Lawrence Public Schools

SQR Summary Presentation

SCHOOL EMPOWERMENT NETWORK
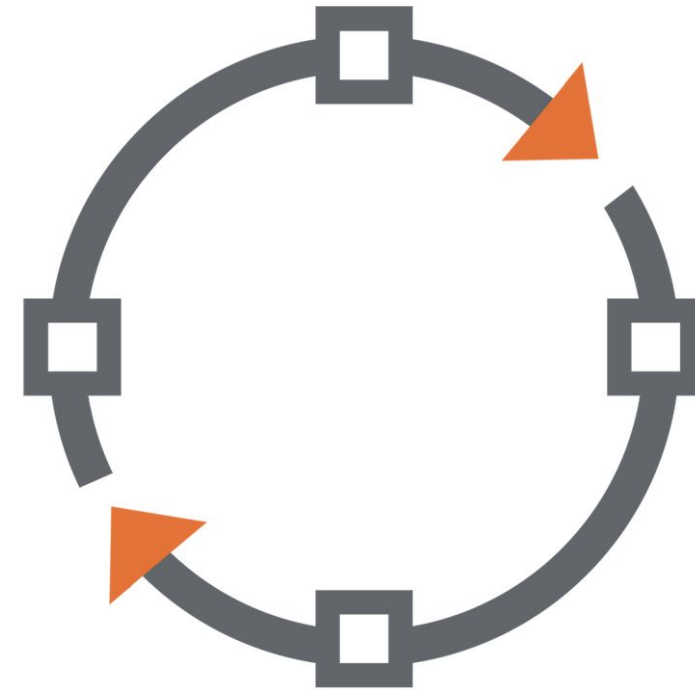06.08.2022

Orientation to SEN School Quality Reviews

A process

- Looks at how well schools are organized to support student learning and teacher practice

- Designed to support schools to engage in key practices correlated with raising student achievement

PROCESS

What is a School Quality Review?

A snapshot

- Review school documents and data

- One-day school visit

- Observe classrooms, non-classroom spaces and teacher team meetings

- Panels with parents, students, teachers, and school leaders

A document

- Quality Review Report includes rating on 11 indicators of the SEN SQR Rubric

- Describes areas of strength and areas of focus

- Includes tailored, recommended action steps

SEN School Quality Rubric Framework

The SEN School Quality Review rubric is comprised of 11 indicators belonging to three quality categories. The work of each category is informed by an equity lens to ensure the school community effectively involves and serves all stakeholders.

The Instructional Core
Indicator 1: Curriculum
Indicator 2: Pedagogy
Indicator 3: Assessment

School Culture
Indicator 4: Positive Learning Environment
Indicator 5: High Expectations

Structures and Systems for Improvement
Indicator 6: Leveraging Resources
Indicator 7: Goals and Action Plans
Indicator 8: Teacher Support and Supervision
Indicator 9: Teacher Teams and Distributed Leadership
Indicator 10: Continuous Improvement
Indicator 11: Student Academics & Developmental Support*
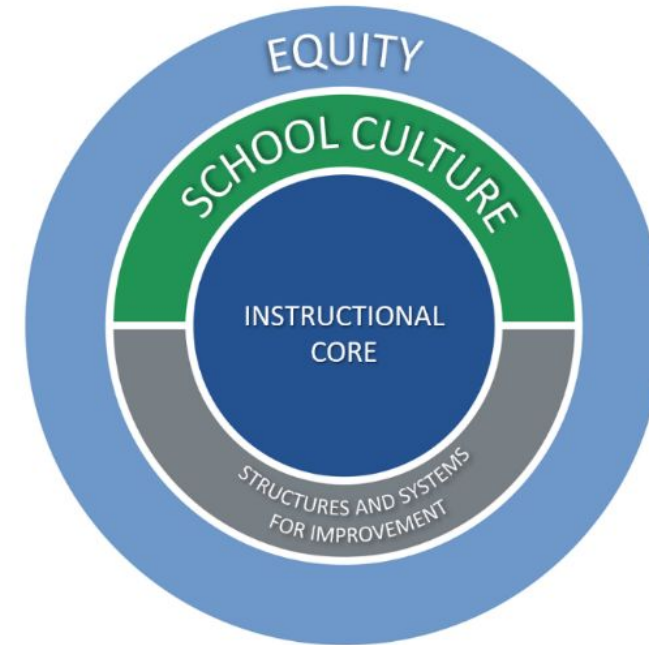
* During the school year 21-22 SEN will provide a projected rating for this new indicator, which will be fully integrated into our rubric next SY

