

A photograph of two students in a classroom setting. A male student in a dark blue hoodie and grey pants is leaning over a green floor, using a yellow power drill to work on a small robot. A female student with long black hair is kneeling next to him, looking at the robot. The robot is a small, wheeled device with a motor and a light. In the background, there are blue lockers, a water cooler, and other students sitting at desks. The text "Lawrence Public Schools" and "SQR Summary Presentation" is overlaid on the image.

Lawrence Public Schools

SQR Summary Presentation

LAE Board
06.14.23

What is a School Quality Review?

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



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



What is a School Quality Review?

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

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Area of Focus # 1
Indicator 2: Pedagogy

School Empowerment Network
LEAD THE CHANGE

Description:

There is an articulated set of beliefs about how students learn best, known in the school as the Pillars of Pedagogy, which are research-aligned instructional practices embedded in the life of the school and evidenced in the majority of classrooms. In math and science classrooms, many examples of multiple "at-bats" or interleaving were observed. Another pillar ("making lessons visual") was evident in all observed classes. Teachers utilized PowerPoint slides, educational technology tools, and visuals to make meaning. Teachers on the panel discussed the importance of visuals for supporting student understanding. In addition, there is a clear sense of urgency in the school and importance placed on bell-to-bell instructional minutes. The majority of classrooms utilized timers throughout the lesson, lesson plan formats outlined specific sections with time allotments aligned to the pillars, and feedback provided to educators in documents provided prioritized use of time in the classroom.

However, there is still work to do (as a community) around what Zaretta Hammond refers to as "dependent versus independent learners" and opportunities for students to demonstrate higher-order thinking in both work products and discussion. In the majority of classrooms visited, there was a larger amount of teacher talk time than student talk time during the lesson--which meant the teacher was doing the majority of the cognitive lift rather than the students. In mathematics, while students engaged in strategies, these were typically directed by the teacher. In instances where students utilized their own strategies, there was no evidence of students having the opportunity to make meaning of their own strategies with one another or to share their thinking with others.

Action Steps:

- **Revise the Pillars of Pedagogy to incorporate strategies which promote students carrying the cognitive load.** Utilize your identified priority of Culturally Responsive Teaching to revise the school's Pillars of Pedagogy in order to ensure opportunities for students to develop work products and engage in discussions which reflect high levels of student thinking, participation, and ownership.
- **Engage staff in review of lessons learned via the CRT Professional Learning Community (PLC).** Continue with monthly CRT professional learning with staff and have them continue to try out strategies in their classrooms. As teachers try out the selected research-based strategies, collect evidence on the impact they are having on shifting the cognitive lift to students. Codify strategies which have greatest impact.
- **Research the difference between dependent and independent student thinking and discourse.** Engage in deeper analysis (as a team) around research-based strategies to move toward increased opportunities for independent student thinking and discourse. Analyze these strategies--for each content area--with a focus on the expectations of the standards. Analyze these in concert with the draft Culturally Responsive rubric the team developed and refined based upon lessons learned.
- **Analyze and revise the current pillars to determine where to make shifts to increase student thinking and discourse.** Once CRT PLC analysis (of strategies within classrooms and the difference between dependent and independent) is complete, engage the staff in a review of the current pillars and consider which pillars to add and/or which to refine. Seek to understand:
 - What does a culturally-responsive classroom look like? Feel like? Sound like?
 - What is the role of the educator? The student?
 - What opportunities do students have to make their thinking visible and further define their thinking with their peers?
- **Utilize structures of coaching and PD to deepen practice.** Once pillars are finalized and codified, share them

Area of Focus	Rating
Area of Focus # 1	Developing
Area of Focus # 2	Developing
Area of Focus # 3	Proficient
Area of Focus # 4	Proficient
Area of Focus # 5	Developing
Area of Focus # 6	Proficient
Area of Focus # 7	Developing
Area of Focus # 8	Proficient
Area of Focus # 9	Developing
Area of Focus # 10	Developing
Area of Focus # 11	Developing

