

Equity Accountability Framework: Evidence of Learning

**Montgomery County Board of Education
September 21, 2021**

Outline for Today

1. Evidence of Learning Framework
2. College and Career Readiness
3. Instructional Response Plan: School Improvement
 - a. Director Perspective
 - b. Specialist Perspective
4. Instructional Response Plan: Curriculum & Instruction
 - a. Content Supervisor Perspective
 - b. Teacher Perspective



EOL

Readiness Grades

**Grades 9-12
(4 years)**

High



High to College and Career Ready – Grade 11

**Grades 6-8
(3 years)**

Middle



Middle to High – Grade 8

**Grades 3-5
(3 years)**

Intermediate



Intermediate to Middle – Grade 5

**Grades K-2
(3 years)**

Primary Foundation



Primary to Intermediate – Grade 2

How ready were our students in 2020-2021?

EOL

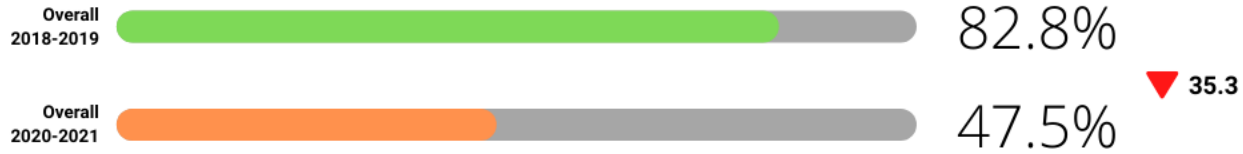
Evidence of Learning Table

	Literacy			Mathematics		
	Classroom	District	External	Classroom	District	External
Grade 2	<ul style="list-style-type: none"> End-of-year average class mark or Quarter 4 class mark in Reading OR Writing 	<ul style="list-style-type: none"> Benchmark Interim Assessment #3 	<ul style="list-style-type: none"> Spring MAP-Reading Fluency or WIDA ACCESS 	<ul style="list-style-type: none"> End-of-year average class mark or Quarter 4 class mark in math 	<ul style="list-style-type: none"> Eureka Math mid-year or End-of-Year module 	<ul style="list-style-type: none"> Spring MAP-M
Grade 5	<ul style="list-style-type: none"> End-of-year average class mark or Quarter 4 class mark in Reading OR Writing 	<ul style="list-style-type: none"> Benchmark Interim Assessment #3 	<ul style="list-style-type: none"> Spring MAP-R or WIDA ACCESS 	<ul style="list-style-type: none"> End-of-year average class mark or Quarter 4 class mark in math 	<ul style="list-style-type: none"> Eureka Math mid-year or End-of-Year module 	<ul style="list-style-type: none"> Spring MAP-M
Grade 8	<ul style="list-style-type: none"> Quarter 3 or Quarter 4 Class Marks in English/ESOL courses 	<ul style="list-style-type: none"> End of Unit 3 and Extended Writing Prompt 4 	<ul style="list-style-type: none"> Spring MAP-R or WIDA ACCESS 	<ul style="list-style-type: none"> Quarter 3 or Quarter 4 class mark in mathematics courses 	<ul style="list-style-type: none"> Math Progress Check Quarter 3 	<ul style="list-style-type: none"> Spring MAP-M
Grade 11	<ul style="list-style-type: none"> Semester 1 and Semester 2 class marks in English/ESOL courses or Semester 2 class marks in English/ESOL courses (higher expectation) 	<ul style="list-style-type: none"> English/ESOL District Assessments in Quarter 3 and Quarter 4 or Higher expectation in Quarter 4 or AP/IB English Course Participation 	<ul style="list-style-type: none"> WIDA ACCESS or MD College and Career readiness English/ Literacy Measures 	<ul style="list-style-type: none"> Semester 1 and Semester 2 class marks in Algebra 2 or higher courses or Semester 2 class mark in Algebra 2 or higher courses (higher expectation) 	<ul style="list-style-type: none"> Math Progress Check Quarter 3 or Calculus or Higher Math Course Participation 	<ul style="list-style-type: none"> MD College and Career Readiness Mathematics Measures