Sample SQR Schedule

Timeframe	Activity
8:00 –9:15	Leadership Meeting (Principal + select members of team)
9:15- 9:30	Reviewer Reflection
9:30 -11:30	Classroom visits + debriefs
11:30-11:45	Reviewer Reflection
11:45-12:15	Student Focus Group
12:15-1:00	Teacher Meeting- cross section of teachers
1:00-1:30	Parent Meeting
1:30-2:15	Teacher Team Meeting Observation + Q&A
2:15-2:45	Outstanding questions for school leadership/final doc request
2:45-4:15	Final Reviewer Reflection
4:15-4:45	Feedback Conference

Data Review - Spring 2022

Summary of SQR Results - Spring 2022

	LPS SCHOOLS														
Indicator 1	Develop	Proficient	Proficient	Under D	Develop	Develop	Develop	Proficient	Develop	Develop	Proficient	Proficient	Develop	Proficient	Develop
Indicator 2	Develop	Develop	Develop	Develop	Develop	Develop	Develop	Proficient	Develop	Develop	Proficient	Proficient	Develop	Well Dev	Develop
Indicator 3	Develop	Well Dev	Develop	Under D	Develop	Develop	Develop	Proficient	Develop	Develop	Proficient	Proficient	Develop	Well Dev	Develop
Indicator 4	Well Dev	Well Dev	Well Dev	Develop	Develop	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Well Dev	Proficient	Well Dev	Develop
Indicator 5	Proficient	Develop	Develop	Under D	Develop	Under D	Proficient	Proficient	Develop	Develop	Proficient	Well Dev	Develop	Well Dev	Develop
Indicator 6	Proficient	Develop	Proficient	Develop	Develop	Develop	Develop	Proficient	Proficient	Proficient	Well Dev	Well Dev	Proficient	Proficient	Develop
Indicator 7	Proficient	Proficient	Develop	Develop	Proficient	Develop	Proficient	Proficient	Proficient	Proficient	Well Dev	Proficient	Develop	Proficient	Develop
Indicator 8	Develop	Develop	Develop	Under D	Develop	Develop	Under D	Under D	Proficient	Proficient	Well Dev	Proficient	Develop	Well Dev	Develop
Indicator 9	Develop	Proficient	Proficient	Under D	Develop	Under D	Proficient	Proficient	Proficient	Develop	Well Dev	Proficient	Proficient	Proficient	Under D
Indicator 10	Proficient	Proficient	Develop	Under D	Develop	Develop	Proficient	Proficient	Proficient	Develop	Proficient	Proficient	Under D	Proficient	Develop
Indicator 11	Proficient	Develop	Develop	Under D	Develop	Develop	Develop	Develop	Proficient	Under D	Well Dev	Proficient	Under D	Proficient	Develop

