

EFFECTIVE SCHOOLS FRAMEWORK

Lever 4 Academic Review

District: SAMPLE ISD
Campus: EXAMPLE EL
Date: 10-09-2023

WHAT'S IN YOUR ESF LEVER 4 ACADEMIC REVIEW?

High-Quality Instructional Materials (HQIM) allow students to engage more deeply and meaningfully with the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do. To support teachers, the Texas Education Agency (TEA) identified research-based instructional strategies (RBIS) for both math and reading or English language arts to improve student access to rigorous, grade-level curriculum and strong instruction. In addition, the Effective Schools Framework (ESF) recognizes best practices and describes specific actions that high-performing campuses implement. The Center for Academic Review (CAR) has incorporated these systems into campus-level reports that provide greater insight into areas of improvement for participating schools.

ESF Facilitators can use this academic review to help determine next steps for completing the diagnostic visit and ultimately their final analysis. While this report can be used to inform instructional decisions for campuses, it is not a comprehensive evaluation and should not be used in performance management. This report is designed to help campuses in the prioritization of essential actions in the ESF. The data included in this report represents the findings based on the artifacts submitted by the campus and should not be interpreted as an evaluation of a set of instructional materials. For more information on the quality of a set of instructional materials, please visit www.texasresourcereview.org.

Results Overview

1

Campus

3

Grade Levels

54

Assignments

21%

of RLA assignments are considered high-quality and on grade-level.

75%

of math assignments are considered high-quality and on grade-level.

*Percentage of individual assignments in content that meet the overall threshold of 1.6

Purpose

Lever 4: High-Quality Instructional Materials and Assessments

Essential Action 4.1 is focused on the implementation of high-quality instructional materials at a campus level.

All students should engage daily with TEKS-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor. When instructional materials are adopted, the district provides the campus with standards-aligned, high-quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

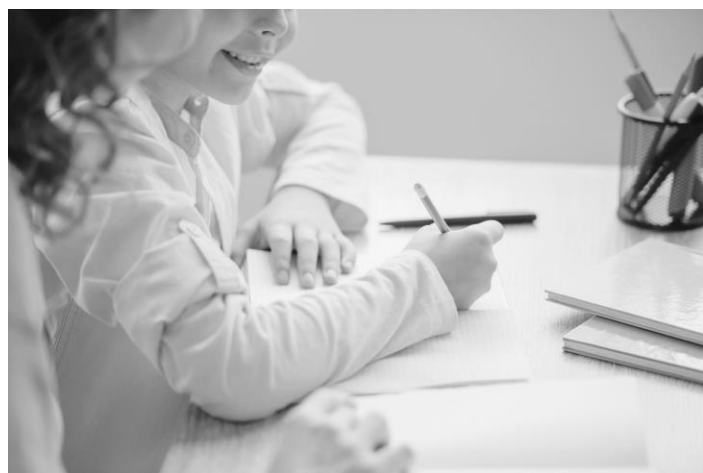
Research-Based Instructional Strategies (RBIS)

What are the RBIS?

As part of a broader strategy to significantly increase the number of students in Texas who have access to High-Quality Instructional Materials (HQIM), TEA (Texas Education Agency) has developed a set of Research-Based Instructional Strategies (RBIS) to articulate the key instructional shifts that are necessary to bring rigorous instruction to life for students.

RBIS are:

- A set of research-based practices that highlights common misconceptions in the field.
- Topics that require conceptual or philosophical changes in approach to instruction.
- A set of practices that are supported by research and should be present in classrooms, regardless of instructional materials.
- The science of how students best learn math and reading in K-12.
- The RBIS also demonstrate why HQIM is important and what is required to implement HQIM well



Scoring Methodology Reading Language Arts

Reading Language Arts

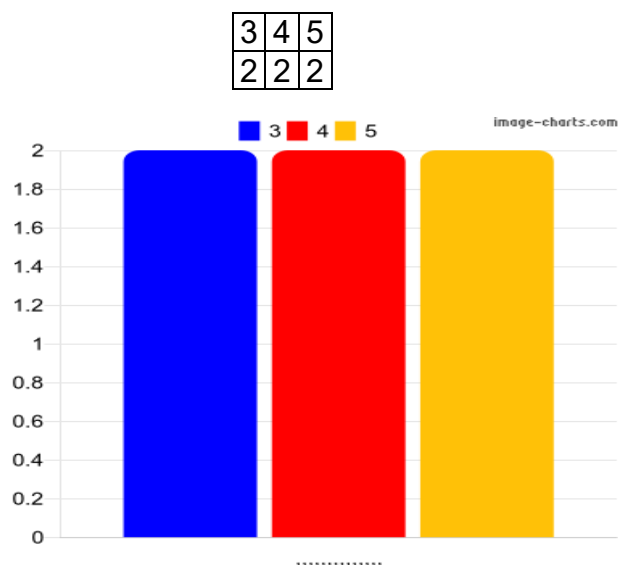
Three teachers per grade level provided 3 blank copies of the assignments students were expected to complete. For each assignment, Center for Academic Review used the Reading Language Arts Assignment Rubric to rate the extent to which it:

