

A photograph of a classroom scene. In the foreground, a young Black male student in a dark blue hoodie and grey pants is leaning over a small, custom-built robot on a green floor. He is holding a yellow object, possibly a battery or a component, near the robot. A woman with long dark hair, wearing a white shirt and a black headband, is also leaning over the robot, looking at it intently. The robot is a small, rectangular device with two wheels and a small light on top. In the background, another student is sitting at a desk, and there are blue storage bins and a poster on the wall. The text "Lawrence Public Schools" is overlaid in large white letters across the middle of the image.

# Lawrence Public Schools

SQR Summary Presentation

SCHOOL EMPOWERMENT NETWORK

October 2021

# SEN School Quality Rubric Framework

*The SEN School Quality Review rubric is comprised of 10 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**

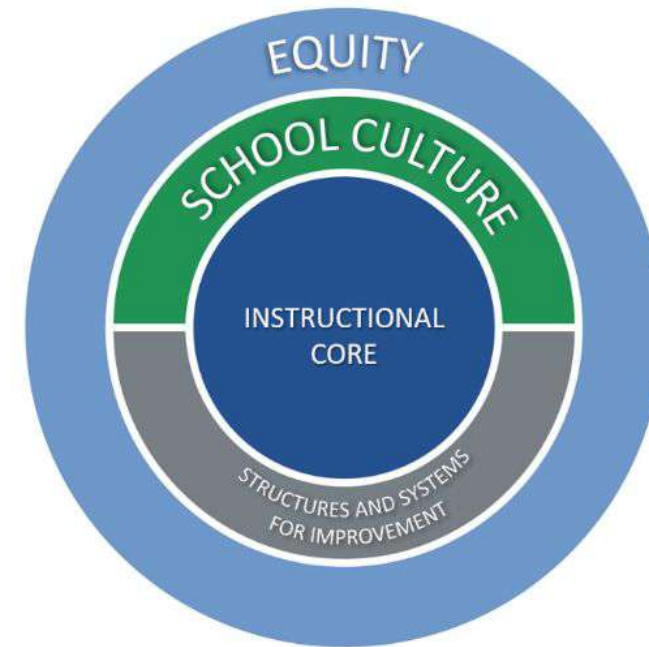
Indicator 6: Leveraging Resources

Indicator 7: Goals and Action Plans

Indicator 8: Teacher Support and Supervision

Indicator 9: Teacher Teams and Distributed Leadership

Indicator 10: Continuous Improvement



# SY 2020 - 2021 Overview

## **Remote Instruction vs. In-Person Instruction**

- The flexibility and initiative of school-based staff
- Qualitatively different

## **Limited Opportunities to Observe School Culture and Equity Work**

- The space tells a story
- Curated vs. uncurated interactions

## **Limited Data**

- Limits ability to gauge impact

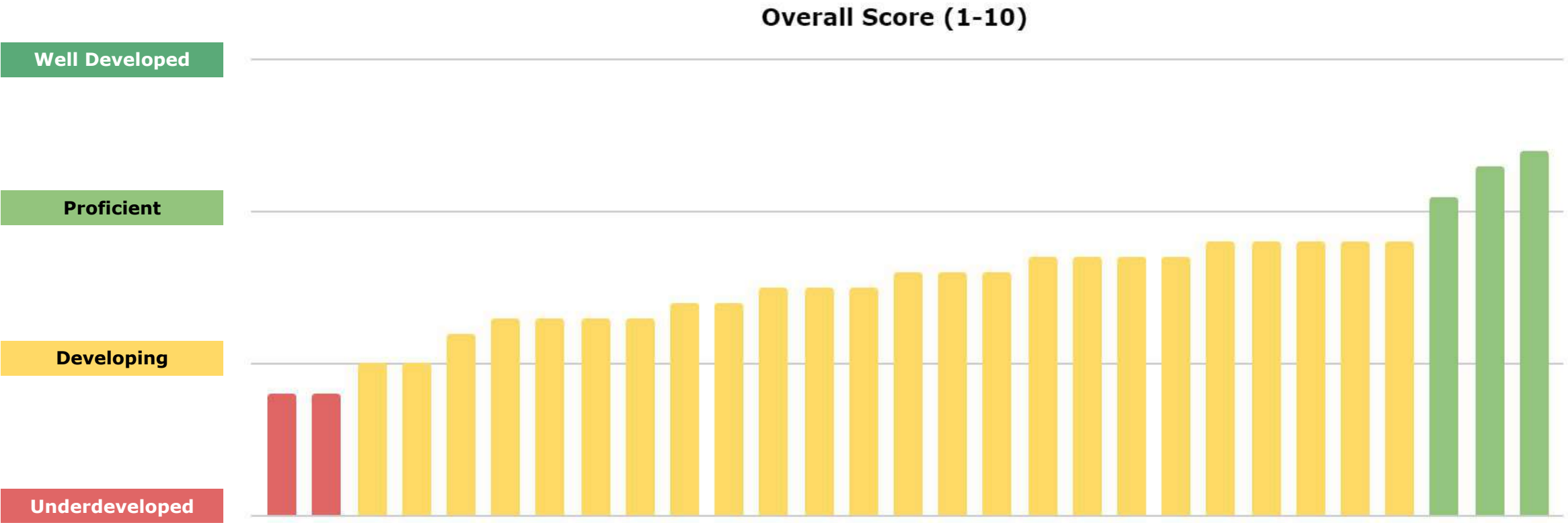
## **Shifted Workstreams**

- Leadership team members
- Culture team members
- Teachers

## **Adjustments to SQR Process**

- One reviewer, remote-model
- Two days rather than one in some cases

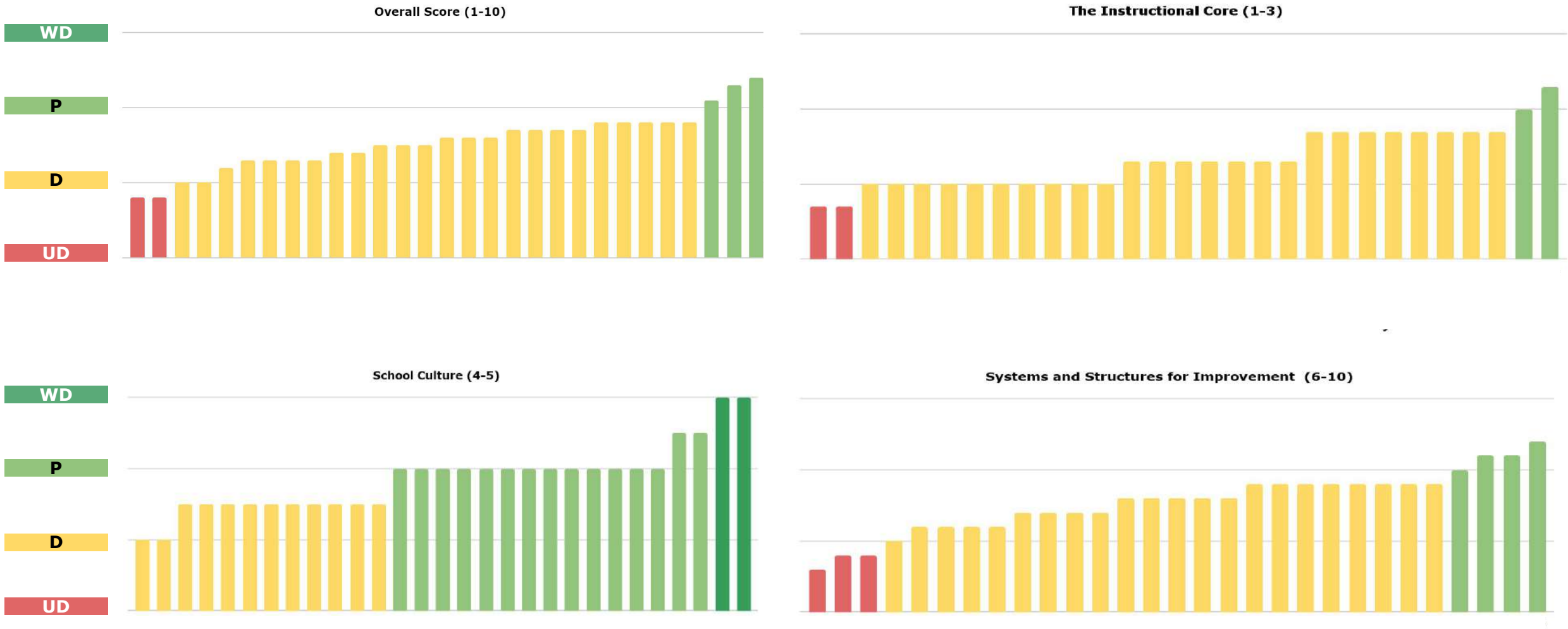
# Summary of SQR Results - Overall Score