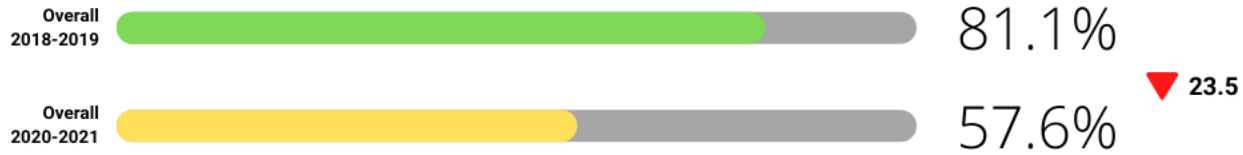
EOL

Overall Literacy Readiness

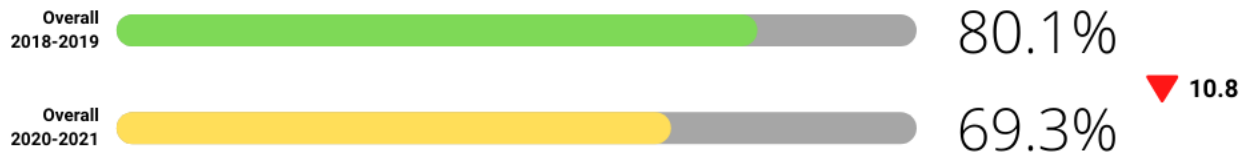
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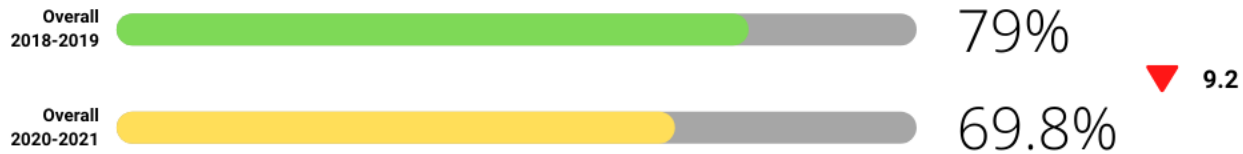
Grade 5



Grade 8



Grade 11



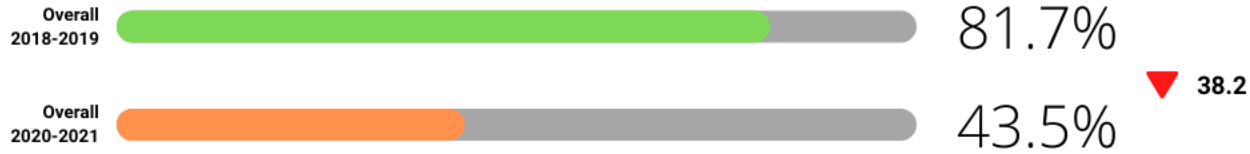
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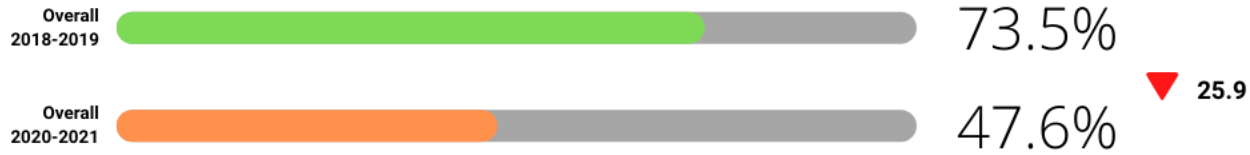
EOL

Literacy Readiness: Black or African American

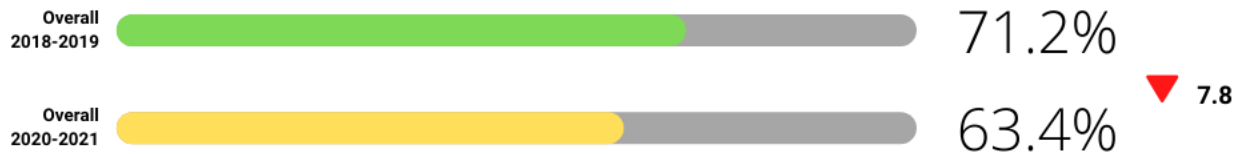
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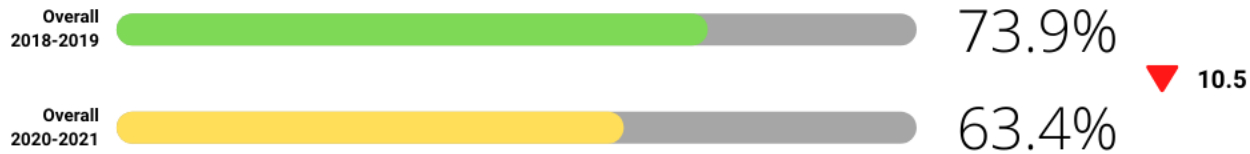
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Grade 8



