my school are skilled in various methods of teaching • (P) My child's teacher(s) challenges him/her to do their best work and works hard to meet the needs of my child
<p>5. The school is led by effective instructional leader(s).</p>	<ul style="list-style-type: none"> • (T) Your principal/headmaster makes clear to the staff his/her expectations for meeting instructional goals • (T) Your principal/headmaster makes clear to the staff his/her expectations for educator performance in the four standards of the rubric (I. Curriculum, Planning and Assessment; II. Teaching All Students; III. Family and Community Engagement; IV. Professional Culture). • (T) Your principal/headmaster sets high standards for teaching • (T) Your principal/headmaster carefully tracks students' academic progress • (T) Your principal/headmaster actively monitors the quality of teaching at your school • (T) Your principal/headmaster uses data to give teachers feedback about instruction • (T) Your principal/headmaster supports teachers in meeting their student learning and professional practice goals • (T) Teachers in my school are really trying to improve their teaching
<p>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.</p>	<ul style="list-style-type: none"> • (S) My school is getting me ready for the next grade or college • (P) My child's school is doing a good job preparing my child for the next level of school or college
<p>8. The school is safe, well-organized, and conducive to meeting educational goals.</p>	<ul style="list-style-type: none"> • (S) The consequences for breaking the rules at my school are clear to me • (S) The consequences for breaking the rules at my school are fair • (S) Do other students treat you with respect

	<ul style="list-style-type: none"> • (S) Do other students tease you or make fun of you • (S) Do you ever feel bullied or threatened at school • (S) School is a place where I feel like I belong • (S) Students here are helpful to each other • (T) Your principal/headmaster has provided teachers with the appropriate process or training to deal with student disciplinary problems • (T) Teachers in my school have the classroom management skills to help children learn • (P) My child’s school is doing a good job at preventing bullying and harassment based on race, gender, sexual orientation, and disabilities • (P) My child feels safe at this school • (P) I feel safe when I go to my child’s school • (P) I understand the rules and requirements for student behavior at my child’s school • (P) My child feels safe on the school bus
<p>9. All students are engaged and enthusiastic about their classes and see relevant connections between academic lessons and their own lives.</p>	<ul style="list-style-type: none"> • (S) The things I learn in school are valuable to me • (S) I usually look forward to my classes • (S) The classes I am taking will be useful in the future • (S) I work hard to make good grades on my assignments • (S) I pay attention in class • (S) When I am in class, I concentrate on doing my work • (S) When I am in class, I work as hard as I can • (S) It is important to succeed in my classes • (S) I am interested in learning new things • (S) I participate in class activities • (S) I complete homework assignments • (T) Students are willing to put in the work it takes to get good grades • (T) Students try hard to improve on previous work
<p>10. Schools ensure all families are involved and feel welcomed in activities that support their child’s academic and social growth.</p>	<ul style="list-style-type: none"> • (T) The parents of most of your students are active in the school’s parent organization • (T) Most of your students’ parents/guardians talk with you about their child’s grades • (T) Parents advocate for school improvement at this school • (P) My child’s teacher(s) keeps me informed about how my child is doing in school on a regular basis • (P) My child’s teacher(s) gives me very specific information about how well my child is doing in meeting expectations, and what he/she needs to do to reach grade level proficiency • (P) My child’s school gives me information about what my child should be learning • (P) My child’s school schedules activities and events at times that I can attend • (P) The principal includes parents/families, the School Parent Council, and/or the School Site Council in important decisions at the school (for example, school curriculum, policies, budget, use of Title I funds)

