



Board Presentation - November 8, 2010

NHPS SCHOOL CHANGE PERFORMANCE GOALS AND 2010-11 PRELIMINARY SCHOOL TIERING CRITERIA



Underscoring a Vision for the District

The School Change Initiative Aims to...

- Close the gap between the performance of New Haven students and the rest of the State in 5 years
- Cut the drop-out rate in half
- Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college

By Pursuing a Vision of...

- Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives
- Adults assuming collective responsibility for students, working separately and together to move students from wherever they start to the highest levels of learning, collaborating without fault
- The district and schools acting to support individual development, innovation, and adaptation

Strategies: How will we achieve our goals and vision?

Ensuring meaningful focus on broad measures of students learning

Portfolio of Schools	Talent	Community
<i>Each school will be organized and supported to its own unique organizational success</i>	<i>Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes</i>	<i>The work of the school system will be as aligned as possible with the other adults who work on behalf of students, including parents and community organizations</i>



1. School Change Performance Goals

2. 2010-11 Preliminary School Tiering Criteria

2010-11 School Tiering Overview



- Tiering criteria **for Elementary/Middle Schools** will follow the 2009-10 approach, with a few important modifications and additions
- Tiering criteria for **High Schools** will be new for 2010-11 and address the specific structure and requirements of the High School context, while adhering to the same underlying approach and principles as in Elementary/Middle School Tiering
- In 2010-11 all NHPS schools will be Tiered and 7-10 schools will engage in Intensive School Planning

Key Principles for School Tiering

- 1. Focus on absolute achievement *and* growth**
- 2. Incorporate multiple measures of performance**, including both academic and non-academic measures
- 3. Engage ‘users’ in the analysis** (i.e. visually display information in a way that enables data consumers to understand the interaction of key variables and draw appropriate conclusions)

New Features of School Tiering That are Common Across Elementary/Middle and High School



- **School Learning Environment Survey**

In 2010-11, the School Learning Environment Survey for parents, teachers, and students will be used as the measure of School Learning Environment

- **Peer School Index:**

A Peer School Index has been added to capture and communicate the relative similarities/differences in student population between schools. The PSI takes into account the following student population characteristics:

- % Free and Reduced Lunch (To be considered for HS)
- % Special Education
- % English Language Learners
- % Transfer In (Defined as the % of students at the school who enroll after October 1st)

- **Limitation of included students**

For measures of student performance or progress (e.g. CMT), only those students who have been enrolled at a given school by October 1 of that year will be included in the school performance measurement calculation

School Learning Environment Measure - Explanation



The **School Learning Environment** measure assesses the quality of the school learning environment within five domains: Academic Expectations, Collaboration, Communication, Engagement, Safety and Respect

School Learning Environment is assessed using survey responses from parents, teachers, and students. The quality level of a school learning environment is determined based on the combined survey responses of all participants groups relative to the combined survey responses of participants across all NHPS schools of the same level (i.e. Elementary/Middle or High School).

The overall School Learning Environment rating represent the aggregation of all participant and domain ratings.

SLE ratings for overall school and for each participant and domain are defined as:

Exemplary (EX): High satisfaction across participants and domains

Satisfactory + (SA+): Above average satisfaction across participants and domains

Satisfactory - (SA-): Below average satisfaction across participants and domains

Needs Improvement (NI): Low satisfaction across participants and domains

Sample school SLE Ratings report

Indicator	Performance Measure	Grade (s)	2010	
School Learning Environment.	SLE Survey - Parents	Acad. Expectations	All	Sa+
		Collaboration	All	NI
		Communication	All	NI
		Engagement	All	NI
		Safety & Respect	All	Sa-
	SLE Survey - Students	Acad. Expectations	All	Sa+
		Collaboration	All	Sa+
		Communication	All	Sa+
		Engagement	All	Sa-
		Safety & Respect	All	Sa+
	SLE Survey - Teachers	Acad. Expectations	All	Sa+
		Collaboration	All	NI
		Communication	All	NI
		Engagement	All	Sa-
		Safety & Respect	All	NI

Elementary/Middle School Tiering Criteria



Tiering will be informed by the following school performance measures:

1. Student Progress:

Student progress on the CMT in math, reading, and writing relative to other students with similar academic histories, as measured by the Median Student Growth Percentile (3-year weighted average)

2. Student Performance:

Percent of students scoring at or above proficient and goal on CMT in math, reading, writing and science (3-year weighted average¹)

3. School Learning Environment:

Quality of the school learning environment, as measured by SLE survey input from students, teachers, and parents (annual)

Note:

Measuring Multiple Years: Student Progress and Student Performance are calculated as the weighted average of three years of data, where the current year is 50% and the prior two years each 25%

Addition of CMT Science: In 2010-11, CMT Science (assessed in grades 5 & 8 only) has been added as part of the Student Performance measure

High School Tiering Criteria



Tiering will be informed by the following school performance measures:

1. Student Progress and Outcomes:

- *High School Graduation Trajectory* – Percent of cohort on track for high school graduation (9th-11th grade) or achieving high school graduation in 4 years (12th grade)
- *College Success Rate* – Percent of cohort who enroll in a second year of college within two years of high school graduation



Relative to academic level of Incoming students
(percent of cohort scoring proficient or above on 8th grade CMT)

2. School Learning Environment:

Quality of the school learning environment, as measured by survey input from students, teachers, and parents

Note:

Measuring Multiple Years: In contrast to Elementary/Middle school Tiering measures, HS measures are *not* calculated as 3-year rolling averages because the measures reflect multiple years of trajectory

HS Graduation Trajectory Calculation: For calculation purposes, HS graduation rate (12th grade trajectory) will account for 50% and the combined 9th, 10th, and 11th grade percent making adequate progress will make up the remaining 50%

High School Graduation Trajectory Measure – Explanation



The **High School Graduation Trajectory** measure assesses how well a school progresses its students through high school. The measure takes into account the current academic trajectory of students (9th-12th grade) and is considered relative to the percent of those same student that were proficient or above on the 8th grade CMT.

Percent of students in each cohort achieving graduation trajectory criteria...

Cohort	2009-10 Gr	Graduation Trajectory Criteria*		Summary Statistic
		Credit Accum. by EOY	CAPT Performance	
Grad Year 2012-13	9 th	6	N/A	% of all cohorts achieving graduation trajectory criteria
Grad Year 2011-12	10 th	12	> Proficient in M, R, W, S	
Grad Year 2010-11	11 th	18	> Proficient in M, R, W, S	
Grad Year 2009-10	12 th	Graduated		

Note: Achieving graduation trajectory criteria requires meeting *both* credit accumulation *and* CAPT criteria

Relative to...

Percent of students in each cohort that were proficient or above on the 8th grade CMT

Cohort	Assessment Gr	Academic Preparation Criteria	Academic Level of Incoming Students
		CMT Performance	
All (Grad Years 2009-10 to 2012-13)	8 th	> Proficient in M, R, W, S	% of all cohorts scoring proficient or above on 8 th grade CMT

*Note: We expect that graduation trajectory criteria will develop to include greater detail in future years (e.g. potentially core subject credit accumulation, GPA)

Next Steps



- 2010 Cohort data for High School is currently being finalized and calculated
- Final Tiering criteria and display will be presented to the Board on 11/22