Areas of STRENGTH and FOCUS - Spring 2022

LPS SCHOOLS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Indicator 1	FOCUS	STRENGTH		FOCUS		FOCUS	STRENGTH		FOCUS	FOCUS	FOCUS	FOCUS		FOCUS	STRENGTH
Indicator 2			FOCUS	STRENGTH	FOCUS	FOCUS	FOCUS	STRENGTH	FOCUS	FOCUS	FOCUS		FOCUS		FOCUS
Indicator 3	FOCUS			FOCUS			FOCUS	STRENGTH	FOCUS	FOCUS		FOCUS	FOCUS		
Indicator 4	STRENGTH	STRENGTH	STRENGTH	STRENGTH	FOCUS	STRENGTH				STRENGTH	FOCUS	STRENGTH	STRENGTH	STRENGTH	FOCUS
Indicator 5	STRENGTH				STRENGTH	FOCUS	STRENGTH	FOCUS				STRENGTH	STRENGTH		
Indicator 6		FOCUS	STRENGTH						STRENGTH	STRENGTH	STRENGTH				STRENGTH
Indicator 7				STRENGTH											STRENGTH
Indicator 8	FOCUS	FOCUS	FOCUS	FOCUS	FOCUS	FOCUS	FOCUS	FOCUS	STRENGTH		STRENGTH	FOCUS		STRENGTH	FOCUS
Indicator 9													STRENGTH	FOCUS	
Indicator 10			FOCUS										FOCUS		
Indicator 11															

LPS SCHOOLS (CONT'D)

Indicator 1	Develop	Well Dev	Develop	Proficient	Develop	Develop	Develop	Proficient	Proficient	Develop	Develop	Develop	Proficient	Develop	Develop
Indicator 2	Develop	Well Dev	Develop	Develop	Develop	Develop	Develop	Proficient	Proficient	Develop	Develop	Develop	Develop	Develop	Develop
Indicator 3	Develop	Well Dev	Develop	Develop	Develop	Develop	Develop	Proficient	Proficient	Develop	Develop	Proficient	Develop	Develop	Proficient
Indicator 4	Develop	Well Dev	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Well Dev	Proficient	Develop	Proficient	Well Dev	Under D	Develop
Indicator 5	Develop	Well Dev	Proficient	Proficient	Proficient	Develop	Proficient	Proficient	Well Dev	Develop	Proficient	Proficient	Proficient	Under D	Develop
Indicator 6	Proficient	Well Dev	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Develop	Proficient	Proficient	Proficient	Under D	Develop
Indicator 7	Proficient	Well Dev	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Develop	Proficient	Proficient	Proficient	Develop	Proficient
Indicator 8	Develop	Well Dev	Proficient	Develop	Proficient	Develop	Develop	Proficient	Proficient	Develop	Proficient	Proficient	Proficient	Under D	Develop
Indicator 9	Develop	Well Dev	Develop	Proficient	Develop	Develop	Proficient	Develop	Well Dev	Develop	Proficient	Proficient	Proficient	Develop	Proficient
Indicator 10	Develop	Well Dev	Develop	Develop	Proficient	Develop	Develop	Proficient	Proficient	Develop	Proficient	Proficient	Proficient	Develop	Develop
Indicator 11	Develop	Well Dev	Develop	Develop	Develop	Develop	Develop	Proficient	Proficient	Develop	Develop	Develop	Develop	Under D	Develop

LPS SCHOOLS (CONT'D)

Indicator 1			FOCUS		FOCUS	FOCUS		FOCUS				FOCUS			
Indicator 2	FOCUS	STRENGTH		FOCUS		FOCUS	FOCUS			FOCUS	FOCUS	FOCUS	FOCUS	FOCUS	FOCUS
Indicator 3		FOCUS		FOCUS	FOCUS	FOCUS	FOCUS	FOCUS			FOCUS	FOCUS	FOCUS		
Indicator 4	FOCUS	FOCUS	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH	FOCUS	STRENGTH	STRENGTH	FOCUS	
Indicator 5							STRENGTH		STRENGTH	FOCUS					FOCUS
Indicator 6	STRENGTH	STRENGTH		STRENGTH		STRENGTH			FOCUS						FOCUS
Indicator 7	STRENGTH				STRENGTH					STRENGTH			STRENGTH		STRENGTH
Indicator 8	FOCUS		STRENGTH	FOCUS			FOCUS	STRENGTH			STRENGTH	STRENGTH		FOCUS	
Indicator 9			FOCUS		FOCUS			FOCUS			STRENGTH			STRENGTH	STRENGTH
Indicator 10									FOCUS					STRENGTH	
Indicator 11													FOCUS		

