

Explanation of the Quadrant Analysis for Measuring BPS Quality

What is the quadrant analysis?

Each year we look at trends in MCAS scores for students in general education, as well as for students with disabilities (SWDs) and English Language Learners (ELLs). The quadrant analysis helps us visualize which schools made more progress when compared to other BPS schools. This allows us to more easily direct the supports central office can offer.

This is a dynamic, snapshot view of progress towards goals and is one of many measures we use; it is merely an indicator that central office should focus greater attention and supports to help school leaders identify areas that can be improved to drive stronger instruction.

Schools in red stand out as needing additional support. Schools in blue have successfully “moved up” and improved growth and/or overall performance after previously falling behind.

What is the purpose of the quadrant analysis?

We need to respond to three key challenges (or “disruptive” events):

1. Consistently low scores at the elementary level, particularly in ELA
2. The need to offer high quality school choices for every family. This means identifying where additional supports/investments are necessary, even as the state develops its new accountability framework (Progress and Performance Index) which will measure longer-term progress.
3. Respond to the call from school leaders for more coherent and better aligned supports from central office. The quadrant analysis allows us to use data to focus resources where they might be most helpful.

What is unique about the quadrant analysis?

In its calculations of proficiency rates and student growth, DESE does not make a distinction **within** our Students with Disabilities (SWD) and English Language Learner (ELL) populations. In fact, we know from research and our data that students in these groups have a very wide **range** of needs. Some students with very high needs are served in specialized strands; therefore some schools have higher proportions of these students in order to deliver more efficient and effective services. The progress and achievement of these students is properly assessed as separate programs rather than including them in an analysis that compares the performance of schools relative to one another.

In the analysis, only the following students are included in any given school:

- Students enrolled on or before October 1 of the academic year
- General education students
- Students with disabilities in **resource rooms** (R1, R2, or R3). This group represents roughly 50% of all SWDs who took the test. Students with Autism, multiple disabilities, etc. **are not** included.
- ELL students with an English Language Development (ELD) level of **4 or 5 only**. This group represents roughly 75% of all ELLs who took the test. (SIFE students would not be included in the analysis.)

Which schools will receive customized support?

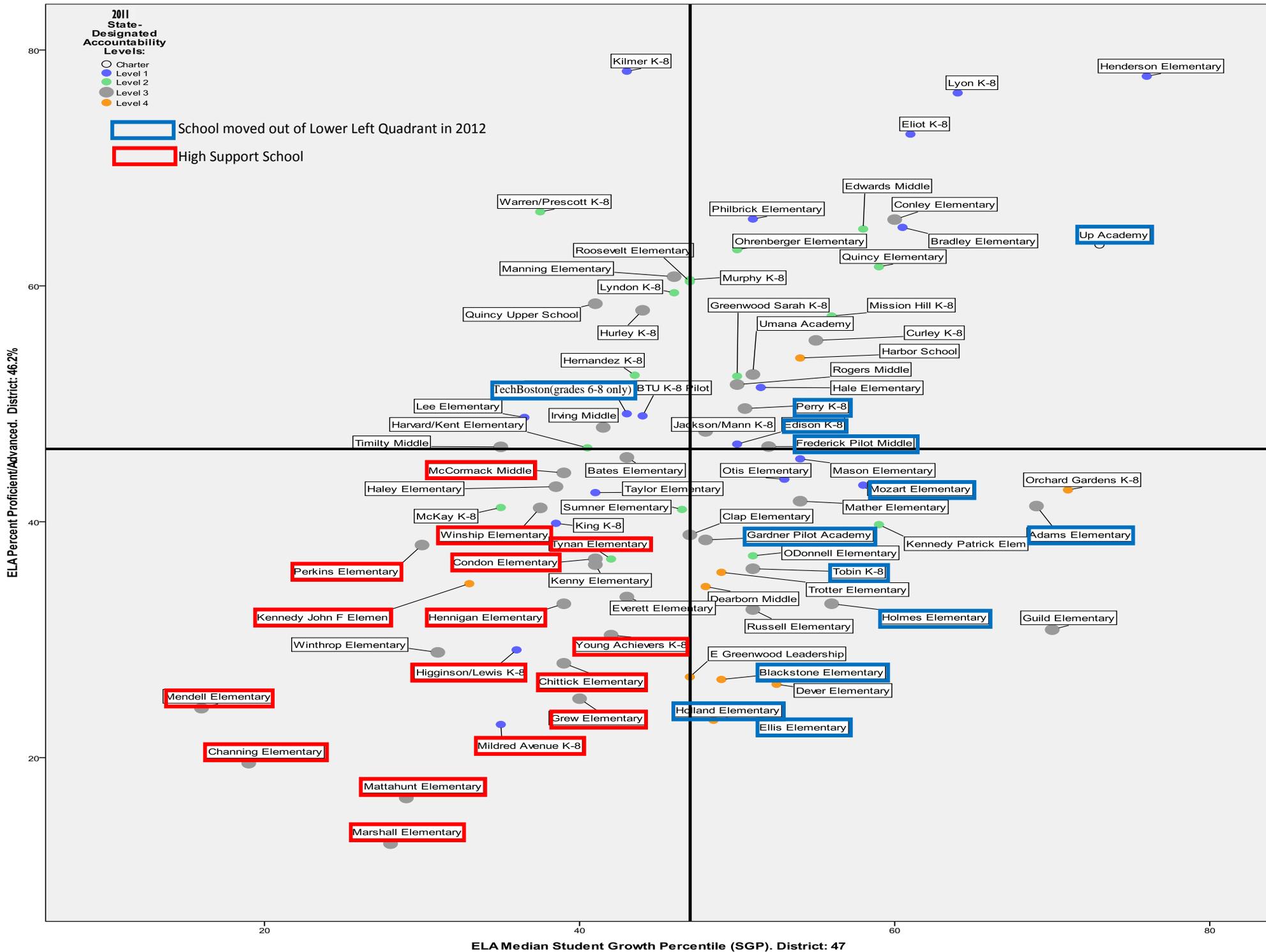
Schools in the lower left quadrant that have experienced slow growth and low performance for two consecutive years (2011 and 2012 preliminary data) in one or both content areas (ELA and Math) relative to other BPS schools. *Additional schools may be identified for support based on DESE's final release of the Progress and Performance Index.*

What are the next steps?

The quadrant analysis is an overview of academic growth and performance relative to other BPS schools. In August, school leaders met with a data coach to help examine disaggregated school data (MCAS by student groups, attendance, climate, formative assessment scores, etc.). This was followed by school-based meetings to explore root causes and identify potential problems of practice with school leadership teams; strategy development work with Academic Superintendents to identify appropriate strategies and supports for intervention; and an opportunity to present school plans to each other and to members of CFRST* teams in small cohorts. For each school, this work will result in the adoption of a school improvement plan that details the intervention strategies, supports and expectations for this school year.

*As part of the Academic Achievement Framework, staff in central office departments have been organized in Cross Functional Rapid Support Teams (CFRST) under the leadership of each Academic Superintendent to provide supports to each level or to schools within each level. For SY2012-13, the initial focus of each CFRST team will be to assist High Support Schools.

2012 Aug Preliminary MCAS ELA Performance by Growth. Grades 3 through 8 only, excluding exam schools and excluding certain SWD and ELLs



2012 Aug Preliminary MCAS Math Performance by Growth. Grades 3 through 8 only, excluding exam schools and excluding certain SWD and ELLs