- Aligns to grade-level content aligned to the TEKS for the class's grade level
- Exhibits opportunities to engage in foundational literacy skills (where applicable)
- Provides opportunities for students to access complex text
- Includes text-based responses
- Student Ownership

The TEKS alignment section indicates alignment with grade-level TEKS, the typical measure of grade-appropriateness. The Foundational Literacy Skills section assesses the opportunity students have to engage in intentional practice with phonics and word analysis for grade levels where applicable. Text complexity measures the number of assignments that are based on complex text. The student ownership domain assesses whether the assignment provides students with an opportunity to own learning and leads to student engagement. **All domains were rated on a scale of 0-2; averaging these domain ratings together, assignments with a total rating of at least 1.6 (80%) were considered high-quality and grade-appropriate.**

Reading Language Arts Detailed Analysis

Does the assignment align to grade-level standards?



Reading Language Arts Detailed Analysis (cont.)

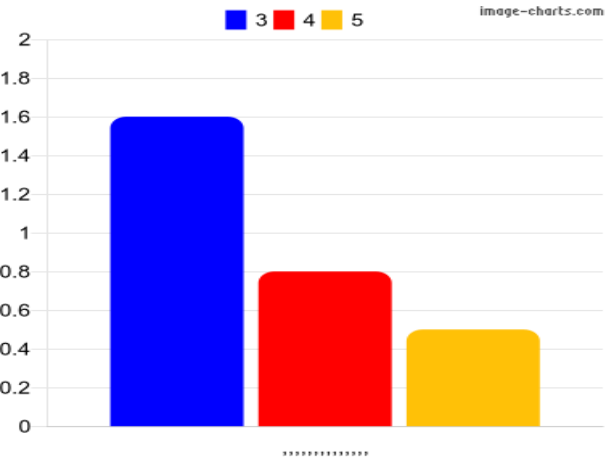
Does the assignment provide intentional practice with foundational literacy skills?

3	4	5



Does the assignment require the use of high-quality, complex text(s)?

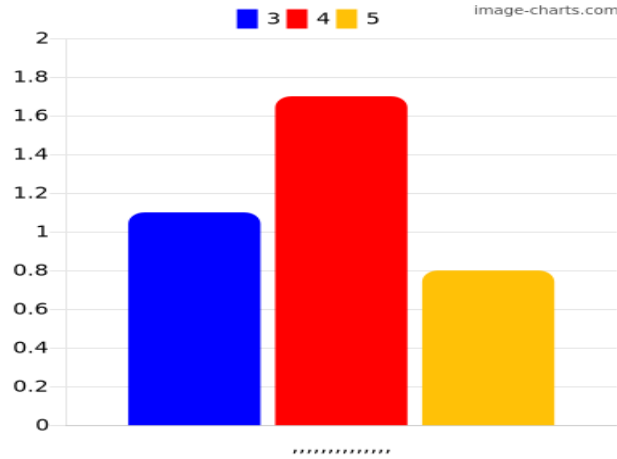
3	4	5
1.6	0.8	0.5



Reading Language Arts Detailed Analysis (cont.)

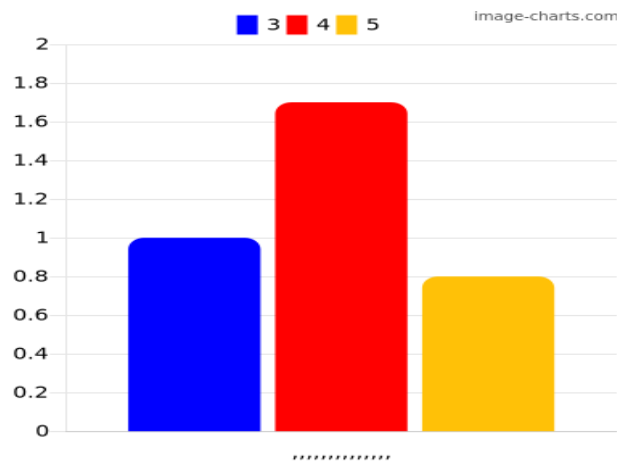
Does the assignment allow students to engage in rigorous tasks requiring text evidence to deepen their understanding of complex text(s)?

