



Hartford Board of Education
Workshop Meeting – Wednesday, November 6, 2013

Jumoke Academy Honors at Milner, 104 Vine Street,
Hartford, Connecticut 06112

AGENDA

- I. Call to Order (5:30 p.m.)
- II. Workshop Session
 - A. Portfolio Directors: New School Report Card
 - B. Process for Identifying Schools for Redesign
- II. Adjournment

Upcoming Board of Education Meeting

*** BoE Regular Meeting: Tuesday, November 19, 2013 at 5:30 p.m. at Sarah J. Rawson Elementary School, 260 Holcomb Street, Hartford, CT 06112 ***

School Quality Report Cards

Hartford Board of Education Workshop
November 6, 2013

Workshop Objective

- Provide an overview of the conceptual framework, and information on the process to date.
- Get feedback to inform the work moving forward

Purpose of Reporting System



To promote the highest quality of teaching and learning in every Hartford public school.

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Reporting System Components



School Quality Report Cards

- Summary of critical school success indicators for parents and stakeholders

Expanded School Quality Reports

- Summative data on school success for accountability to district expectations and progress toward Strategic Operating Plan

Data Dashboard and Live Binders

- Formative data for leaders to use in guiding continuous school improvement.

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Guiding Thoughts and Questions



Performance

- How well do these elements capture the core of student learning?
- Are there any you would emphasize/prioritize, delete, or add?

Environment

- How well do these elements capture the core of a positive school environment?
- Are there any you would emphasize/prioritize, delete, or add?

Practice

- How well do these elements capture the core of effective school practices?
- Are there any you would emphasize/prioritize, delete, or add?
- Should school practices be documented in the report card? Why?

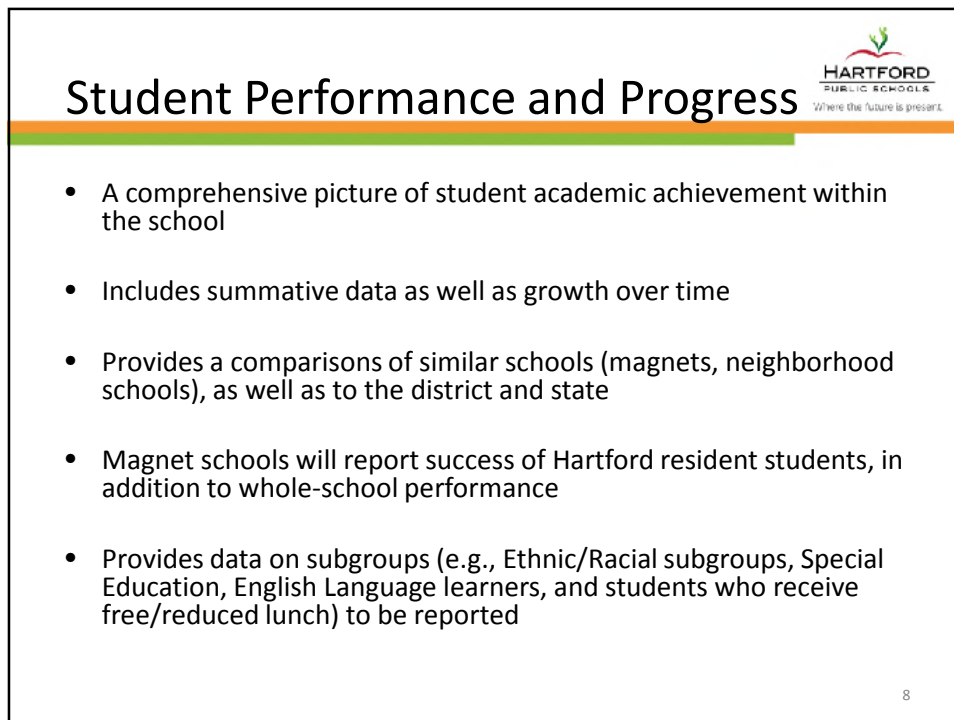
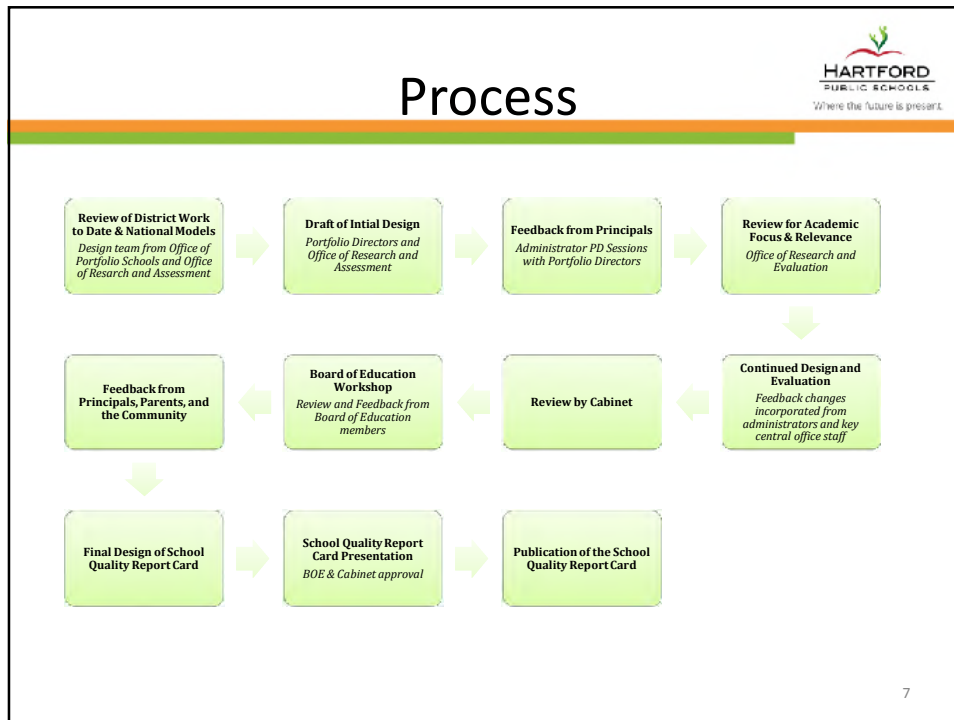
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School Performance Categories