	<ul style="list-style-type: none"> • (P) My child’s school communicates with me in a language I can understand • (P) My child’s school makes a special effort to reach out to families who have trouble getting to the school or who are uncomfortable in the school
<p>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.</p>	<ul style="list-style-type: none"> • (P) The principal is welcoming and respectful of all parents/families • (P) My child’s school makes me feel welcome whenever I visit • (P) My child’s school treats all parents/families/students fairly • (P) My child’s school promotes good relationships with parents/families • (P) My child’s school respects and values the diversity of the parents/families in the community • (P) If a parent of a child with a Special Education Individualized Educational Program (IEP): my school is implementing the IEP and providing necessary support services (new in 2014) • (P) If a parent of an English Language Learner: my school is providing appropriate programs to help my child learn English and succeed in his/her academic courses (new in 2014)
<p>12. School demonstrates a culture of high achievement.</p>	<ul style="list-style-type: none"> • (S) My teacher(s) expects me to make good grades • (T) Teachers in my school really believe every child can learn • (T) Your principal/headmaster sets high standards for student learning • (T) Teachers in my school feel responsible for making sure that all students learn
<p>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</p>	<ul style="list-style-type: none"> • (S) The principal wants to make things better at my school • (S) The principal cares about students • (S) The principal sets a good example for students • (S) The principal takes the time to talk with students about things besides discipline • (S) The principal asks students for their opinions on school issues • (T) Teachers accomplish their jobs with enthusiasm • (T) Your principal/headmaster communicates a clear vision for your school • (T) Teachers here take responsibility for improving the school • (T) Teachers in my school set high standards for themselves • (P) The principal knows my child and cares about his/her success
<p>17. School leadership creates a culture of collaboration among all staff members.</p>	<ul style="list-style-type: none"> • (T) Teachers help and support each other • (T) Teachers respect the professional competence of their colleagues • (T) There is a great deal of cooperative effort among the staff members • (T) Teachers at this school collaborate to plan instruction • (T) Teachers at this school are eager to share information about what does and does not work in their classrooms

<p>18. School leadership develops clear and effective structures for communication within school community.</p>	<ul style="list-style-type: none"> • (P) If there is a problem in school, I am notified quickly • (P) My child’s school provides effective parent-teacher conferences on a regular basis • (P) The principal is available to speak to me when I have questions or concerns • (P) The principal responds promptly to parents’ concerns • (P) My child’s school returns my phone calls and emails promptly
<p>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.</p>	<ul style="list-style-type: none"> • (S) There are opportunities for me to participate at my school before or after school (extracurricular activities, clubs, sports, etc.) • (P) My child’s school has community partners who provide programs that my child can participate in
<p>20. School leadership retains and leverages effective teachers.</p>	<ul style="list-style-type: none"> • (T) Your principal/headmaster treats all faculty members fairly • (T) The school administration’s behavior toward the staff is supportive and encouraging • (T) Your principal/headmaster involves the staff members before he/she makes important decisions • (T) Staff members are recognized by the school’s administration for a job well done

Boston Public Schools - School Quality Framework: Overview of Metric Weighting

DOMAIN WEIGHTS

Domain	Weight
Student Performance	75%
Teaching & Learning	7.5%
Family, Community & Culture	10%
Leadership & Collaboration	7.5%
Student Access & Opportunities	*

Please note that the following students are included in any growth metric(s) labeled “Median SGP...All Students”:

- Students enrolled on or before October 1 of the academic year:
 - o General education students
 - o Students with disabilities in resource rooms (R1, R2, or R3). This group represents roughly 50% of all SWDs who take the MCAS tests. Students with Autism, multiple disabilities, etc. are not included.
 - o ELL students with an English Language Development (ELD) level of 4 or 5 only. This group represents roughly 75% of all ELLs who take the MCAS tests. (SIFE students are not included in the analysis.)
- Students not included in the “Median SGP...All Students” metric(s) are represented in other growth metrics

Elementary/K-8

 = Growth metric

	Metric	Weight
Student Performance	Climate Survey Outcome 1: Student climate survey questions on goal-setting and perseverance	3%
	Whether school is meeting MCAS proficiency targets in ELA - (All students)	3%
	Whether school is meeting MCAS proficiency targets in ELA - Subgroups (Black, Hispanic, White, Asian)	3%
	Whether school is meeting MCAS proficiency targets in Math - (All students)	3%
	Whether school is meeting MCAS proficiency targets in Math - Subgroups (Black, Hispanic, White, Asian)	3%
	Whether school is closing the achievement gap between African American/Hispanic and White/Asian students based on gap closing targets - Math	3%
	Whether school is closing the achievement gap between African American/Hispanic and White/Asian students based on gap closing targets - ELA	3%
	% of students well below or below benchmark who move up a performance level by the end of the year on DIBELS	3%
	Median Math SGP – (All students)	6%
	Median ELA SGP – (All students)	6%