3	4	5
1.1	1.7	0.8



Does the assignment allow students to own and further develop their thinking?

3	4	5
1	1.7	0.8



RLA Summary

Seventy-five percent of assignments should meet evaluation criteria to ensure students have access to high-quality assignments aligned to state standards and research-based instructional strategies.

27 RLA student assignments were submitted for review. All assignments submitted were from Amplify. Two of the assignments submitted did not include instructions. All three 3rd-grade teachers submitted the same assignments for review. TEKS Alignment is an area of strength for this campus. All assignments were aligned to appropriate grade-level standards. None of the assignments submitted were assessed for Foundational Skills. Most assignments provided opportunities for students to engage with texts, but were lacking in developing vocabulary and building background knowledge. Student ownership presented some opportunities for growth for this campus. Three out of 27 assignments submitted included questions and tasks that require students to use text evidence. Five of the assignments submitted required students to go back to the text and about half of the assignments submitted provided students an opportunity to develop and defend their thinking. If you have any questions regarding the assignments submitted for review, please contact your DCSI to access the Plan4Learning Lever 4 Artifact page.

Scoring Methodology Math

Math

Three teachers per grade level provided 3 blank copies of the assignments students were expected to complete. For each assignment, Center for Academic Review used the Math Assignment Rubric to rate the extent to which it:

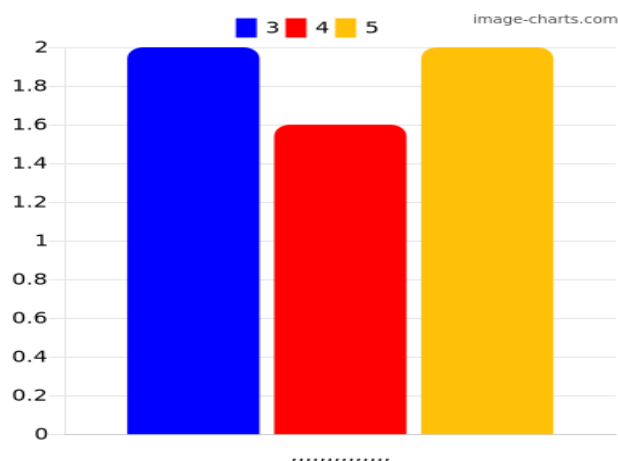
- Aligns to grade-level content aligned to the TEKS for the class's grade level
- Exhibits opportunities to demonstrate depth of understanding
- Provides opportunities to engage in conceptual understanding and/or procedural skills as required by the TEKS
- Includes opportunities to engage in productive struggle

The TEKS alignment section indicates alignment with grade-level TEKS, the typical measure of grade-appropriateness. Depth of Key Concepts evaluates student opportunities to demonstrate a depth of understanding aligned to the TEKS. The Balance Conceptual and Procedural Understanding section provides information about student engagement in both conceptual understanding and procedural skills as required by the TEKS. Productive Struggle gauges student access to and expectation to complete appropriately challenging tasks. **All domains are rated on a scale of 0-2; averaging these domain ratings together, assignments with a total rating of at least 1.6 (80%) are considered high-quality and grade-appropriate.**

Math Detailed Analysis

Does the task align to grade-level TEKS?

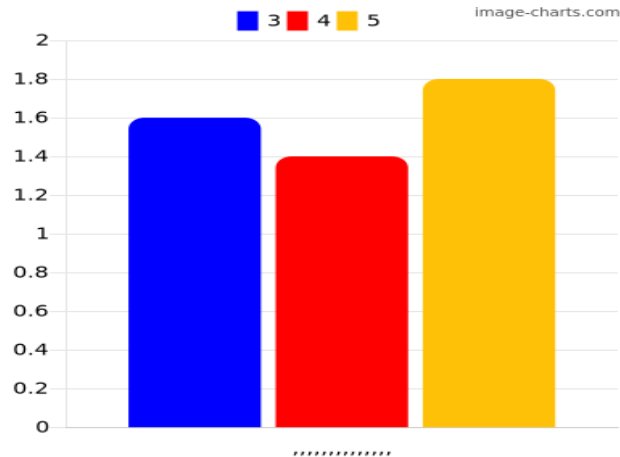
3	4	5
2	1.6	2



Math Detailed Analysis (cont.)