Grade 11



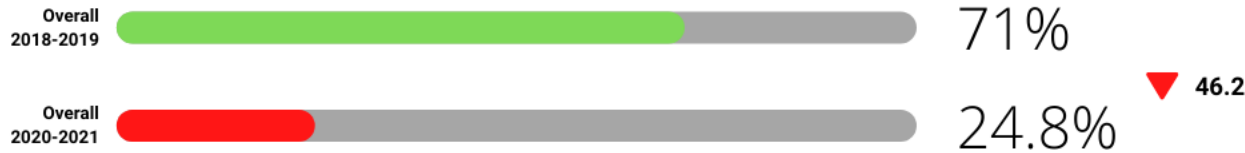
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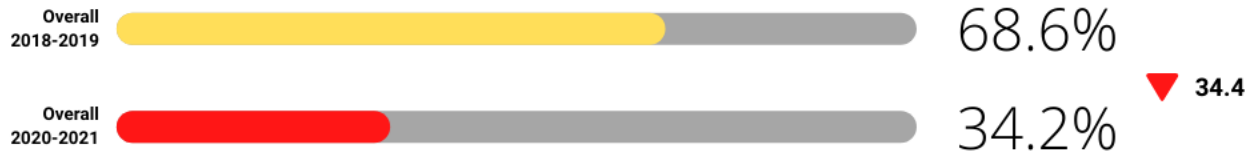
EOL

Literacy Readiness: Hispanic/Latino

Grade 2



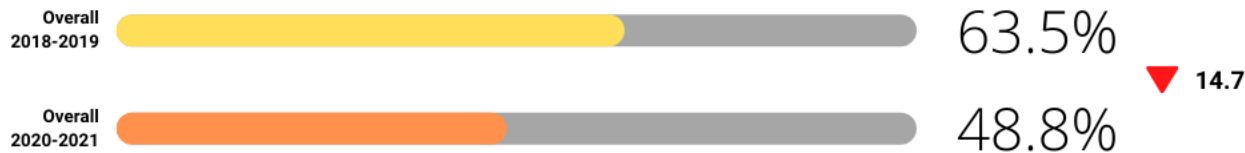
Grade 5



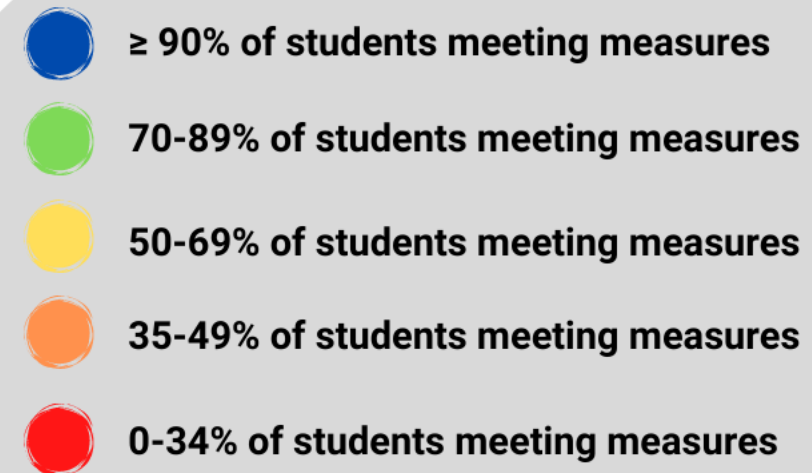
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Grade 11



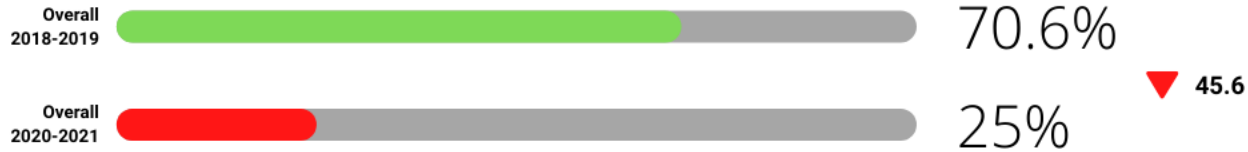
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EOL

Literacy Readiness: FARMS

Grade 2



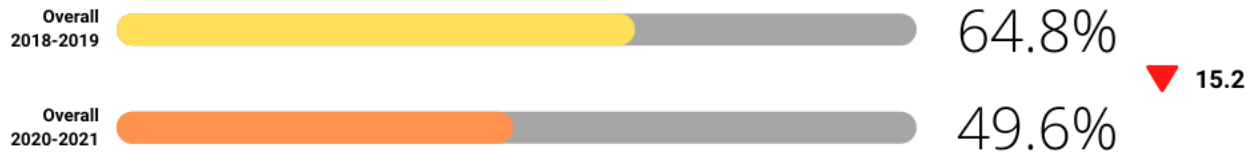
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Grade 8



