

Louisiana Believes

Academic Strategy: Building Coherence across Teams

LASAFAP Conference Spring 2019

Office of Academic Content
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Overview

Session Description:

Participants will explore the role they play in increasing academic coherence.

Objectives:

- Explain LDOE's academic strategy
- Discuss LDOE's efforts to increase coherence
- Analyze outcomes of those efforts
- Connect LDOE's academic strategy to your work

Self Assessment

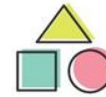
1. How knowledgeable do you feel on a scale of 1-5 about academic strategy?
2. Could you confidently explain how your work fits into the academic strategy?
3. Does your district have communication structures in place to ensure everyone receives the most important messages about academic strategy?
4. What are you most interested in learning more about today?

Louisiana's
**ACADEMIC
STRATEGY**

Every day in Louisiana, educators are committed to ensuring that *every child and school* has the opportunity to grow and thrive.



As a result of this vision, Louisiana has a relentless focus on these four areas:



**Unified Early
Childhood Systems**



Academic Alignment



**Teacher and
Leader Preparation**



**Pathways to
College or a Career**

Louisiana students are *smart* and *capable*.



The percent of centers that serve at-risk children, that scored **Proficient and above**, has **grown 15%** since the inception of Louisiana's early childhood rating system.



The percent of students scoring **Mastery and above** on LEAP ELA and Math tests has **increased 13%** since 2013.



Since 2012, the number of students scoring a **21 or higher** on the ACT has **increased by nearly 40%**.



More students graduated in **2018** than **ever before**.

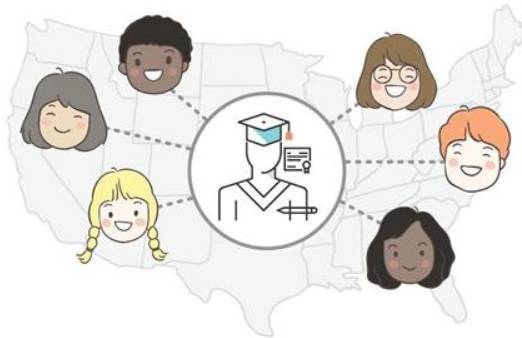


Since 2012, the number of students earning **AP credit for college** has **increased by 167%**.

As a result of this process and focus,
Louisiana's birth through 12 system will:



ensure students are ready for the next level of study,



give all students access to the same opportunities as their peers across the country,



require comprehensive support for struggling schools and groups of students, and



provide families and communities with an accurate picture of school, center, and system performance and quality.

In order to reach this goal,
every day, students in Louisiana should...



+



+



+



build knowledge
of the world,

read
meaningful texts,

express ideas through
writing and speaking, and

solve
complex problems.

ACADEMIC ALIGNMENT



ENSURE COHERENCE AND QUALITY:

Components are interconnected and of the highest quality.

BUILD TRUST IN THE FIELD:

Build trust through ongoing support, collaboration and communications structures for school systems, principals and teachers.

FACILITATE STRATEGIC PARTNERSHIPS:

Facilitate partnerships between school systems and education partners to ensure teachers and students have access to instructional materials and professional development.

SCHOOL SYSTEM IMPROVEMENT STRATEGY

To address the continued need for school improvement statewide, the Louisiana Department of Education...



IDENTIFIES STRUGGLING SCHOOLS AND CENTERS:

Annual performance scores are issued to identify struggling schools and early childhood centers in need of improvement.

APPROVES AND FUNDS IMPROVEMENT PLANS:

School systems develop, submit, and receive approval for annual improvement plans that are

- **focused** on proven strategies across the Department's priority areas,
- **driven** by the school system planning framework, and
- **executed** through a consolidated application system.