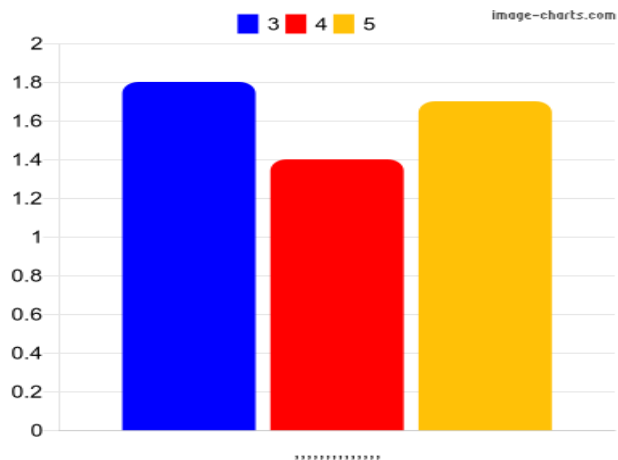
Does the assignment provide opportunities for students to demonstrate depth of understanding aligned to the TEKS?

3	4	5
1.6	1.4	1.8



Does the task allow students to engage in conceptual understanding and procedural skill as required by the TEKS?

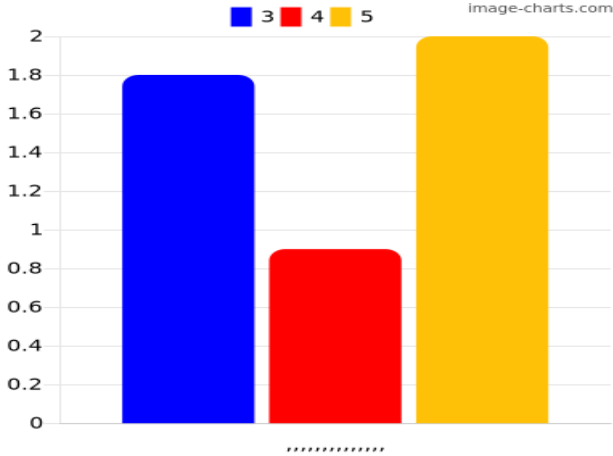
3	4	5
1.8	1.4	1.7



Math Detailed Analysis (cont.)

Does the task allow students to engage in productive problem solving?

3	4	5
1.8	0.9	2



Math Summary

Seventy-five percent of assignments should meet evaluation criteria to ensure students have access to high-quality assignments aligned to state standards and research-based instructional strategies.

27 math student assignments were submitted for review. All assignments submitted were from Eureka, however, 3 of the assignments had been altered. Five of the assignments submitted indicated they were from Eureka on the cover page, but appeared to be from another source. While most assignments were aligned to grade-level standards, seven assignments were below grade-level. All assignments submitted provided opportunities for students to engage with mathematical process standards, however, those same seven assignments were not working on grade-level concepts. While all assignments submitted exposed students to representations and solution methods that support depth of understanding, because some assignments were below grade level, those assignments did not include number types and representations that match those called for by the TEKS and did not provide opportunities for students to demonstrate depth of understanding aligned to the grade-level TEKS. Balancing Conceptual and Procedural Understanding presents some opportunities for growth for the campus. Three assignments submitted supported a balance of conceptual and procedural understanding by supporting concrete, representational, and abstract approaches to learning and five assignments submitted aligned the tasks with the TEKS. Half of the assignments submitted required students to think critically and allowed students to apply math in a meaningful way. If you have any questions regarding the assignments submitted for review, please contact your DCSI to access the Plan4Learning Lever 4 Artifact page.

Key Practice 4.1.2

Campus clearly outlines the purpose of each assessment, when it is administered and how results are used to support student learning.

Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence.

Evidence

- The assessment calendar submitted indicates assessments are administered at specific times throughout the year.

Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions.

Evidence

- The assessment calendar submitted indicates that BOY, MOY, and EOY assessments are administered.

Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design.

Evidence

- No evidence was submitted regarding formative assessments.

Key Practice 4.1.3

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed.

Evidence

- A lesson plan feedback and an observation protocol were both submitted, but did not include areas in which to monitor usage and implementation of materials.

Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the material, including the use of student diagnostic and progress monitoring data.

Evidence

- The lesson plan feedback protocol did not include feedback on pacing and adherence to the rigor of the adopted materials.

Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons.

Evidence

- The artifacts submitted did not include evidence of internalization protocols.

Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate.

Evidence

- The master schedule submitted indicates teachers have a 50 minute daily planning period.

Key Practice 4.1.4

When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets.

Evidence

- The PD calendar and lesson review protocol submitted did not include alignment of standards, daily objectives, or exit tickets.

Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies.

Evidence

- The PD calendar and lesson review protocol submitted did not include alignment of activities with objectives or RBIS.

Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments and collaborate.

Evidence

- The master schedule submitted indicates teachers have a 50 minute daily planning period.

Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction.

Evidence

- The artifacts submitted provided no evidence of embedded formative assessments and/or how they are used.