



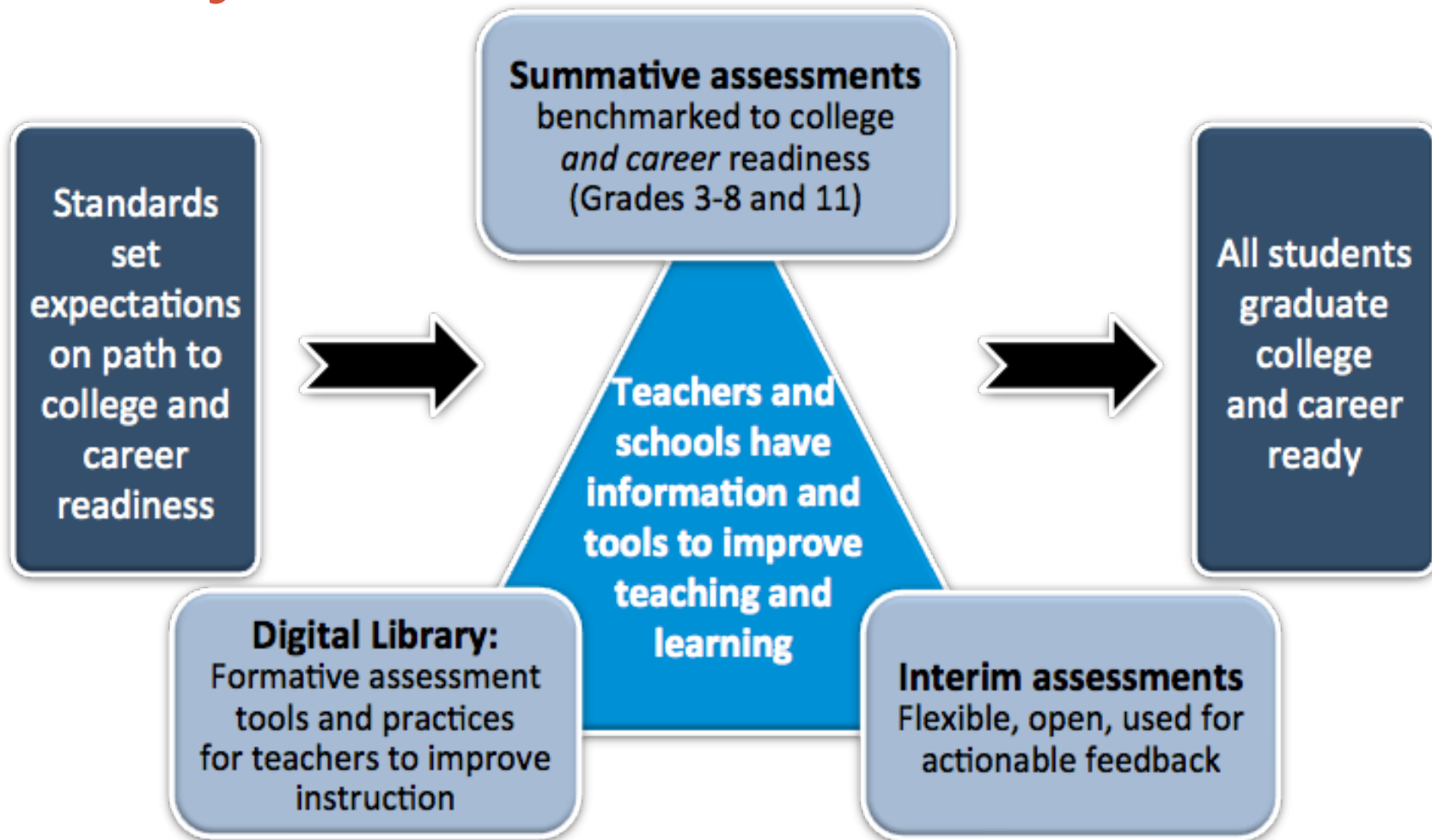
Smarter Balanced Assessment Support for Local Districts and Schools