School Quality Progress Spring 2021 vs Spring 2022

Evidence of Progress

- 16/30 schools improved index rating (average of all 11 indicator ratings)
- 9/30 schools have at least one indicator rated at "Well Developed" (up from 4)
- 5 schools have 3 or more indicators rated at "Well Developed" (up from 2)

Positive Learning Environment (indicator 4)

- Second year as highest rated indicator - though not as high as last year
- 23/30 schools rated P or WD
- Area of strength for 19/30 schools
- Little evidence of disruptions to classroom instruction
- For most schools, family members and students report students are well-known

Leveraging Resources (indicator 6)
- Rated P or higher for 21/30 schools. Area of strength for 9/30 schools
- In most schools, leaders align schedule, resources, teacher and staff time to school priorities, values, and demonstrated needs.

Goals and Action Plans (indicator 7)
- Rated P or higher for 23/30 schools. Area of strength for 7/30 schools
- Most schools have clear, focused school-level goals
- Most schools' goals are informed by a data-driven needs assessment

Curriculum (indicator 1)
- Mixed results against this indicator. 11/30 rated P or higher.
- A growing number of schools have selected high-quality curriculum
- 19/30 schools rated at developing for curriculum, most often as a result of how curriculum is enacted

Positive Trends

Ongoing Progress

Positive Learning Environment

Leveraging Resources

Goals and Action Plans

Curriculum (selected, not enacted)

- **What do you notice?**

- **What do these trends indicate about the work of school and district staff in this school year and/or the years leading up to this year?**

- **How might school and district staff leverage these strengths to drive continued improvement in schools?**

Pedagogy (indicator 2):

- Rated D or U in 23/30 schools. Area of Focus for 19/30 schools

- Few schools have well-established instructional visions rooted in a set of beliefs about how students learn best

- Few instructional leadership teams have communicated expectations for pedagogy that are consistently driving classroom instruction

- As a result, in many schools, reviewers observed inconsistent instructional practice from class to class and grade to grade

Curriculum (indicator 1):

- Area of Focus for 19/30 schools. Most schools rated developing

- Many schools have selected and are utilizing high-quality curriculum (based on reviews by EdReports and MA CURATE)

- Enactment of curriculum in many schools/lessons does not emphasize higher-order skills

- Enactment does not consistently ensure cognitive engagement or access to curriculum for all learners

Area of Focus Trends and Implications

Teacher Support and Supervision (indicator 8):

- Clear progress. AOS in 7 schools - up from 3 in 2021. 13 schools rated P or higher - up from 8.

- Rated D or lower in 17/30 schools. Area of Focus for 14/30 schools

- Most instructional leadership teams do not consistently support teacher development with frequent rounds of observation and feedback

- Few ILTs regularly analyze teacher observation data and/or plan professional learning based on data analysis

Assessment (indicator 3):

- Rated D or lower in 20/30 schools

- Many schools administer common assessments. Some have established systems for analyzing data from common assessments.

- Few teacher teams consistently adjust curricula, lesson plans, or scopes and sequences based on analysis of student progress. Teachers frequently miss opportunities to use daily formative assessment to gauge student understanding and/or adjust instruction.

Focus Trends

Curriculum

Pedagogy

Teacher Support & Supervision

Assessment

- **What do you notice?**

- **What are the implications of these trends for your work?**

- **How is the district already supporting schools in these areas?**

- **How might district staff organize additional support for individual schools and groups of schools for whom these indicators are an area of focus?**