	Metric	Weight
	Median Math SGP – Subgroups (Black, Hispanic, Asian, White, Non-resource room SPED)	6%
	Median ELA SGP – Subgroups (Black, Hispanic, Asian, White, Non-resource room SPED)	6%
	Median growth percentile for students who are Proficient/Advanced on Math MCAS	6%
	Median growth percentile for students who are Proficient/Advanced on ELA MCAS	6%
	Median growth percentile for students who are Warning/Failing on Math MCAS	6%
	Median growth percentile for students who are Warning/Failing on ELA MCAS	6%
	Median growth percentile on ACCESS for English Language Learners who are at ELD levels 1, 2, or 3.	3%
Teaching & Learning	Climate Survey Outcome 4: Parent, Teacher and Student climate survey results on whether all students are taught by highly effective, caring and committed teachers	2.5%
	Climate Survey Outcome 5: Teacher Climate Survey results on whether school is led by effective instructional leader(s).	2.5%
	Climate Survey Outcome 6: Parent and Student Climate Survey results on preparation for the next grade	2.5%
Family, Community & Culture	Climate Survey Outcome 8: Student, parent and teacher climate survey on whether school is safe, well-organized and conducive to meeting educational goals.	~1.1%
	Number of in- and out-of-school suspension rate ¹	~1.1%
	Average daily attendance	~1.1%
	Climate Survey Outcome 9: Student and teacher climate survey results on whether students are engaged and enthusiastic	~1.1%
	Climate Survey Outcome 10: Teacher and Parent climate survey results on whether schools ensure all families feel welcomes and are involved	~1.1%
	Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.)	~1.1%
	Climate Survey outcome 11: Parent climate survey results on whether school promotes inclusion of all students, families and community stakeholders	~1.1%
	Staff diversity: % of teachers of color	~1.1%
	Climate survey outcome 12: Student and teacher climate survey results on whether school demonstrates a culture of high achievement.	~1.1%
Leadership & Collaboration	Climate Survey Outcome 16: Student, Teacher and parent climate survey results on whether school leadership sets a vision for the school that actively engages the community	1.25%
	Climate survey Outcome 17: Teacher climate survey results on whether school leadership creates a culture of collaboration among all staff members.	1.25%
	Climate Survey Outcome 18: Parent climate survey results on whether school leadership develops clear and effective structures for communication with families and within the school community.	1.25%
	Climate Survey Outcome 19: Student and parent climate survey results on whether school leadership builds community partnerships	1.25%
	Teacher retention rate for proficient and exemplary teachers	1.25%
	Climate Survey outcome 20: Whether School leadership retains and leverages effective teachers.	1.25%

¹ Suspension rate metric is included for K-8 schools; it is *not* included for schools that serve only elementary grades.