Division of Instruction

Derrick Chau, Ph.D. - Director of Secondary Instruction

October 6, 2015

Smarter Balanced Assessments as a System



Focus of DOI Support for Local Districts and Schools

To lead the development of professional development resources for schools to use to understand and begin to analyze the Smarter Balanced summative assessment data

District-Wide Workshops

Smarter Balanced Workshops (Aug, Sept, Nov)

- Facilitated by experts from WestEd for Local District and DOI staff

Building Educator Assessment Literacy (BEAL) Training (Nov. 2-3)

- Train Local District and DOI staff in how to score ELA and math performance tasks

Professional Development Recommendations

1. Focus on Smarter Balanced as an assessment system
2. Don't approach analyzing Smarter Balanced summative assessment results like CSTs
3. Concentrate on developing collaborative teams to engage in cycles of inquiry to improve instruction
4. Focus on developing student academic language skills

Division of Instruction Resources

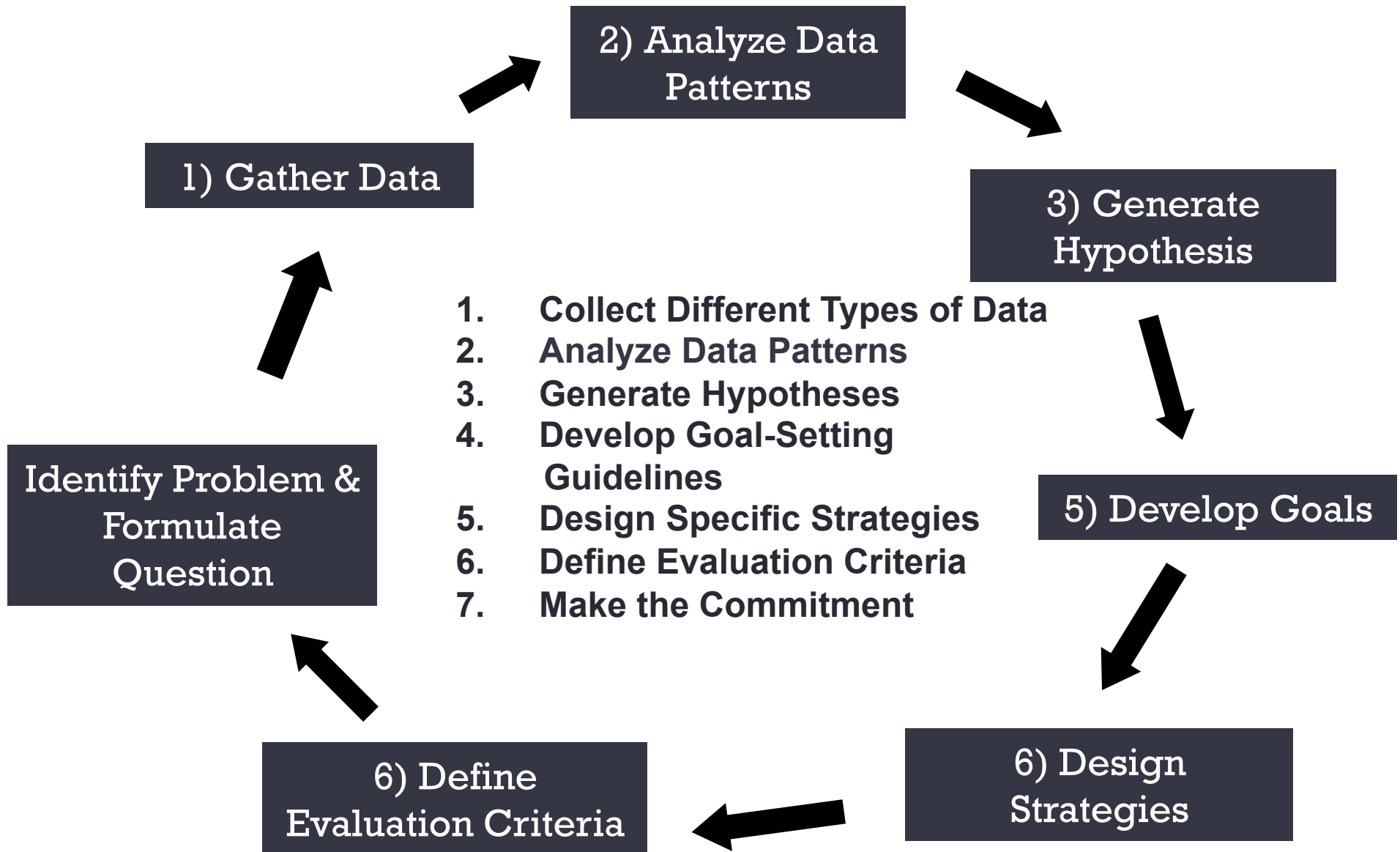
Available at:

tinyurl.com/SBACLAUSDPA

- General Resources
- Content Area Resources
- Subgroup Resources

All LAUSD administrators have been trained on these resources

Data Analysis



Preliminary Areas of Inquiry

- What are the school-wide, curricular and instructional practices that contributed to some schools outperforming their peers?
- Why did some grade levels outperform others? (e.g., Grade 11 ELA, Grade 5)
- Why were results on some ELA and math claims higher than others?
- What explains student subgroups performance?
- What is the relationship between professional development provided in content areas (e.g., science, history) and student performance?

Next Steps for Division of Instruction

- Continue data analysis and identification of best practices
- Support Interim Assessment implementation and track results
- Share best practices across Local Districts
- Report findings to Board Committee

Early Language and Literacy Plan

**Board of Education
Curriculum, Instruction and Education Equity Committee
October 6, 2015**

Katie McGrath, M.Ed.
Director, Elementary Instruction
Division of Instruction

All students read, write, speak, and listen with efficiency and accuracy by the end of 2nd grade.



Board Resolution

September 2013

Alignment & articulation task group

Addresses standards, curriculum,
assessment, professional development

Related LCAP Scorecard Goals

Read at benchmark levels in grades PreK-2

Score at proficient in English Language Arts on the SBA in Grades 3-8, 11

English learner reclassification within 5 years

DIBELS 3-Year Data Trends

Kindergarten: +1% to **64% benchmark**

1st Grade: Remained **65% benchmark**

2nd Grade: +3% to **65% benchmark**

3rd Grade: +6% to **64% benchmark**

6th-9th Grade LEP: Average Lexile 432
Scholastic Reading Test

Implementation Plan

3 Year Plan, cohort I, 2015-2016

90 Schools, selected by six Local Districts (15 ea.)

90 Language and Literacy Designees (60 hrs. PD)

360 Teachers in cohort I (36 hours PD)

Coursework

- Basic literacy pedagogy
- Data driven instruction
- Multi-tiered System of Support (MTSS)
- Universal Design for Learning (UDL)

Language and Literacy Designees

- **Build collective capacity** at school sites
- **Timely, targeted, tiered interventions**
- **Data-driven dialogues**
- **Support school principal** as lead learner

Outcomes

By June 2016, 100% of cohort I teachers will engage in a series of basic literacy professional developments facilitated by Local District leadership teams, to address the needs of students from early emergent to fluent readers.