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

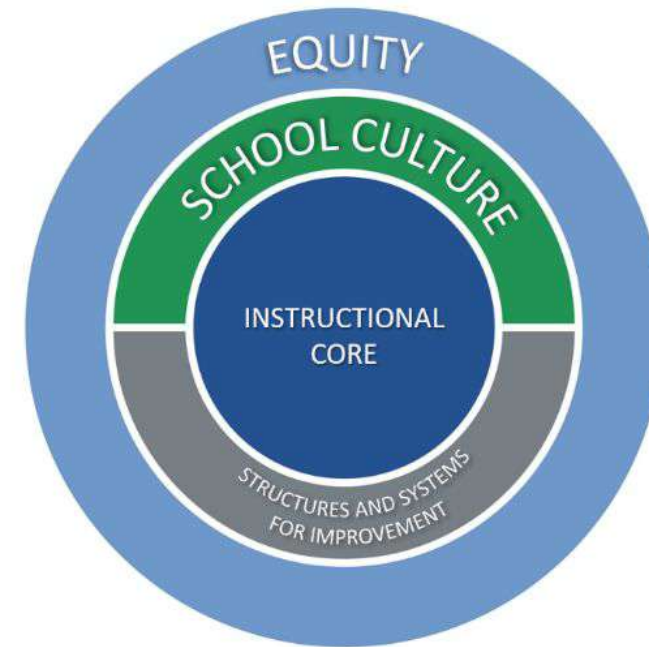
Indicator 7: Goals and Action Plans

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 2023

Summary of SQR Results - Spring 2023

	Lawrence Public Schools														
Curric	D	D	P	D	D	D	P	D	P	P	P	P	P	P	P
Pedagogy	P	D	D	P	D	D	D	D	D	D	P	P	P	WD	D
Assessmnt	D	D	D	D	D	D	P	D	D	D	P	P	D	WD	D
Pos Env	WD	P	P	P	P	P	D	P	P	P	P	WD	P	WD	P
High Exp	P	P	D	D	D	D	D	P	P	P	P	WD	D	WD	D
Lev Res	P	P	P	D	P	P	P	P	P	P	WD	WD	P	P	P
Goals	P	P	P	P	P	P	P	P	P	P	WD	WD	D	WD	P
Tchr Support	D	D	P	D	D	D	D	D	D	P	WD	P	D	WD	P
Tchr Teams	P	P	P	P	D	D	P	P	P	P	WD	WD	P	P	D
Cont Imp	D	P	D	D	D	P	P	D	D	D	P	WD	D	P	D
Intervention	D	D	D	D	D	D	D	D	D	D	WD	P	D	P	D

UD = Under Developed

D = Developing

P = Proficient

WD = Well Developed

Summary of SQR Results - Spring 2023

	Lawrence Public Schools <i>(cont'd)</i>														
Curric	<i>D</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>D</i>
Pedagogy	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>D</i>
Assessmnt	<i>D</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>WD</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>
Pos Env	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>WD</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
High Exp	<i>D</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>WD</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>
Lev Res	<i>P</i>	<i>P</i>	<i>P</i>	<i>WD</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
Goals	<i>P</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>WD</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>
Tchr Support	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>D</i>
Tchr Teams	<i>P</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>	<i>WD</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>P</i>
Cont Imp	<i>P</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>
Intervention	<i>D</i>	<i>P</i>	<i>UD</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>P</i>	<i>P</i>	<i>D</i>	<i>P</i>	<i>D</i>

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Lawrence Public Schools

2021	2022	2023
2.53	2.53	2.65

Spring ‘22 to Spring ‘23

63% of schools showed improvement in index score
13% of schools held the same index score
23% of schools showed regression in index score