Middle Schools
 = Growth metric

	Metric	Weight
Student Performance	Climate Survey Outcome 1: Student climate survey questions on goal-setting and perseverance	~3.3
	Whether school is meeting MCAS proficiency targets in ELA - (All students)	~3.3
	Whether school is meeting MCAS proficiency targets in ELA - Subgroups (Black, Hispanic, White, Asian)	~3.3
	Whether school is meeting MCAS proficiency targets in Math - (All students)	~3.3
	Whether school is meeting MCAS proficiency targets in Math - Subgroups (Black, Hispanic, White, Asian)	~3.3
	Whether school is closing the achievement gap between African American/Hispanic and White/Asian students based on gap closing targets - Math	~3.3
	Whether school is closing the achievement gap between African American/Hispanic and White/Asian students based on gap closing targets - ELA	~3.3
	Median Math SGP – (All students)	~6.5%
	Median ELA SGP – (All students)	~6.5%
	Median Math SGP – Subgroups (Black, Hispanic, Asian, White, Non-resource room SPED)	~6.5%
	Median ELA SGP – Subgroups (Black, Hispanic, Asian, White, Non-resource room SPED)	~6.5%
	Median growth percentile for students who are Proficient/Advanced on Math MCAS	~6.5%
	Median growth percentile for students who are Proficient/Advanced on ELA MCAS	~6.5%
	Median growth percentile for students who are Warning/Failing on Math MCAS	~6.5%
	Median growth percentile for students who are Warning/Failing on ELA MCAS	~6.5%
	Median growth percentile on ACCESS for English Language Learners who are at ELD levels 1, 2, or 3.	~3.3%
Teaching & Learning	Climate Survey Outcome 4: Parent, Teacher and Student climate survey results on whether all students are taught by highly effective, caring and committed teachers	2.5%
	Climate Survey Outcome 5: Teacher Climate Survey results on whether school is led by effective instructional leader(s).	2.5%
	Climate Survey Outcome 6: Parent and Student Climate Survey results on preparation for the next grade	2.5%
Family, Community & Culture	Climate Survey Outcome 8: Student, parent and teacher climate survey on whether school is safe, well-organized and conducive to meeting educational goals.	~1.1%
	Number of in- and out-of-school suspension rate	~1.1%
	Average daily attendance	~1.1%
	Climate Survey Outcome 9: Student and teacher climate survey results on whether students are engaged and enthusiastic	~1.1%
	Climate Survey Outcome 10: Teacher and Parent climate survey results on whether schools ensure all families feel welcomes and are involved	~1.1%
	Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.)	~1.1%
	Climate Survey outcome 11: Parent climate survey results on whether school promotes inclusion of all students, families and community stakeholders	~1.1%
	Staff diversity: % of teachers of color	~1.1%

	Metric	Weight
	Climate survey outcome 12: Student and teacher climate survey results on whether school demonstrates a culture of high achievement.	~1.1%
Leadership & Collaboration	Climate Survey Outcome 16: Student, Teacher and parent climate survey results on whether school leadership sets a vision for the school that actively engages the community	1.25%
	Climate survey Outcome 17: Teacher climate survey results on whether school leadership creates a culture of collaboration among all staff members.	1.25%
	Climate Survey Outcome 18: Parent climate survey results on whether school leadership develops clear and effective structures for communication with families and within the school community.	1.25%
	Climate Survey Outcome 19: Student and parent climate survey results on whether school leadership builds community partnerships	1.25%
	Teacher retention rate for proficient and exemplary teachers	1.25%
	Climate Survey outcome 20: Whether School leadership retains and leverages effective teachers.	1.25%

High Schools

 = Growth metric

	Metric	Weight
Student Performance	4 year graduation rate – (All students, Black, Hispanic, Asian, White, SPED, ELL)	~2.7%
	5 year graduation rate – (All students, Black, Hispanic, Asian, White, SPED, ELL)	~2.7%
	Drop-out rate - reflects number of 9th through 12th graders who drop out each year	~2.7%
	Percent of students enrolled in college within 16 months of graduation	~2.7%
	Climate Survey Outcome 1: Student climate survey questions on goal-setting and perseverance	~2.7%
	Whether school is meeting MCAS proficiency targets in ELA - (All students)	~2.7%
	Whether school is meeting MCAS proficiency targets in ELA - Subgroups (Black, Hispanic, White, Asian)	~2.7%
	Whether school is meeting MCAS proficiency targets in Math - (All students)	~2.7%
	Whether school is meeting MCAS proficiency targets in Math - Subgroups (Black, Hispanic, White, Asian)	~2.7%
	Whether school is closing the achievement gap between African American/Hispanic and White/Asian students based on gap closing targets - Math	~2.7%
	Whether school is closing the achievement gap between African American/Hispanic and White/Asian students based on gap closing targets - ELA	~2.7%
	Median Math SGP – (All students)	~5.4%
	Median ELA SGP – (All students)	~5.4%
	Median Math SGP – Subgroups (Black, Hispanic, Asian, White, Non-resource room SPED)	~5.4%
	Median ELA SGP – Subgroups (Black, Hispanic, Asian, White, Non-resource room SPED)	~5.4%
	Median growth percentile for students who are Proficient/Advanced on Math MCAS	~5.4%
	Median growth percentile for students who are Proficient/Advanced on ELA MCAS	~5.4%
	Median growth percentile for students who are Warning/Failing on Math MCAS	~5.4%
Median growth percentile for students who are Warning/Failing on ELA MCAS	~5.4%	

