Table of Content

- Draft RFP for Equity Analysis
- Recommendations of school walk-through framework/process
- Recommendations for interim assignment tiers
- Discussion
Draft RFP for Equity Analysis

Dr. Lisa Harvey
Deputy Director of Evaluation and Programs
Office of Engagement
The Home-Based Assignment Plan replaced the 3-zone assignment system with the intention of:

- Increasing— and better balancing— access to quality schools, especially for students with the lowest-level of access (in 2013)
- Decreasing the average distance a student would travel
- Protecting the diverse school communities we value today
- Increasing the likelihood a child will be in the same grade in the same school as other children nearby \(^1\).

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

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

- Draft Preliminary Equity Analysis RFP
- Release Final RFP for Preliminary Analysis
  - Review and hire consultant for Preliminary Analysis
  - Preliminary Analysis School Committee Presentation
  - Conduct Preliminary Analysis
- Conduct Full Equity Analysis
  - Release Final RFP for Full Equity Analysis
  - Conduct Full Equity Analysis
- Draft Full Equity Analysis RFP
- Review and hire consultant for Full Analysis
  - Spring 2018
  - Convene Advisory Committee
  - March
  - April
  - May
  - June
  - July
  - August
  - Fall
Request for Proposals

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

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

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

1. **MCAS tiers**- (BPS construct) current conception of quality as Tier 1 & 2 schools*

2. **SQF**- (BPS construct)

3. **DESE levels**- (MA DESE construct)

4. **DESE percentiles and subgroup target ratings**- (MA DESE construct)
Focus Areas

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

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

- neighborhood
- socioeconomic levels
- racial /ethnic group
- Home languages (or other language variable)
- subgroup overlays
  - Special Education
  - English learners
  - middle school pathways
Next Steps?
School Walk-Through Process/Framework
SQF Policy Context

• Five School Quality domains with outcomes set in stone
  1. Student Performance
  2. Teaching and Learning
  3. Family, Community, and Culture
  4. Leadership and Collaboration
  5. Student Access and Opportunities

• School Quality Framework Tiers will be updated every two years
• Data that informs Tiers will be updated and made public each year in the form of a “snapshot”
• Qualitative data will accompany Tiers and be refreshed each year
Why should we think about adding School Observations?

Given the multiple measures nature of the SQF, we may be missing one critical component
Important Decision Points:

• Which observation protocol would be used? Why?

• How often would each school be scheduled to be rated on the observation protocol?

• Who would complete the school observation? How much time / resources would be required?

• To what extent and how would calibration across school observations be ensured?

• How would the school observation data be used internally and externally?
Balancing Reliability and Accessibility

Managing Tradeoffs:
- Resources
- Reliability
- Access
- Action

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BOSTON PUBLIC SCHOOLS
Characteristics of possible observation models

- Very resource intensive / Less accessible & up to date
  - Every school every 4 years, highly calibrated, data made public, not as up to date, add on to quantitative data in Tier rating

- Very resource intensive / Very accessible & impactful
  - Each school every 2 years, highly calibrated, data made public, replacing a number of quantitative data points in domains and on outcomes

- Less resource intensive / Less accessible & up to date
  - Every school every 4 years, low calibration, data made public, not incorporated into Tier rating in any way

- Less resource intensive / Very accessible
  - Every school every 2 years, low calibration, data made public, incorporated into domains/outcomes in low stakes way
Next Steps:

- Work with School Leaders and Instructional Superintendents to identify the potential intersections with their work.

- Come back to the SQWG II with model(s) that can help us to fulfill the need to incorporate observation as a measurement mode included in the SQF.

- Identify the support(s) that will be required to execute selected model(s).
INTERIM ASSIGNMENT TIERS
Current Assignment Tiers

Schools on Home Based List:
- 2 Closest Tier 1 schools
- 4 Closest Tier 1 or 2 schools
- 6 Closest Tier 1, 2, or 3 schools
- 3 Closest Option Schools

Also on student lists:
- All schools within 1 mile
- Closest ELC/EEC
- Citywide schools, sibling schools, and additional programmatic option schools
MCAS Tiers

- Current MCAS Tiers are based on 2 years of MCAS data: ELA & Math (2012-2013 and -2013-2014)

- Rankings are based on school proficiency and growth (Median SGP) with percentage of students proficient weighted twice as much as growth.
- Two years are weighted evenly
- MCAS Tiers were only calculated for schools with grades 3-8

- Challenges w MCAS Tiers
  - MCAS Tiers do not align with State Levels
  - Outdated data
  - Early Elementary Programs & Alternative Schools
# MCAS Tier Data

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Assignment Tier Options - Fall 2017

1. Keep MCAS Tiers the same (2013-2014 Data)
   a. More consistent tiers for BPS community
   b. High stakes decisions made based on outdated data

2. Re-Calculate MCAS Tier based with current data with *Hold Harmless* provision
   a. Schools held harmless based on previous MCAS Tier (aligned with state methodology)
   b. Available Data: 2015 PARCC, 2016 PARCC, 2017 MCAS 2.0 *(2017 MCAS data will not be available until Fall 2017)*

3. Other
   a. Data sources available: Utilize 2016 State Accountability Data: Levels, Percentiles, PPIs, etc
   b. Other measures of school quality
Discussion
Discussion

• Clarifying Questions
• Specific Feedback

• General Comments from BPS Presenter