

# LAE Board Meeting October 11, 2023



# Pillar 1: Rigorous Standards

- Rigorous and standards-based curricula and assessments
  - Aligns with theme 3; empowering teachers, principals, families, and the community to drive improvement
  - Aligns with strategy 4; coupling autonomy with accountability for improved student outcomes

# Literacy Assessment

- DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills
- They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade
- Brief measures of the critical skills that underlie early reading success
- Helps teachers locate, monitor and intervene with at risk students
- Schools develop student learning goals around DIBELS results with a focus on growth

## DIBELS and the Basic Early Literacy Skills

Measure	Skill	The ability to...
Phonemic Segmentation Fluency	Phonemic Awareness	hear, identify, and manipulate individual sounds in spoken words
Nonsense Word Fluency Word Reading Fluency	Alphabetic Principle and Phonics	map sounds onto letters and blend those sounds into words
Word Reading Fluency Oral Reading Fluency	Accurate and Fluent Reading	read a text accurately with automaticity and expression
Maze (Basic Comprehension)	Reading Comprehension	make meaning from text
mCLASS Vocabulary (no cost add-on)	Vocabulary	understand and use words to acquire and convey meaning

# Standards-Based Curricula K-8

- Amplify Core Knowledge Language Arts and Amplify ELA
  - Used by 16 elementary and middle schools
  - Curriculum designed to build both content knowledge (Social Studies, Literature, Math, Science) and research-based foundational skills
  - Independently reviewed on Text Quality, Building Knowledge, and Usability and earned a high rating by both EdReports and DESE CURATE Panel.
- Eureka Math:
  - Implemented at 15 elementary and middle schools with support from DESE HQIM Grant
  - Independently reviewed and earned a high rating by both EdReports and DESE CURATE Panel.

## Core Knowledge Language Arts

**Amplify, 2015**

English Language Arts and Literacy, Grades K-2

Publication Date: October 2019



**Text Quality and Organization**



**Standards Alignment**



**Classroom Tasks and Instruction**



**Accessibility for Students**



**Usability for Teachers**



**Impact on Learning**



**Classroom Application**



**Overall**



**Meets Expectations** - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.



**Partially Meets Expectations** - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.



**Does Not Meet Expectations** - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantially help Massachusetts teachers and students meet the state's expectations for teaching and learning.



**No Rating** - Evidence is insufficient to generate rating.



# Standards-Based Curricula at the High School

## Shared Principle: Evidence-Based Writing

With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

### Pre-AP classroom instructional practices include:

*Less* of this:

- Writing happens rarely.
- Writing tasks are scored as right or wrong, without any feedback or next steps.
- Writing tasks are completely disconnected from course content, or tasks rely solely on personal experience or opinion.
- Writing reflects identical responses from all students attempting to provide one correct answer instead of justification or explanation.
- Writing tasks are always completed individually.
- Writing process does not include any peer input or review.
- Writing includes evidence pre-selected by the teacher or copied directly from the source without any student reasoning.
- Writing tasks are rote exercises that always serve the same purpose.
- Writing tasks are assigned without any supports (such as scaffolds, entry points, or models).
- Writing tasks are overly scaffolded for all students, resulting in formulaic student responses.



*More* of this:

- Writing is a regular part of the classroom experience.
- Writing tasks make student thinking visible and leads to authentic feedback.
- Writing tasks are directly related to course content and learning objectives.
- Writing allows student to have agency to select the best evidence to explain or justify their answers in their own words.
- Writing tasks offer opportunities for co-construction of explanations and arguments.
- Writing process allows students to review their writing with peers.
- Writing requires students to select, evaluate, and synthesize evidence to support a claim and develop a line of reasoning.
- Writing tasks serve multiple purposes, such as to facilitate thinking, demonstrate understanding, create explanations, create claims, and develop and critique arguments.
- Writing supports such as sentence stems and frames, graphic organizers, modeling, etc. are provided based on student needs.

### Math

- Connecting among multiple representations
- Authenticity of applications and modeling
- Engagement in mathematical argumentation

# Standards

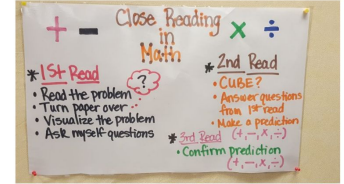
**Domain** - Interpreting Categorical and Quantitative Data

**Cluster** - Summarize, represent and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.

**[AI.S-ID.A.2]** - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.\*

## Practice Close Reading

- First read, skim and identify key vocabulary
- Second read, identify problem or question that needs to be addressed.



## Shared Principles for Pre-Advanced Placement

### Close Observation and Analysis

Students are provided time to carefully observe one data set, text image, performance piece, or problem before being asked to explain, analyze, or evaluate. This creates a safe entry point to simply express what they notice and what they wonder. It also encourages students to slow down and capture relevant details with intentionality to support more meaningful analysis, rather than rush to completion at the expense of understanding.