	Metric	Weight
	Median growth percentile on ACCESS for English Language Learners who are at ELD levels 1, 2, or 3.	3.75%
Teaching & Learning	Climate Survey Outcome 4: Parent, Teacher and Student climate survey results on whether all students are taught by highly effective, caring and committed teachers	~1.9%
	Climate Survey Outcome 5: Teacher Climate Survey results on whether school is led by effective instructional leader(s).	~1.9%
	Percentage of students that felt the school prepared them for further education, employment, and personal life after high school	~1.9%
	Climate Survey Outcome 6: Parent and Student Climate Survey results on preparation for the next grade	~1.9%
Family, Community & Culture	Climate Survey Outcome 8: Student, parent and teacher climate survey on whether school is safe, well-organized and conducive to meeting educational goals.	~1.1%
	Number of in- and out-of-school suspension rate	~1.1%
	Average daily attendance	~1.1%
	Climate Survey Outcome 9: Student and teacher climate survey results on whether students are engaged and enthusiastic	~1.1%
	Climate Survey Outcome 10: Teacher and Parent climate survey results on whether schools ensure all families feel welcomes and are involved	~1.1%
	Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.)	~1.1%
	Climate Survey outcome 11: Parent climate survey results on whether school promotes inclusion of all students, families and community stakeholders	~1.1%
	Staff diversity: % of teachers of color	~1.1%
	Climate survey outcome 12: Student and teacher climate survey results on whether school demonstrates a culture of high achievement.	~1.1%
Leadership & Collaboration	Climate Survey Outcome 16: Student, Teacher and parent climate survey results on whether school leadership sets a vision for the school that actively engages the community	1.25%
	Climate survey Outcome 17: Teacher climate survey results on whether school leadership creates a culture of collaboration among all staff members.	1.25%
	Climate Survey Outcome 18: Parent climate survey results on whether school leadership develops clear and effective structures for communication with families and within the school community.	1.25%
	Climate Survey Outcome 19: Student and parent climate survey results on whether school leadership builds community partnerships	1.25%
	Teacher retention rate for proficient and exemplary teachers	1.25%
	Climate Survey outcome 20: Whether School leadership retains and leverages effective teachers.	1.25%

In addition to recommending that BPS collect and analyze data on the metrics listed in the Quality Framework, we also recommend that BPS continue to seek appropriate metrics in the following areas. In particular, we emphasize the need to develop appropriate and reliable metrics in the Student Access and Opportunities domain, which is crucial to positive student development but is not currently included in a school’s overall quality score.

Outcome	Recommendation
<p>1. All students show progress in skills critical to school, college, and career success, including critical thinking, peer and adult relationships, and perseverance.</p>	<ul style="list-style-type: none"> • All metrics except climate survey data are High School-based at the moment; we recommend developing additional metrics related to skill development that apply to all grades • We recommend looking at expanding pilot measures such as the <i>Survey of Academic Youth Outcomes</i> (SAYO) and the Holistic Student Assessment (HSA), which are currently collected in just a few schools and grades. We recommend testing these measures to determine the merit of scaling use and data collection. • We recommend developing broader measures on postsecondary education and training that take into account other pathways besides college as well as student success in college (e.g., percent of students enrolled in remedial courses) • Improve methods of matching student PSAT data between 10th and 11th grades in order to measure the change in PSAT scores between these years. This data was not available in time for inclusion in the initial Framework, but may be possible to include in future iterations.
<p>2. Students across all subgroups demonstrate mastery of grade level content over the course of the school year.</p>	<p>Seek additional metrics to measure reading comprehension at the early grades (K-3)</p>
<p>4. All students are taught by highly effective, caring, and committed teachers.</p>	<p>Develop additional metrics to look more closely at “caring” component (e.g., percentage of students reporting that they have a relationship with a caring adult/teacher in the school)</p>
<p>6. All students are exposed to engaging and rigorous standards-based curriculum</p>	<p>Develop additional metrics to examine rigor of curriculum, particularly to capture additional</p>

