



Background on the Roadmap for Equitable Student Outcomes

At its June 2018 meeting, the Springfield Empowerment Zone Partnership ("SEZP") Board of Directors formally approved the SEZP Roadmap for Equitable Student Outcomes ("the Roadmap"). The tool was created to support SEZP's ability to define goals, monitor progress, and inform accountability at both the school and Zone levels.

In particular, the Roadmap helps to:

- **Illuminate** the significant differentiation in **performance** among schools for the SEZP Board,
- **Guide** schools in making data-based decisions in their annual **continuous improvement planning**, and
- **Categorizes** schools for different **support** strategies by the SEZP team, up to and including reconfiguration.

In school year 2021–22, SEZP piloted additional measures of school performance, with our purposeful shift to a more expanded definition of student success. SEZP leadership intends to present to the SEZP Board for their review and potential approval a new version of the Roadmap for school years 2022–23 and moving forward.

The below offers an introduction to the current version of the Roadmap for Equitable Student Outcomes.

I. Introduction to Roadmap Categories

The Roadmap includes three categories of data with specific metrics underneath each category, and weights assigned to each metric. A refresher summary of the Roadmap categories is below:

1. **“On the Right Path: Best Practices for High-Quality Schools.”** This section articulates specific practices and standards of high-quality schools that have been demonstrated to move turnaround schools out of low-performing status over time. Schools received ratings on these elements during a “School Quality Review,” an in-depth walkthrough and analysis conducted at each school this past

winter. This section accounts for 20% of the total Roadmap points.

2. **“Beacons of Progress: Holistic School Indicators.”** This section focuses on other measures of school quality that go beyond summative student achievement, but which also matter in forming a complete picture of school progress. This includes indicators such as family satisfaction, student discipline rates, educator retention rates, teacher satisfaction and school collaboration. This section accounts for 30% of the total Roadmap points.

3. **“True North: Student Success Indicators.”** These indicators are about the true end goal – summative student success – and directly align with DESE’s accountability metrics. In this section, we are using the updated school “accountability percentile” metric as well as a new metric DESE put out this year that assesses how schools are progressing towards meeting their improvement targets. DESE calculates the percentile and “meeting improvement targets” figures based on data from the following indicators: SGP, proficiency, ACCESS test results, and chronic absence at the middle school level; and also includes graduation rate, dropout rate, and 9th grade success rates at the high-school level. The Board agreed that DESE’s system had to be a central part of our Roadmap, given that all SEZP schools (with the recent exception of Chestnut TAG and Duggan Academy) are most immediately focused on exiting underperforming status. This section accounts for 50% of the total Roadmap points.

II. Description of Metrics Within Roadmap Categories

The below describes which metrics are included, how the score for each metric is calculated, and the method used to aggregate metric scores into overall roadmap scores.

Section 1 – On the Right Path (20 points)

Instructional leadership, shared responsibility, & professional collaboration (5 points)

Schools receive a rating across 7 school quality review items (1a-1g). Ratings are translated into numerical values as follows: Beginning = 0, Developing = 1, Established = 2, Transformational = 3. Numerical values for items 1a-1g are averaged. Schools can earn a maximum of 5 points if they receive an average of 2.5 or greater. This threshold was determined based on an analysis of the score range across SEZP schools following the first administration of the school quality review in 2017-2018.

Intentional practices for improving instruction (5 points)

Schools receive a rating across 16 school quality review items (2a-2p). Ratings are translated into numerical values as follows: Beginning = 0, Developing = 1, Established = 2, Transformational = 3. Numerical values for items 2a-2p are averaged. Schools can earn a maximum of 5 points if they receive an average of 2.5 or greater. This threshold was determined based on an analysis of the score range across SEZP schools following the first administration of the school quality review in 2017-2018.

Student-specific supports and instruction to all students (5 points)

Schools receive a rating across 6 school quality review items (3a-3f). Ratings are translated into numerical values as follows: Beginning = 0, Developing = 1, Established = 2, Transformational = 3. Numerical values for items 3a-3f are averaged. Schools can earn a maximum of 5 points if they receive an

average of 2.5 or greater. This threshold was determined based on an analysis of the score range across SEZP schools following the first administration of the school quality review in 2017–2018.

School climate & culture & family and community engagement (5 points)

Schools receive a rating across 10 school quality review items (4a–4j). Ratings are translated into numerical values as follows: Beginning = 0, Developing = 1, Established = 2, Transformational = 3. Numerical values for items 4a–4j are averaged. Schools can earn a maximum of 5 points if they receive an average of 2.5 or greater. This threshold was determined based on an analysis of the score range across SEZP schools following the first administration of the school quality review in 2017–2018.

Section 2 – Beacons of Progress (30 points)

NWEA MAP % of students meeting growth targets in ELA (5 points)

Each student is assigned a MAP growth target based on their baseline scores on the fall MAP assessment. Students who earn a spring MAP score above this target are considered to be meeting the growth target. Schools earn up to 5 points if 80% or more of their students meet ELA MAP growth targets. Schools must have at least 40% of students meet targets in order to earn any points. These thresholds were determined based on an analysis of the range of scores across SEZP schools in 2017–2018.