Required Coursework



Foundations
Basic Literacy

Data Driven
Instruction

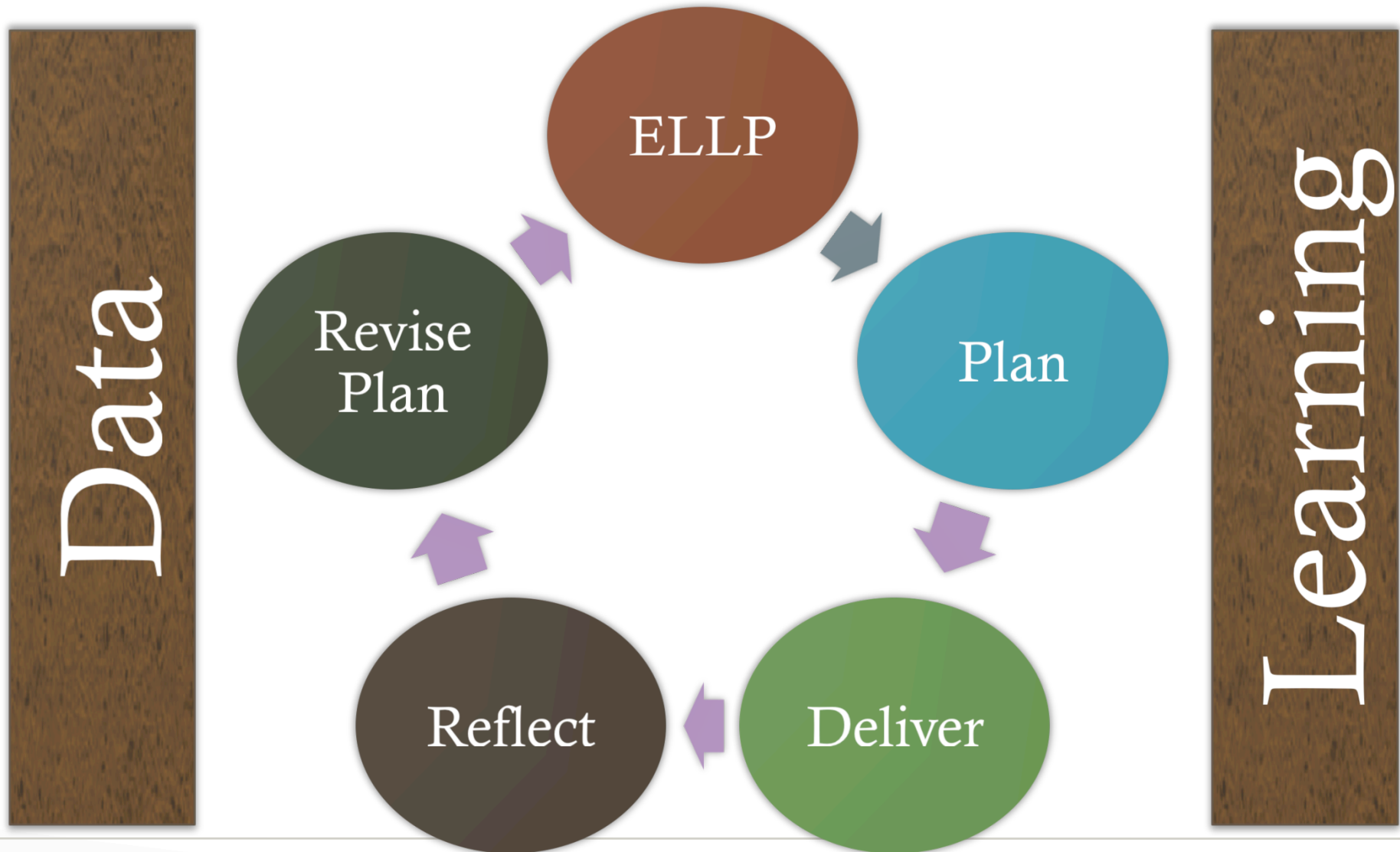
Universal
Design for
Learning

		learners.			
Data Analysis 102- Text Reading and Comprehension Data Analysis	Participants will learn why we utilize DIBELS, and best practices in assessment administration. They will utilize the online tools to support their differentiated lesson planning.		Use of the Amplify platform with TRC Results to determine the health of district/network schools.	Use the TRC reports to guide professional development, align resources, and support personnel.	Use of the data reports from TRC reports as a guide for leadership decisions, grade level collaboration, and student improvement
Data Analysis 103- Analysis of Student Work	Participants will explore the benefits of progress monitoring and how to analyze and interpret data from progress monitoring.	Aspen Protocols	Understand the process of data analysis at the student level. Using the Aspen Protocol to drive the analysis of student work.	Understand the process of data analysis at the student level. Using the Aspen Protocol to drive the analysis of student work.	Analysis of interim assessments or student independent work in ELA and Math.
Data Analysis 104- Whole Child Analysis	Participants will understand how to use multiple data point from various sources, contents, and with multiple points of view to provide a more comprehensive picture of a student.		Putting together multiple data points - language, reading, writing, math, and social emotional to guide professional development, align resources, and support personnel.	Putting together multiple data points - language, reading, writing, math, and social emotional to guide professional development, align resources, and support personnel.	Use of assessments in literacy, language, mathematics, and social emotional learning are analyzed to inform instruction, prevention, acceleration, and intervention.
Foundations 202 Universal Access:	Participants will learn about a variety of ways to implement small group instruction. They will build	This PD is mostly about how to	Understand what universal access time	Guide professional development, align	Understand the structures,

Advanced Coursework



Plan/Deliver/Reflect/Revise



Artifacts

- Implementation timeline
- List of cohort I schools and designees
- Selection form with criteria
- Brochure



New ELD Standards/ Locally Designed Intervention Plans

Hilda Maldonado

**Executive Director, Multilingual, Multilingual
Education Division**



2013-2014 AWARENESS

2014-2015 TRANSITION

2015-2016 IMPLEMENTATION

Updated 8/4/15

2015-2016 ELD STANDARDS IMPLEMENTATION PLAN

