**School Quality Working Group – Measuring Quality Subcommittee Notes from 7/10 Meeting**

Attended: Rahn Dorsey (co-chair), Marinell Rousmaniere (co-chair), Bill Henderson, Carolyn Kain, Craig Lankhorst, Meredith Liu, Elaine Ng, Josh Weiss.

Nathan Kuder from BPS also attended.

Questions about the work of the subcommittee:

1.       Is it for us to define the measures?

2.       People define quality differently (e.g. MCAS only, how do we incorporate subjective measures). What aspects can/should we consider?

a.       School Climate

b.      e.g. opportunities for parents to

c.       Factors for determining which school to choose - that are meaningful for school.

3.       Which measures are a part of the index / school rating vs. which are provided, but not included in the measure.

4.       Quality - information that parents want vs. how we present information on the school website. For example:

a.       Music programs, sports, amenities.

b.      Josh thinks we should be able to decide.

c.       School start and end times (not a "good" thing, but it's info that we want to make it available).

5.       MCAS was a default, but people wanted a broader definition.

6.       Start with the EAC and the quality quantifiers that the EAC looked at.

7.       Measures of early learning - currently missing.

8.       Facilities & Classroom space.

 The group asked Nathan to email out quality quantifiers

Rahn, interpretation of the charge:

1.       The framework: what is the statement we're going to make about what a quality learning experience looks like (and it may not just include the school).

2.       He sees three big buckets:

a.       Student performance (multiple dimensions of student performance)

b.      Organizational performance (professionals and processes in the school building and what we know about the effectiveness)

c.       School attributes - features of the school.

Nathan summarized the 4 aspects of the work (based on the discussion):

1.       What current measures we want to include in the school rating for student assignment

2.       What areas should the district should focus on for future measurement and investment (aspirational measurement)

a.       Make recommendations for how to work towards them and when they should be delivered.

3.       What information do  we want to provide, but is not part of the index (rating)

4.       How to prioritize, weight, and report on quality.

a.       What are the floors / standards by which we rate schools?

Rahn also asked "What is our learning agenda that will help us think about this work?"

         What is BPS doing?

         Who else from the field is doing good work?

         Create a list of invitees - scholars, practitioners, etc  ("I don't know enough about what I need to know").

         Looking at the relationships between the variables.

         Instrumentation - how does the measure work, what are the technical details.

Before we get into the weeds, we need to start doing a process map - to lay out the domains.

Climate is a school attributes buckets

(check boxes vs. performance measurement).

Marinell: For each of our priorities/goals/outcomes, we should ask:

         Is it measureable (at all)?

          Do we currently measure it?

         How difficult will it be to measure it (including cost)?

         Should we measure it?

It was noted that, it Important to have a mechanism to ensure there aren't gaps and there isn't unintentionally overlapping of the work of each subcomittee.

Logistics:

1.       Email all documents to the group but also post it online.

2.       Open questions: do we wait for the engagement committee to make recommendations of us or do we provide stuff to the community engagement for community review?

**The next working group meeting will be during the next session on 8/7.**

Bill and Marinell may not be here for the 8/7.