- Student Performance and Progress
- School Environment
- School Practice

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School Environment



- Quantifying each schools' ability to provide a learning environment that meets the needs of its' students and:
 - ensures that all students attend school on a regular basis
 - promotes positive student behavior
 - actively involves parents and the community
- Provides a comparisons of similar schools (magnets, neighborhood schools), as well as to the district and state
- Magnet schools will report success of Hartford resident students, in addition to whole-school performance, on appropriate indicators
- Factors in student mobility and subgroups (e.g., Ethnic/Racial subgroups, Special Education, English Language learners, and students who receive free/reduced lunch), where applicable

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School Practice



- Quantifies schools' ability to effectively carryout the components that are pertinent to
 - good instruction
 - using data to improve teaching and learning
 - engaging students in learning
 - providing a comprehensive model of professional development and support to its staff
- School Practice measures will be shown against similar schools (magnet schools compared to all magnet schools) as well as the district as whole to provide these elements in context.

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Questions for Consideration



- Is the span of the measures a fair and effective incentive system for schools? Does it provide appropriate accountability to stakeholders on behalf of all children?
- Are public report card accountability measures substantially different from internal district expectations?
- Is an expanded report card for district purposes advisable? Why or why not?
- Should some indicators in each category be weighted more heavily than others?
- Should some indicators be listed but not influence the score?
(For example, years of faculty experience, student mobility?)
- Does a reporting system support or transcend SOP?



School Quality Reporting Elements *DRAFT*

Purpose of the Hartford Public Schools school quality reporting system:

to promote the highest quality of teaching and learning in every Hartford public school.

Reporting System Components:

1. School Quality Report Cards
Summary of critical school success indicators for parents and stakeholders
2. Expanded School Quality Reports
Summative data on school success for accountability to district expectations and progress toward Strategic Operating Plan
3. Data Dashboard and Live Binders
Formative data for leaders to use in guiding continuous school improvement.

School Performance Categories:

1. Student Performance and Progress
2. School Environment
3. School Practice

School Quality Report System Development Process

1. Review of district work to date and national models
2. Draft of current design
Design Team from the Office of Portfolio Schools and the Office of Research and Assessment
3. Review of Initial Design
Portfolio Directors and Office of Research and Assessment
4. Feedback from Principals
Administrator PD Sessions with Portfolio Directors
5. Review for Academic Focus and Relevance
Chief Research and Assessment Officer, Executive Director of Assessment and Intervention, and Executive Director of Research and Program Evaluation. Incorporated feedback from principals
6. Continued Design based on feedback from administrators
Design Team
7. Review by District Leadership
Cabinet
8. Board-level Input and Feedback
Board Workshop
9. Additional Principal Feedback
10. Parent and community feedback
11. Complete Draft for Cabinet and Board Review