Purpose: *District-wide outcomes have been identified for this first year of implementation of the ELD Standards. These outcomes are designed to ensure equity and access for English Learners across the district as we build on a shared vision of inclusivity and collaboration to implement the ELD Standards in tandem with the CA Standards. Personnel and instructional resources will support implementation through instructional tools and professional development. It is essential that implementation of the ELD standards is grounded on the identified Essential Elements for Professional Development. In addition, guiding questions have been developed to guide and reflect on our progress. Lastly, as the State finalizes adoption of ELA/ELD instructional materials and transitions to a new language proficiency assessment for ELs, it is important to acknowledge time-line considerations that will continue to both inform and impact our work.*

CENTRAL, LOCAL DISTRICT & SCHOOL OUTCOMES

1. Strengthen teacher and staff knowledge of the ELD Standards and a Comprehensive ELD program through on-going professional development and on-line learning opportunities
2. Build teacher and staff capacity to design Designated and Integrated ELD lessons, develop language & ELD objectives, use formative assessments, understand the High Impact Essential Practices, and embed the constructive conversation skills to foster academic student interactions
3. Develop teacher and staff capacity to identify how students progress in their language use and learning within the proficiency level continuum (emerging, expanding, bridging) as well as how to differentiate, scaffold and assess instruction
4. Build school capacity and support instructional delivery of MMED developed lessons:
 - *Designated ELD START SMART lessons AND*
 - *Designated & Integrated ELD model lessons*
5. Identify resources and materials to support implementation of the ELD standards and ensure that units/lessons are designed to develop student skills and abilities to:
 - *Interact in meaningful ways through collaborative, interpretive and productive modes (ELD Standards, Part I) AND*
 - *Learn about how English works through structuring cohesive texts, expanding & enriching ideas, and connecting & condensing ideas (ELD Standards, Part II)*



ESSENTIAL ELEMENTS for PROFESSIONAL DEVELOPMENT

Inclusivity & Collaboration ∞ **Defined Differentiation** ∞ **Reciprocal Accountability** ∞ **Defined Professional Development Approach**

Essential Elements for Professional Development have been identified to serve as key considerations for professional development while transitioning to implementing the California ELD Standards. These essential elements were derived from research-based practices in effective professional development for teachers of ELs.