School Quality Progress - 2020-2021 through 2022-2023

	SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4			SCHOOL 5			SCHOOL 6			SCHOOL 7			SCHOOL 8		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Ind 1	P	D	D	D	P	D	P	P	P	D	UD	D	P	D	D	D	D	D	P	D	P	D	P	P
Ind 2	D	D	P	P	D	D	D	D	D	D	D	P	D	D	D	P	D	D	D	D	D	D	P	D
Ind 3	P	D	D	WD	WD	D	D	D	D	P	UD	D	D	D	D	P	D	D	P	D	P	D	P	P
Ind 4	WD	WD	WD	WD	WD	P	P	WD	P	P	D	P	P	D	P	P	P	P	P	P	D	P	P	D
Ind 5	WD	P	P	P	D	P	P	D	D	D	UD	D	P	D	D	P	UD	D	P	P	D	D	P	D
Ind 6	WD	P	P	D	D	P	P	P	P	P	D	D	P	D	P	P	D	P	P	D	P	P	P	P
Ind 7	P	P	P	P	P	P	P	D	P	D	D	P	D	P	P	P	D	P	P	P	P	D	P	P
Ind 8	P	D	D	D	D	D	D	D	P	D	UD	D	P	D	D	D	D	D	D	UD	D	UD	UD	D
Ind 9	WD	D	P	D	P	P	P	P	P	D	UD	P	P	D	D	P	UD	D	P	P	P	D	P	P
Ind 10	P	P	D	P	P	P	P	D	D	D	UD	D	P	D	D	D	D	P	P	P	P	UD	P	P
Ind 11	P	P	D	D	D	D	P	D	D	D	UD	D	P	D	D	D	D	D	P	D	D	D	D	D

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School Quality Progress - 2020-2021 through 2022-2023

(con't)

	SCHOOL 9			SCHOOL 10			SCHOOL 11			SCHOOL 12			SCHOOL 13			SCHOOL 14			SCHOOL 15			SCHOOL 16		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Ind 1	D	D	P	D	D	P	D	P	P	D	P	P	D	D	P	P	P	P	D	D	P	D	D	D
Ind 2	D	D	D	D	D	D	D	P	P	D	P	P	UD	D	P	WD	WD	WD	D	D	D	D	D	D
Ind 3	D	D	D	D	D	D	D	P	P	P	P	P	D	D	D	P	WD	WD	D	D	D	D	D	D
Ind 4	P	P	P	P	P	P	P	P	P	P	WD	WD	P	P	P	WD	WD	WD	P	D	P	D	D	D
Ind 5	D	D	P	D	D	P	D	P	P	P	WD	WD	D	D	D	WD	WD	WD	P	D	D	D	D	D
Ind 6	P	P	P	D	P	P	P	WD	WD	P	WD	WD	D	P	P	P	P	P	P	D	P	D	P	P
Ind 7	P	P	P	P	P	P	P	WD	WD	P	P	WD	D	D	D	P	P	WD	D	D	P	D	P	P
Ind 8	D	P	D	D	P	P	D	WD	WD	P	P	P	UD	D	D	P	WD	WD	D	D	P	D	D	D
Ind 9	P	P	P	P	D	P	P	WD	WD	P	P	WD	D	P	P	WD	P	P	D	UD	D	D	D	P
Ind 10	P	P	D	D	D	D	D	P	P	P	P	WD	UD	UD	D	P	P	P	D	D	D	D	D	P
Ind 11	D	P	D	D	UD	D	D	WD	WD	D	P	P	D	UD	D	P	P	P	D	D	D	D	D	D

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School Quality Progress - 2020-2021 through 2022-2023

(con't)

	SCHOOL 17			SCHOOL 18			SCHOOL 19			SCHOOL 20			SCHOOL 21			SCHOOL 22			SCHOOL 23			SCHOOL 24		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Ind 1	D	WD	P	P	D	D	D	D	P	P	P	D	P	P	D	P	D	D	D	D	D	D	D	D
Ind 2	D	WD	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	UD	D	D	D	D	D
Ind 3	D	WD	D	P	D	D	D	D	P	D	D	D	P	D	D	D	D	D	D	D	D	D	D	D
Ind 4	P	WD	P	WD	UD	P	D	P	P	WD	WD	P	P	P	P	P	P	P	D	P	P	P	P	P
Ind 5	D	WD	P	P	UD	D	D	P	P	P	P	D	P	P	P	P	P	P	D	D	D	P	P	P
Ind 6	P	WD	P	P	UD	P	P	P	WD	P	P	D	P	P	P	P	P	D	P	P	P	P	P	P
Ind 7	D	WD	P	P	D	D	D	P	P	P	P	P	P	P	P	D	P	P	D	P	P	D	P	P
Ind 8	P	WD	P	WD	UD	P	D	P	P	WD	P	D	D	D	D	D	P	P	UD	D	D	D	D	P
Ind 9	D	WD	P	P	D	D	D	D	P	P	P	D	P	P	P	P	D	P	D	D	P	D	P	P
Ind 10	P	WD	P	P	D	D	D	D	D	P	P	D	P	D	D	D	P	P	UD	D	D	D	D	D
Ind 11	D	WD	P	P	UD	UD	D	D	D	P	P	D	P	D	D	P	D	D	D	D	D	D	D	D