# Use of Pre-AP with Springboard

## Objectives Continued for the Week Sep 13th and the 20th

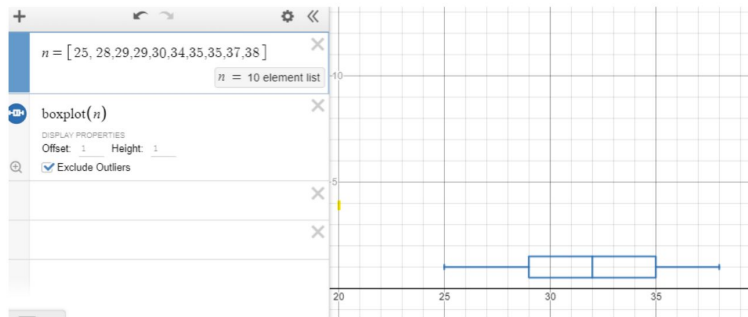
Content-students will build on BoxPlot knowledge to calculate mean, variance, and standard deviation; and will use DESMOS to create a Boxplot and calculate standard deviation.

Language-Students will observe/analyze using I See It Means; and use the speaking domain to explain their observation/analysis.

$$\sigma = \sqrt{\frac{\sum(x_i - \mu)^2}{n}}$$

### I See, It Means

Take 2 Minutes to observe and analyze our work from last week. What do you see, and what does it mean to you?



### I See, It Means

Take 3 Minutes to observe and analyze this data. What do you see, and what does it mean to you?

M	N	O
Test Data Set	Mean ( $\mu$ )	
81	89.78571429	
82		
84	Standard Deviation ( $\sigma$ )	
85	5.894047499	
86		
87	$3\sigma$	#REF!
88	$2\sigma$	#REF!
89	$1\sigma$	95.67976178
92	$\mu$	89.78571429
93	$-1\sigma$	83.89166679
95	$-2\sigma$	77.99761929
97	$-3\sigma$	72.10357179
98		
100		

[Desmos Graphing](#)

# Rigorous Standards, Early College

- In this program, **Lawrence High School students *are* college students.** The institutions are committed to our students' successful completion of both a high school diploma and at least one semester of college credits.
- Lawrence High School is recognized by the **Massachusetts Boards of Higher Education and Elementary and Secondary Education** as a designated **Early College High School.**

## Merrimack College 11th-12th Grade

**Grade 11**

Fall, January, and  
Spring

Students can  
earn 8-12 credits

**Grade 12**

Fall, January, and  
Spring

Students can earn  
8-12 credits

*Potential to earn 16-24 college credits  
(classes are 4 credits each)*

## Northern Essex 10th-12th Grade

**Grade 10**

Fall or Spring  
Semester

Students can  
earn 3 credits

**Grade 11**

Fall, Spring,  
and May

Students can earn  
15-17 credits

**Grade 12**

Fall and Spring

Students can earn  
12-14 credits

*Potential to earn 30-34 college credits  
(classes are 3-4 credits each)*

**\*NECC 5th Year Option:** Students can continue at NECC full-time for an extra year



2023-2024 Superintendent Goals	LPS Turnaround Plan Strategic Objectives & Initiatives			
	Expectations, Time, & Data	People & Partners	Support & Engagement	Autonomy & Accountability
#1 Create a vision for instruction that drives achievement	<ul style="list-style-type: none"> <li>- Science of Reading</li> <li>- Acceleration Academies</li> <li>- School Quality Reviews</li> <li>- SOA/ESSER Funding</li> <li>- Portrait of a Graduate</li> </ul>		<ul style="list-style-type: none"> <li>- Acceleration Academies</li> <li>- Portrait of a Graduate</li> </ul>	
#2 Deepen efforts to recruit & retain culturally responsive & highly effective teaching & professional staff	<ul style="list-style-type: none"> <li>- Utilize Equity Audit to inform culturally responsive professional development &amp; policies</li> <li>- Develop &amp; fund a culturally responsive hiring &amp; onboarding process</li> </ul>			
#3 Deepen & expand ways in which the district engages with families & students			<ul style="list-style-type: none"> <li>- Expand initiatives that build school-based skills</li> <li>- Engage families in parent workshops to support SPED/EL</li> <li>- Establish feedback loop/shared decision-making at Tu Voz Council</li> <li>- Host Virtual Coffee Hour series</li> <li>- Support partnership to increase family economic success</li> </ul>	
#4 Maintain effective lines of communication & collaboration with all community & city stakeholders	<ul style="list-style-type: none"> <li>- Provide LAE regular communication regarding teaching and learning efforts and progress</li> <li>- Maintain regular communication with LAE chair to deepen relations, provide transparent communication and collaboration on LAE agendas</li> <li>- Maintain meetings with each board memes if requested to deepen relationships, create feedback loops and broaden perspectives</li> <li>- Meetings with elected officials and city department headed as requested</li> <li>-Maintain a regular presence at community events</li> </ul>			

# Helpful Links

[LPS Turnaround Plan](#) (renewed 12.21)

[Detailed Cross Walk](#) with page number references from LPS turnaround plan