NWEA MAP % of students meeting growth targets in mathematics (5 points)

Each student is assigned a MAP growth target based on their baseline scores on the fall MAP assessment. Students who earn a spring MAP score above this target are considered to be meeting the growth target. Schools earn up to 5 points if 80% or more of their students meet mathematics MAP growth targets. Schools must have at least 40% of students meet targets in order to earn any points. These thresholds were determined based on an analysis of the range of scores across SEZP schools in 2017–2018.

Student chronic absenteeism % (2 points)

Students are considered to be chronically absent if they are absent during 10% or more days over the course of a school year. Schools can earn up to 2 points if their chronic absent rate is 12% or lower. Schools must have a rate below 35% to earn any points. These thresholds were determined based on an analysis of the range of scores for urban schools with similar demographics across Massachusetts.

Out-of-school suspensions per 500 students per day (3 points)

This metric is designed to estimate the number of students receiving an out-of-school suspension in each school per day. Scores are weighted to an enrollment of 500 students in order to control for different student population sizes across SEZP schools. Schools can earn up to 3 points if their value is 0. Schools must have a value below 1.5 in order to earn any points. These thresholds were determined based on an analysis of the range of scores across SEZP schools in 2016–2017 and 2017–2018.

Net promoter score on TNTP Family Survey (5 points)

Each school administered a survey to parents to determine their opinions of the school. Parents were asked the question, "On a scale of 0–10, how likely are you to recommend this school"? The net promoter score is calculated as the percentage of parents who promoted the school (9 or 10) minus the percentage of parents who were detractors (0–6). A school can earn up to 5 points if its net promoter score is 70 or greater. Schools must have a promoter score of at least -15 in order to earn any points. These thresholds were determined following consultation with TNTP about the range of scores across urban schools nationally that administered the survey.

Teacher attendance rate (3 points)

Teacher attendance rate is calculated as the total hours present divided by total hours possible. Professional development and leave hours are excluded. Schools can earn up to 3 points for a 100% attendance rate. Schools must have a rate above 95% in order to earn any points. These thresholds were determined based on an analysis of the range of rates in SEZP schools in 2016–2017 and 2017–2018.

Educator retention (2 points)

Educator retention is calculated as the percentage of teachers (based on bargaining unit) who were active in June and remained active in the same school in September. Schools must have a rate of 80% or above to earn 2 points. Schools below 80% receive no points. This threshold was chosen to allow for an acceptable level of teacher attrition while recognizing the importance of staffing stability.

Insight index score from TNTP Insight survey (2 points)

The TNTP Insight survey measures the views of teachers across several different domains. The index score is an aggregation of teacher responses translated into a scale from 0–10. Schools can earn up to 2 points for an index score of 10. Schools must have an index score of 5 in order to earn any points. These thresholds were determined based on the range of index scores across SEZP schools in 2016–2017 and 2017–2018.

School collaboration survey (3 points)

The school collaboration survey measures labor-management collaboration across SEZP schools. Across 9 measures, schools are scored as below, at, or above comparison schools nationally that also participated in the survey. Schools receive a value of 0 for below, 1 for at, and 2 for above. Schools can earn up to 3 roadmap points for a value of 16 or higher.

Section 3 – True North (50 points)

This section of the roadmap incorporates the DESE Accountability System. DESE assigns two scores to schools based on their improvement from year to year and their overall placement compared to all other schools in Massachusetts. The DESE Accountability system aggregates scores based on the following measures.

- MCAS average ELA scaled score (MS) or average CPI (HS)
- MCAS average mathematics scaled score (MS) or average CPI (HS)

- MCAS average science CPI
- MCAS mean ELA student growth percentile (SGP)
- MCAS mean mathematics student growth percentile (SGP)
- % of students making progress on the ACCESS assessment for English language learners
- Student chronic absenteeism rate
- Four-year cohort graduation rate
- Extended engagement rate (five-year cohort graduation rate + students returning for grade 12)
- Annual dropout rate
- Completion of advanced coursework in high school

DESE % Meeting Improvement Targets (20 points)

Schools are assigned an improvement target for each DESE accountability metric. Schools earn points according to the following improvements on each metric: declined-0, no change-2, met target-3, exceeded target-4. A final percentage is calculated by dividing the points earned by the points possible. For schools with returning principals, a two-year weighted average is used in line with DESE methodology. Schools with new principals use a single year of data. Schools with percentages of 75 or greater are considered by DESE to be meeting targets. On the SEZP roadmap, a school can earn up to 20 points for a DESE improvement target percentage of 100%.

DESE Accountability Percentile (30 points)

Schools are assigned an accountability percentile based on how they compare to other schools across the state on an aggregation of all DESE measures. All schools with grades 3–8 are compared to one another, all schools with grades 9–12 are compared to one another, and all combination middle/high schools are compared to one another. Generally, schools in the bottom 10 percentiles are considered by the state to require assistance or intervention. On the SEZP roadmap, schools can earn up to 30 points for a percentile of 20 or higher.