*Note: Average score. Underdeveloped = 1pt; Developing = 2pt; Proficient = 3pt; Well Developed = 4pt.*



# Summary of SQR Results - Overall and Quality Categories



Note: Average score. Underdeveloped = 1pt; Developing = 2pt; Proficient = 3pt; Well Developed = 4pt.

# Positive Trends

## **Clear Progress in Year 2 of SQR**

- Four of the five schools who had SQRs in SY 2020 made progress in ratings
- Between 4 and 7 indicators improved
- All four principals enacted some or all recommended action steps from 2020 SQR
- One school jumps two rating levels in indicator 8: Teacher Support & Supervision

## **Positive Learning Environment (indicator 4)**

- 27/29 schools rated P or WD
- Area of strength for 24/29 schools.
- Little evidence of disruptions to learning.
- Remote and in-person learning environments largely safe, inclusive, stable, respectful
- For most schools family members and students report students are well-known

## **Leveraging Resources (indicator 6)**

- Rated P or higher for 23/29 schools
- In most schools, leaders align schedule, resources, teacher and staff time to school priorities, values, demonstrated needs.

## **Teacher Teams and Distributed Leadership (indicator 9)**

- Rated P or higher for 19 of 29 schools. Area of strength for 8/29 schools
- In most schools, teachers are engaged in structured, data-based, professional learning collaborations that promote the achievement of school goals
- In most schools, distributed leadership structures are in place so teachers have formal leadership roles and opportunities to have voice in decision-making

## **Curriculum (indicator 1)**

- Mixed results against this indicator
- A growing number of schools have selected high-quality curriculum (defined by edreports and CURATE)
- In most schools, students regularly engage with grade-level content and text
- 19/29 schools rated at developing for curriculum, as a result of how curriculum is enacted

# Area of Focus Trends

## **Pedagogy (indicator 2):**

- Rated D or U in 24/29 schools. Area of Focus for 21/29 schools
- Trend: Instructional visions rooted in a set of beliefs about how students learn best are not, yet, established in many schools
- Trend: Expectations for pedagogy, grounded in a research-based framework, are not, yet, consistently communicated
- Trend: Instructional practices from class to class and grade to grade are not, yet, consistent or coherent

## **Curriculum (indicator 1):**

- Area of Focus for 10/29 schools. Most schools rated developing
- Many schools have selected and are utilizing high-quality (defined based on reviews by edreports and MA CURATE) curriculum
- Trend: Enactment of curriculum in many lessons does not emphasize higher-order skills
- Trend: Enactment does not consistently ensure cognitive engagement or access to curriculum for all learners



# Area of Focus Trends and Implications

## **Teacher Support and Supervision (indicator 8):**

- Area of Focus for 19/29 schools
- Trend: Teacher development is not, yet, supported with frequent rounds of observation and feedback (both formative and summative)
- Trend: Observation data is not, yet, regularly analyzed by instructional leadership teams and professional development is not, yet, planned to support groups of teachers with areas of focus

## **Goals and Action Plans (indicator 7):**

- All schools have goals codified in public documents
- Trend: Goals are not, yet, well known by staff or other community members and as a result, are not driving the work of adults across the school
- Trend: Goals are not, yet, consistently progress-monitored and progress is not consistently reported to the community
- Trend: In some schools, goals are not, yet, ambitious enough to impact outcomes for all students