- **Inclusivity and Collaboration:** School reform literature points to the importance of developing a shared vision for EL education. The collaboration of all stakeholders is essential in both processes and outcomes in order to increase district-wide knowledge.
- **Defined Differentiation:** Teachers need specialized professional development to target and differentiate according to the linguistic and academic needs of English Learners.
- **Reciprocal Accountability:** Central, Local District and schools must be prepared to support teachers in order to ensure EL success. This is accomplished through strong systems of classroom-based professional development for both teachers and leaders.
- **Defined Professional Development Approach:** Opportunities for grade-level professional learning communities to have time to collaborate and reflect on their ELD instructional practice and assessments in order to inform instruction.

Implementation

Support

- 1,793 EL Teachers – Summer 2016
- 550+ New Teachers
- 250+ Arts Teachers
- 600+ EL Designees (MPI)
- 100 Title III Coaches
- 40+ PCSS Coaches

3,250+
Teachers
Trained

Instructional
Resources

- ELD Frame of Practice
 - Start Smart Units
- Designated/Integrated ELD Lessons
- Constructive Conversation Posters
- Standards At a Glance
- ELD Observation Tool

On-Going PD
& Support

Collaboration

- MMED Website
- Online Learning Opportunities
- Stanford ELD Fellowship
- LTEL Fellowship
- Early Literacy Fellowship

- Stanford
- Division of Instruction – Across Content Areas
- Integrated ELD Math Fellowship, Spring 2016

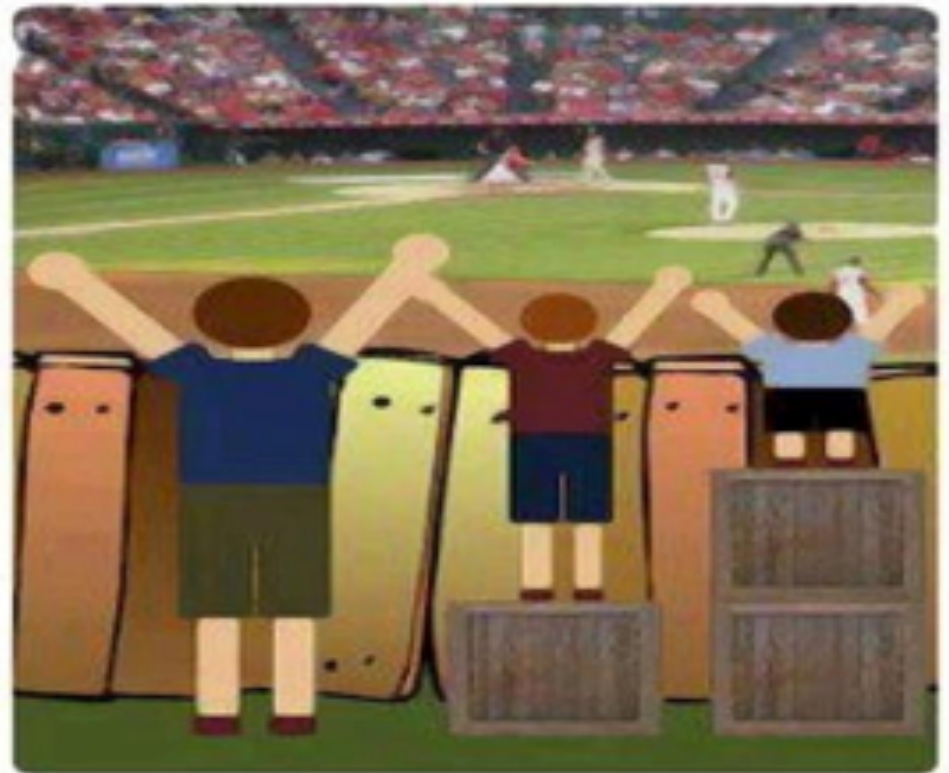
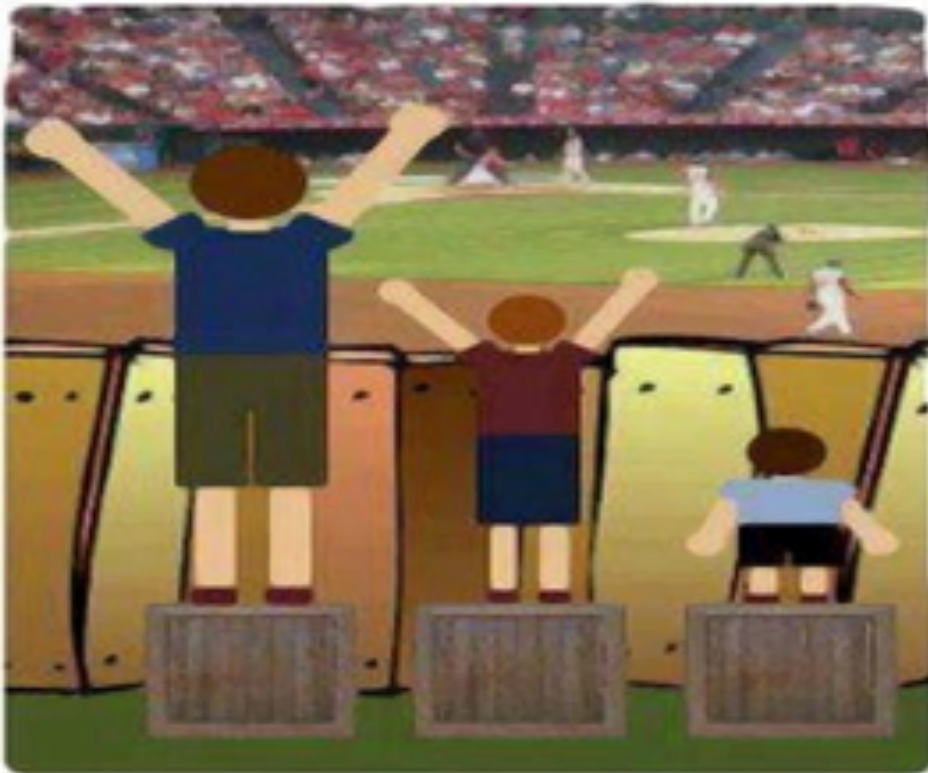
Intervention