Outcome	Recommendation
designed to keep them on track for college and prepare them for careers.	data for students in grades K-8 (right now, all measures except Algebra I and climate surveys are only for high schools)
7. Teachers focus on the development of skills alongside mastery of academic subject matter.	Develop metrics that can be used to measure skill development
8. The school is safe, well-organized, and conducive to meeting educational goals.	Include a metric on the condition of BPS facilities after a Facilities Condition Needs Index is developed within the next 12-18 months; current sources for facilities data use outdated or unreliable data collection mechanisms and are highly technical in nature
12. School demonstrates a culture of high achievement.	Develop additional metrics to evaluate culture of high expectations
13. All students have equal access to high-quality activities that reinforce classroom learning and promote skill building and positive youth development.	Develop metrics on access to high-quality activities inside and outside the classroom that reinforce learning and build skills; this may include metrics on opportunities in the arts, physical education, athletics, and other avenues for positive development
14. Students have access to health and social services.	Develop metrics on student supports, guidance, and social services, including (if possible) community resources
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.	Develop methods of evaluating the quality of out-of-school programs. This might include the Assessing After-School Program Practices Tool (APT), which is currently being piloted with several partner programs.
18. School leadership develops clear and effective structures for communication with families and within the school community.	Develop additional metrics on communication within the school community (especially between leadership and teachers)
21. School leadership appropriately manages	Develop metrics on financial management

Outcome	Recommendation
financial resources.	

The committee also recommends the district continue to perform ongoing analysis to ensure the achievement and growth of students with disabilities, English language learners and low income students are appropriately represented throughout the framework.

School Attributes: What is currently collected and reported?

General Questions/School Distinctions:

- What makes us special? (3,000 character max)
- What is our school's focus? (255 character max)
- How are we preparing our students for educational success? (2,815 character max)
- How do we engage families in our school community? (1,060 characters max)
- What are your school's **characteristics**? What are your school's **special features**? Please list here those features that make your school stand out. These might include: College entry rates, pilot status, home visiting program, renovated gymnasium, grant funded programs, etc. (can enter up to 10 characteristics and 10 special features)
- School Capsule Summary: Brief definition of school type and grade configuration. For example, Pilot School, grades K-8 or Innovation School, grades 6-12, etc. (675 characters max)
- Major **awards, honors and distinctions** earned by your school, administrators, teachers and students. For each item, be sure to include: the name of the award, who presented it (usually, the name of an organization), the year it was presented (can enter up to 10)

Student Opportunities:

- Key **partners** from the community, business, higher education, health and human services, and other sectors (can enter up to 10)
- Any **unique classes** you offer, or if you prefer, curriculum guidelines per grade level, i.e. K1 uses the OWL curriculum, all freshmen take Algebra II, etc. (500 characters max)
- **Academic and enrichment activities** that happen before or after school in the school building. State if the activity is free or, if not, what the fee is (by day, week, year). If the activity is restricted, who is eligible to participate? (875 characters max each for before and after school activities)
- Selected **academic courses and activities** offered during regular school hours (High Schools only; 600 characters max)
- **Sports** offered at your school (choice of 25 listed sports, plus space for 5 other sports)

Facilities:

- | | |
|---------------------|------------------|
| • Auditorium | • Library |
| • Playground | • Athletic Field |
| • Science Lab | • Computer Lab |
| • Pool | • Cafeteria |
| • Music Room | • Art Room |
| • Outdoor Classroom | • Gymnasium |
| • Up to 3 others | |

Other School Attributes:

- Any **languages** that are spoken at your school. These are the languages you or your staff are able to communicate in with parents. (able to add up to 8 additional languages on top of the 8 standard languages used in district communications)
- School **uniform** policy. What does that policy require? If the school has a uniform, please describe it below.

Top-Ranked Attributes from SQWG

Attribute	ES/MS rank	HS rank	Action
Extended Learning Time	1	1	New category
Social Worker	2	1	New item
Guidance Counselor	5	1	New item
Inclusive Program	3	2	New item
Art (all disciplines)	5	4	New item (HS) and description (all)
Dual Language Program	4	5	New item
Parent Coordinator	3	--	New item
8th Grade Algebra I	5	--	(See below)
Recent Facilities Upgrades	5	--	Added to school description
Health Center/Health Resource Center	--	2	New item
Proximity to an MBTA Stop	--	3	(See below)
Experiential Learning Opportunities	--	4	Added to school description
Internships	--	5	New item
Dual Enrollment Opportunities	--	5	New item