Category One -- Student Performance & Progress

--a comprehensive picture of student academic achievement within the school

- summative data as well as growth over time
- comparisons to similar schools (magnets, neighborhood schools), as well as district and state
- magnet schools will report success of Hartford resident students, in addition to whole-school performance
- data on subgroups (e.g., Ethnic/Racial subgroups, Special Education, English Language learners, and students who receive free/reduced lunch) to be reported

Key data elements across all grade levels include:

- SBAC (SPI format)
- NWEA MAP

Additional Elements by Grade Level:

Grades pre-k to 8

- DRA2
- Pre-k and Early Kindergarten screens

Grades 9 to 12

- Percent passing Algebra I
- Percent passing English I
- Percent promoted by grade
- SAT (and/or ACT)
- AP, ECE, and dual enrollment—courses offered & results
- Graduation Rate
- College acceptance and placement

Student Performance & Progress Scoring Matrix (Sample Measures)

Sample Measures	Rating				
	5 Highly Effective	4	3	2	1 Ineffective
SPI -- current					
SPI – growth (last yr. to current year)					
MAP--% at grade target					
MAP— percent meeting expected growth					

Overall Performance Rating _____
(Mean of above scores)

Category Two -- School Environment

--quantifying each schools' ability to provide a learning environment that meets the needs of its' students and:

ensures that all students attend school on a regular basis,
promotes positive student behavior, and
actively involves parents and the community.

- comparisons to similar schools (magnets, neighborhood schools), as well as district and state
- magnet schools will report success of Hartford resident students, in addition to whole-school performance, on appropriate indicators
- student mobility and subgroups (e.g., Ethnic/Racial subgroups, Special Education, English Language learners, and students who receive free/reduced lunch), where applicable

Key data elements include:

- Student-based
 - Attendance (average daily attendance & percent chronic absentees)
 - School Climate survey (student responses)
 - Suspension and Expulsion rates
- School-based
 - After school activities offered/percent of students involved
 - Facilities rating
 - School Climate survey (staff)
 - Staff attendance
- Parent and Community-based
 - Attendance at events
 - PTO
 - School Climate survey (parents)
 - School Governance council

School Environment Scoring Matrix (Sample Measures)

Sample Measures	Rating				
	5 Highly Effective	4	3	2	1 Ineffective
Attendance					
Facilities					
Parent Portal					
Climate Survey					

Overall Environment Rating _____
 (Mean of above scores)

Category Three -- School Practice

--ability to effectively carryout the components that are pertinent to

- good instruction,
- using data to improve teaching and learning,
- engaging students in learning, and
- providing a comprehensive model of professional development and support to its staff.

School Practice measures will be shown against similar schools (magnet schools compared to all magnet schools) as well as the district as whole to provide these elements in context.

Key data elements include:

- Implementation of climate programs
- Implementation of Data Teams
- Implementation of SRBI/Interventions
- Instructional practices (Teachscape)
- Use of Student Success Plans (SSP's)
- College exposure—visits, etc. (upper grades)

School Practice Scoring Matrix (Sample Measures)

Each component will be measured on a rubric by Portfolio Directors in collaboration with other central office staff and reviewed with building leaders.

Sample Measures	Rating				
	5 Highly Effective	4	3	2	1 Ineffective
Data Teams					
Teacher Performance (Teachscape)					
Climate Program					

Overall Practice Rating _____
(Mean of above scores)

School Reporting Questions:

Performance—

How well do these elements capture the core of student learning?
Are there any you would emphasize/prioritize, delete, or add?

Environment—

How well do these elements capture the core of a positive school environment?
Are there any you would emphasize/prioritize, delete, or add?

Practice—

How well do these elements capture the core of effective school practices?
Are there any you would emphasize/prioritize, delete, or add?
Should school practices be documented in the report card? Why?

Overall Questions: (Some answers may inform the rating system details, others may only be answerable after a specific draft.)

Is the span of the measures a fair and effective incentive system for schools? Does it provide appropriate accountability to stakeholders on behalf of all children?

Are public report card accountability measures substantially different from internal district expectations?

(Is an expanded report card for district purposes advisable? Why or why not?)

Should some indicators in each category be weighted more heavily than others?

Should some indicators be listed but not influence the score?

(For example, years of faculty experience, student mobility?)

Does a reporting system support or transcend SOP?