EQUITY =
Everyone Gets
What They
Need

Local District
Designed

English
Learner
Achievement
Plans

SBAC Results
for ELs – ELA
& Math





A-G Credit Recovery, Support & Intervention

Los Angeles Unified School District

Division of Instruction



Supporting Academic Achievement for
All Youth in Los Angeles and Neighboring Cities

333 South Beaudry Avenue, Los Angeles, CA 90017



All Youth Achieving

Development Process

Task Force

- Began in October, 2014
- Multiple stakeholders
 - Central Office
 - Local District
 - Administrators
 - Teachers
 - Parents
 - Students
 - AALA
 - UTLA
- Researched most effective practices
 - School reform
 - Improving student achievement
 - Student supports and interventions
 - Dropout prevention
 - Preparation for college and career
 - Credit recovery options



College and Career Readiness Goals

1. Meet literacy benchmark levels in grades Pre K-2
2. Score meets or exceeds standards in English Language Arts and math on the SBAC assessments in grades 3-8
3. Meet reclassification criteria for English Learners in language, basic English skills and report card grades; reclassify as English Proficient within 5 years
4. Score at college readiness level on the 11th grade SBAC assessment
5. Complete all graduation requirements, (including A-G courses) in grades 9-12
6. Gain access to Advanced Placement courses and succeed on the AP Exams especially for students in underrepresented populations



United in One Goal

Graduating Students College Prepared and Career Ready



Senior High School

Middle School

Elementary

Pre K - 12

Eight Critical Focus Areas

1. Standards Aligned Curriculum

- Professional development to implement rigorous California standards, including new NGSS and ELD standards and improve instructional practice