Changes to DiscoverBPS:

Adding category on Extended Learning Time

- Before school (by grade, K-8)
- After school (by grade, K-12)

Changing “Health and Wellness” category to “Student Supports”

- Full-time nurse
- Social worker (grades 6-12)
- Guidance counselor (grades 6-12)
- Family Coordinator
- Onsite Health Center (grades 9-12)

Changing “AWC” category to “Programs”

- AWC
- Inclusion
- Dual language
- International Baccalaureate (grades 9-12)
- Advanced Placement Classes (grades 9-12)
- Dual Enrollment Opportunities (grades 9-12)
- Internships (grades 9-12)
- STEM (grades 6-12)
- STEAM (grades 6-12)
- Vocational (grades 9-12)
- Technology (grades 6-12)
- Health Careers (grades 9-12)
- Visual Arts (grades 9-12)
- Performing Arts (grades 9-12)

Adding category on World Languages (grades 6-12)

- Spanish
- French
- Arabic
- Chinese
- Japanese
- Sign
- Other

Adding content to Facilities category

- Full Handicap Accessible

Adding categories to school descriptions

- Describe here any recent facilities upgrades your school has had
- Describe any visual or performing arts opportunities available to students
- Describe any experiential learning opportunities students have (HS only)
- Describe before- and after school programs offered on site, including fee structure. If programs are not available, please include information about what community programs your students often utilize.

****Note on Algebra I:**

While it would be possible to add Algebra I, our Engagement team believes that this would cause confusion among parents and lead to questions about why other classes are not included. Although Algebra I is a common “college readiness” benchmark, parents are generally not familiar with this status, and we would anticipate many questions about what other mat classes or English classes the school offers.

We propose adding a question to the lists we share with parents of good questions to ask when researching schools. This would give us more of an opportunity to inform parents about why Algebra I is important. In addition, schools are already asked to describe any unique classes they offer or curriculum guidelines per grade level. We could include 8th grade Algebra I as an example of a good program to include in that description.

****Note on Proximity to MBTA Stop:**

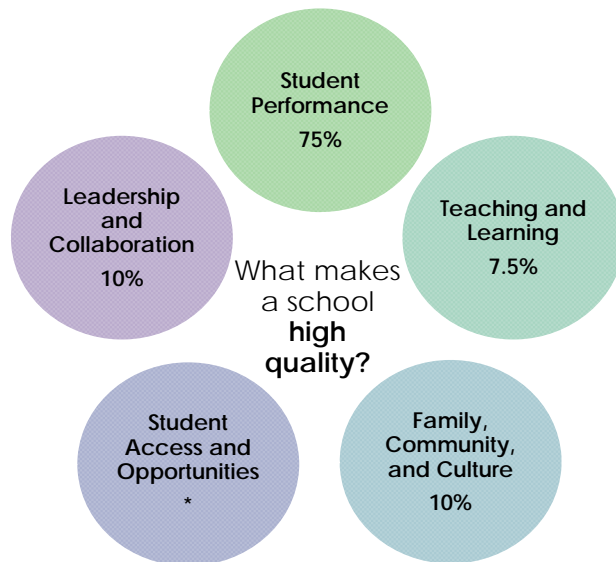
Since we don’t know which direction students will be coming from, or whether they may have access to a yellow school bus, we felt that it would be unnecessarily complicated to include an item on proximity to an MBTA stop. Instead, we hope to include a link to the MBTA trip planner for parents who are interested in learning more or planning a student’s route to school.



Weight of School Quality Domains

Based on:


- Research from other large urban districts
- Availability of metrics (absolute vs. perception)
- Community values
 - Examination of EAC recommendations
 - BPS Policy on Eliminating the Achievement Gap
 - 5 core elements of family and student engagement
 - 2004-2005 quality work group
 - Community input
- Acknowledgement that Student Performance metrics align with Teacher and Learning metrics



BOSTON PUBLIC SCHOOLS

Growth to be weighed twice as much as proficiency

The Working Group took two polls to determine how growth and proficiency would be weighed in the new measure...



Metric	Weight
Weight for growth metrics	62%
Weight for proficiency metrics	38%

10