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School Quality Progress - 2020-2021 through 2022-2023

(con't)

	SCHOOL 25			SCHOOL 26			SCHOOL 27			SCHOOL 28			SCHOOL 29			SCHOOL 30		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Ind 1	D	P	P	P	P	P	D	D	P	D	D	D	P	D	P	D	D	D
Ind 2	P	P	P	D	P	P	P	D	P	D	D	D	D	D	D	D	D	D
Ind 3	P	P	P	P	P	WD	P	D	P	D	D	D	D	P	P	D	P	P
Ind 4	P	P	P	P	WD	WD	P	P	P	P	D	P	P	P	P	P	D	P
Ind 5	D	P	P	P	WD	WD	P	D	D	P	P	D	D	P	P	D	D	P
Ind 6	P	P	P	P	P	P	P	D	P	P	P	P	P	P	P	D	D	P
Ind 7	D	P	P	P	P	WD	D	D	D	D	P	D	P	P	P	D	P	P
Ind 8	P	P	P	D	P	P	D	D	D	P	P	D	D	P	P	D	D	D
Ind 9	P	D	P	P	WD	WD	D	D	D	P	P	P	P	P	P	P	P	P
Ind 10	P	P	P	P	P	P	P	D	D	P	P	D	D	P	P	D	D	P
Ind 11	D	P	D	P	P	P	D	D	P	D	D	D	P	D	P	D	D	D

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Positive Trends

Directional Trend

- 19/30 schools raised their overall index rating. 5/30 same overall
- 25/30 schools raised or same in inst. core (11/30 raised. 14/30 same)
- 25/30 raised ratings or stayed the same in school culture

Positive Learning Environment (Ind. 4)

- Rated Proficient or Well Developed in 28/30 schools
- Area of Strength in 18/30 schools

Leveraging Resources (Ind. 6)

- Rated Proficient or Well Developed in 27/30 schools
- Area of Strength in 6/30 schools

Positive Trends

Goals and Action Plans (Ind. 7)

- Rated Proficient or Well Developed in 26/30 schools
- Area of Strength in 8/30 schools

Teacher Teams and Distributed Leadership (Ind. 9)

- Area of Strength in 11/30 schools

Progress Trends

Curriculum

- Area of Focus in 10/30, down from 19/30 in 2022
- 15/30 rated Proficient. Up from 11/30 at Proficient in 2022

Pedagogy

- 9/30 schools received Proficient ratings. Up from 7/30 in 2022
- Area of Focus in 24 schools. 3 of those rated proficient
- 14/21 schools rated developing show progress while not yet reaching proficient
 - School 3 - "clear evidence of progress"
 - School 5 - "well on its way"
 - School 15 - "developing the school's vision"
 - School 19 - "progress was observed"
 - School 24 - "worked to clarify vision"
 - School 29 - "tremendous progress"

Pedagogy (Ind. 2)

- Rated Developing in 21/30 schools
- Area of Focus in 24/30 schools

Student Academic and Developmental Support (Ind. 11)

- Rated Developing or Underdeveloped in 24/30 schools
- Area of Focus in 6/30

Assessment (Ind. 3)

- 20/30 schools have Developing rating
- Area of Focus in 16/30

Teacher Support and Supervision (Ind. 8)

- Rated Developing in 16/30 schools
- Area of Focus for 11/30 schools