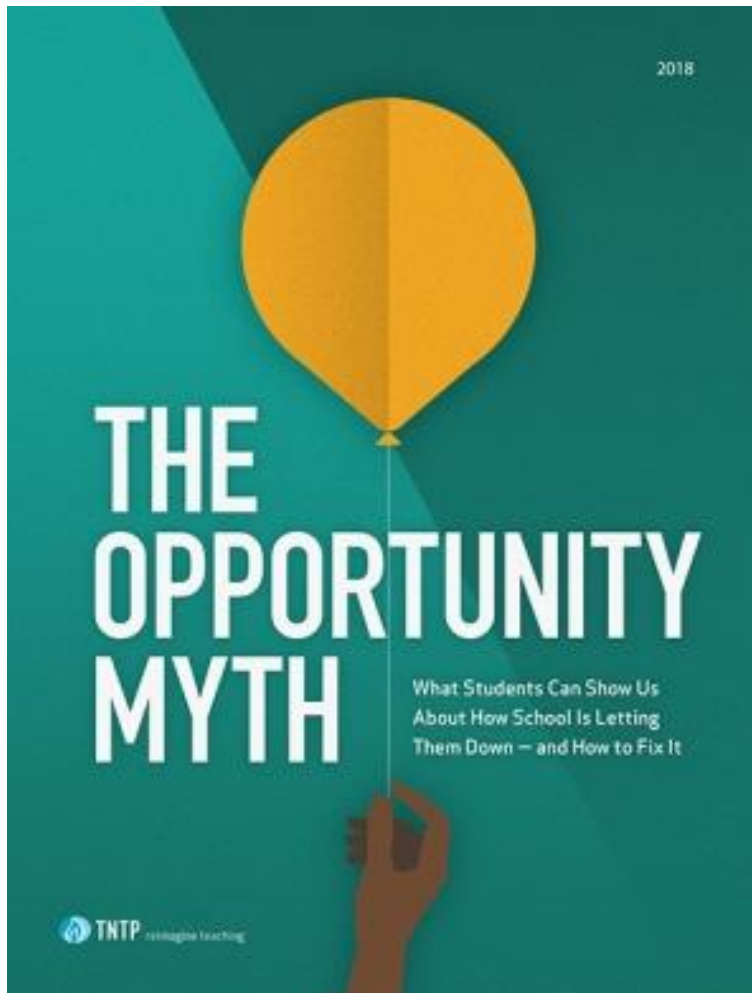
SUPPORTS PLAN IMPLEMENTATION:

School systems implement improvement plans with support from the Department, network teams, and education partners.



The Opportunity Myth

The Opportunity Myth



- A study that sets out to answer the question, *“How can so many students be graduating from high school unprepared to meet their goals for college and careers?”*
- TNTP is a national nonprofit founded by teachers. TNTP works at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning.

The Opportunity Myth: Discussion


Read “The Opportunity Myth” Executive Summary.

*The full report, including technical appendix can be accessed at opportunitymyth.tnnp.org.

After reading, discuss the following:

- What is the central message of the study’s findings?
- What was surprising to you?

Success rates on grade-level work were similar...



56%

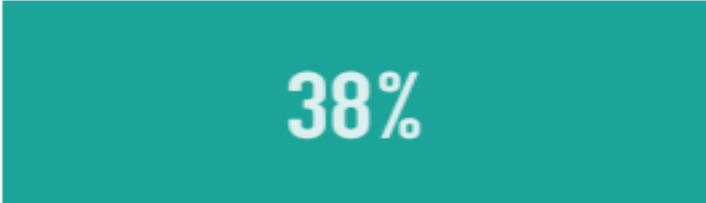
Success rates on all grade-level assignments from classrooms with mostly students of color



65%

Success rates on all grade-level assignments from classrooms with mostly **white students**

...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.



38%

Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color



12%

Percent of classrooms that had no grade-level assignments in classrooms with mostly **white students**



Increasing Coherence: Curriculum Implementation Support

Curriculum Implementation

For teachers to successfully implement a high quality curriculum, district and school leaders must:

1. Purchase and distribute high quality curriculum
2. Provide initial implementation training to teachers through high quality vendor partnerships
3. Assess the state of curriculum implementation regularly
4. Provide teachers strategic coaching to improve curriculum implementation

Math Curriculum Implementation Observation Tool

Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are enacting the Tier 1 curriculum as intended.
- C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule so that students will engage with the full curriculum during the school year.
- E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.
- F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.
- G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.

Prioritize A-C until “yes” is consistent.

Norming on Math Indicators

B. Teachers are enacting the Tier 1 curriculum as intended.

Is the teacher following discussion notes or prompts in the curriculum, using examples from the curriculum, and/or having students work problems from the curriculum?

Scenario:

The teacher is using Eureka, Grade 6, Module 4, Lesson 25. You pull the lesson, and the exercise directions state that students work with a partner to match equations (20) with their solutions. The teacher is having chosen students work each equation, one-at-a-time, on the board. Others are working individually at their desk and then checking their work against the answer on the board.

Questions to Consider:

Is the curriculum being used as intended?

Norming on Math Indicators

C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.

Flip through student workbooks to determine if students have used the materials consistently over time.

Scenario:

When you flip through 3 students' workbooks, the degree to which the previous lessons are completed varies.

Student 1: approximately 80%

Student 2: approximately 50%

Student 3: approximately 90%

Question to Consider:

- Are all students working on grade-level tasks? What is the approximate percentage that would indicate a “yes” on this indicator?

Data Dive

Math Results between Round 1 (August - October) and Round 2 (October - December)

Improvement over time on math look-fors suggests that teachers are getting better at implementing the curriculum as intended and to the rigor demanded of the curriculum.