2. Effective Language and Literacy Instruction

- Focus on improving reading, writing and communication skills in all disciplines and improve reclassification rates

3. Multi-tiered Behavioral and Academic Support

- Focus on closing the achievement gap, eliminating dropouts and providing equity and access for all students
- Interventions and supports to assist both the struggling and accelerated learners
- Use of technology, AVID Excel, Diploma Project

4. School Culture

- Promote positive beliefs about the academic ability of every student and create a college and career going culture at each school site



Eight Critical Focus Areas

5. Use of Data

- Use data to drive instruction that generates personalized mastery-based learning and provides information for the allocation of resources
- Use early alert data

6. High Quality Teaching and Leadership Practices

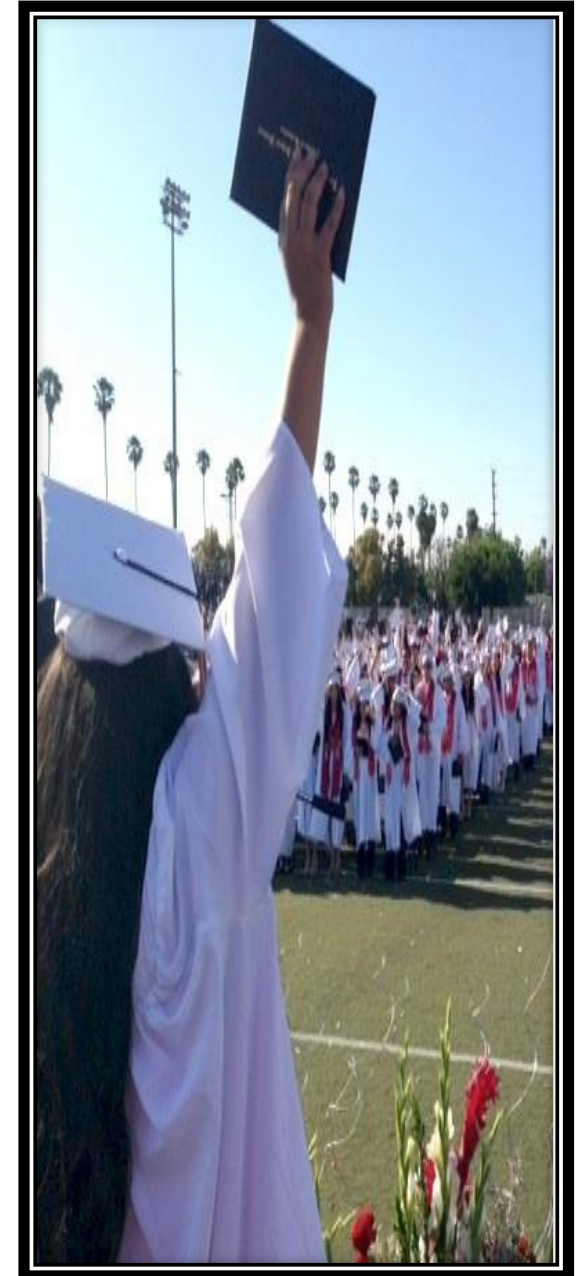
- Provide professional growth opportunities, as well as coaching and feedback
- Ensure effective educators at every level

7. Credit Recovery

- Create and implement opportunities for credit recovery

8. Parent and Community Engagement

- Providing training for families to help their children become prepared for college and career
- Engage families in the Individual Graduation Plans, understanding student progress and college and career information



Decentralization of the A-G Plan

- Support the **autonomy of the local districts** around a **common mission**
- **Provide the resources to the local districts** to determine the appropriate intervention supports for each of their high schools, ensuring **priority is given to the class of 2016**
- **Decision-making** to be driven by **local district leadership**
- **Provide maximum flexibility** to local districts, who **know their schools' needs** to be responsive to the needs of the communities and students they serve
- Provide a **menu of credit recovery options** developed through the collective thinking and input of the District Task Force