Math Look-Fors:	% of Observations with “Yes” Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	96%	97%
B. Teachers are enacting the Tier 1 curriculum as intended.	42%	55%
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	49%	61%

ELA Results between Round 1 (August - October) and Round 2 (October - December)

Improvement over time on ELA look-fors suggests that teachers are getting better at implementing the curriculum with additional support and feedback.

ELA Look-Fors:	% of Observations with “Yes” Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	94%	93%
B. Teachers are using the Tier 1 curriculum as intended.	50%	62%
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	65%	70%

Data Trends

Trend	Notes
<p>Tier 1 materials are consistently present in classrooms.</p>	<ul style="list-style-type: none">● District and school leaders have purchased the materials and thrown out and cancelled subscriptions for other materials.
<p>ELA teachers are using Tier 1 materials but need more support in using them as intended and with the level of rigor demanded of the curriculum.</p> <p>Math teachers need even more support compared to ELA in using them as intended and with the level of rigor demanded of the curriculum.</p>	<ul style="list-style-type: none">● There seems to be a widespread belief that students need more scaffolding than the curriculum suggests.● Many teachers are missing understanding of the unit design used in Tier 1 curricula to build toward the end of unit.● Many teachers express a belief that questions are “too hard” for students.
<p>Improvement over time on look-fors suggests that teachers are getting better at implementing the curriculum with additional support and feedback.</p>	<ul style="list-style-type: none">● Exposure and experience with the curriculum seems to lead to trust in the curriculum.● Practice and curriculum-based conversations/training seem to lead to improved instruction for students.

Responding to the Data

Responding to the Data

2018 walk-throughs lead to 3 priority focus areas or “levers”:

1. School Leadership
2. Content Leaders
3. Ongoing, Lesson-Level Improvement

Lever 1: School Leadership

School-Based Leadership

- Principals drive curriculum implementation, making it a highly communicated priority in the school.
- Principals and other school leaders use the curriculum observation tools regularly to identify successes and challenges in individual classrooms.
- Observation follow-ups are
 - Grounded in use of the curriculum,
 - Highlight teacher decisions made during that lesson, and
 - Identify next steps to improve student learning using the curriculum.
- Lesson planning expectations center around annotating the lessons; teachers have regular time to co-plan.

Implementing Tier 1 curriculum requires a strong ecosystem of support.
(Columbia Study)

Walkthrough guides specifically aligned to Tier 1 curriculum are positively related to effective curriculum implementation.
(Columbia Study)

Lever 2: Content Leaders

Content Leaders

- Build the capacity of school leadership
- Expand deep knowledge of content and content pedagogy into schools and school systems
- Contribute to retention of high quality teachers through structured and tiered teacher leadership

Lever 3: Ongoing, Lesson-level Improvement

Ongoing, Lesson-level Improvement

Planning time should focus on:

- lesson planning,
- the instructional strategies referenced in the curriculum to improve implementation of upcoming lessons,
- reflecting on and responding to student work, and
- supporting diverse learners.

*Teachers will be able to plan more effectively after they have received the 36 hours of baseline curriculum training from Content Leaders.

Professional Learning Communities (PLCs) that explicitly focus on curriculum implementation support are positively related to effective curriculum implementation. (Columbia Study)

High-growth districts place a strong emphasis on using student work and other student-level data as the basis for instructional decision-making. (Columbia Study)



Supporting Students Who Struggle

Strategy to Support Students

1. All students should access on-grade-level instruction every day through a high-quality curriculum in the least restrictive environment.
1. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
 - a. With students who need additional support to achieve grade-level standards, teachers should employ the supports within the curriculum that scaffold learning during core instruction.
 - b. With students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace, the high-quality curriculum and embedded supports.
1. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.

Supporting Students in ELA

ELA instruction for students who struggle should help students access the Tier 1 curriculum content by focusing on the following:

- **Read:** Build reading skills, such as reading fluency, with texts used in core instruction.
- **Understand:** Build understanding by focusing on background knowledge and language that is directly connected to the texts used in core instruction.
- **Express Understanding:** Build oral and written language skills to express understanding clearly and coherently.



Supporting Students in Math

Math instruction for students who persistently struggle should help students access the Tier 1 curriculum content. This requires teachers to:

1. Identify the standard(s) being targeted during core instruction.
2. Identify the pre-requisite standards using the [Remediation Guides](#).
3. Engage students in components of previous grade levels of the Tier 1 curriculum and/or other aligned resources during small group or individualized instruction.

This additional content can be delivered by the general education, special education, and/or intervention teacher. It will be most effective when delivered by a teacher who is trained in the curriculum and engaged in that student's core math classroom.



Next Steps and Closing Reflections

Reflection

1. How knowledgeable do you feel on a scale of 1-5 about academic strategy?
2. Could you confidently explain how your work fits into the academic strategy?
3. What did you learn today that will inform your work?
4. What can you do to increase coherence in your district?