Grade 11



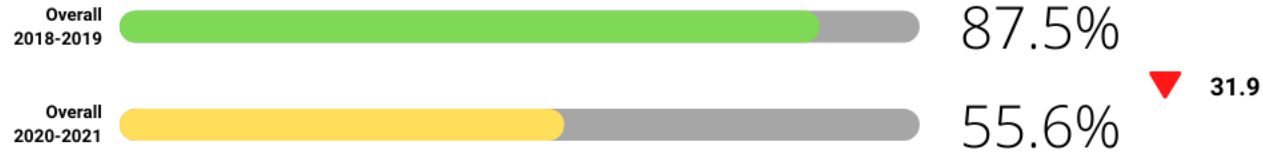
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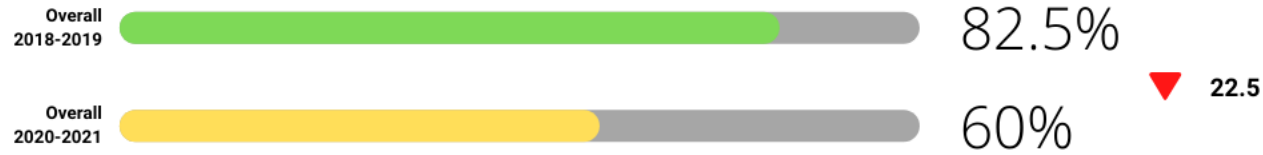
EOL

Literacy Readiness: Non-FARMS Black or African American

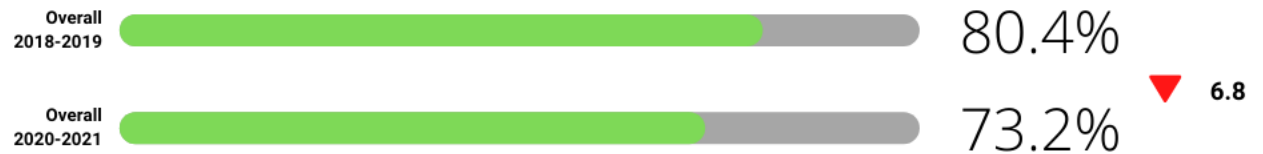
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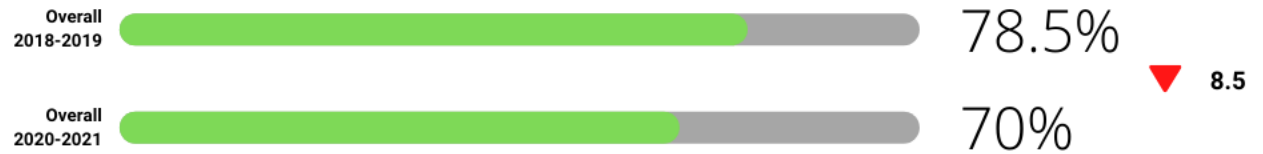
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Grade 8



Grade 11



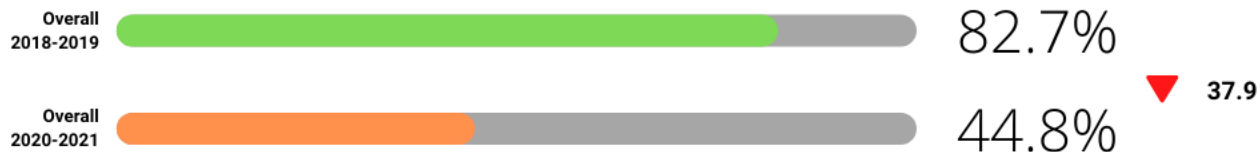
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EOL

Literacy Readiness: Non-FARMS Hispanic/Latino

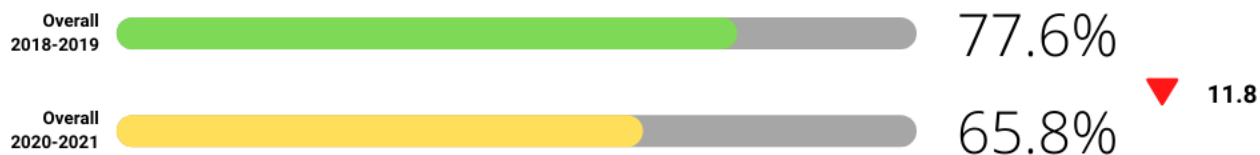
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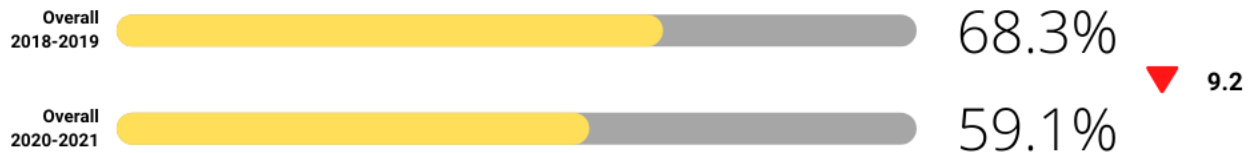
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Grade 8



Grade 11



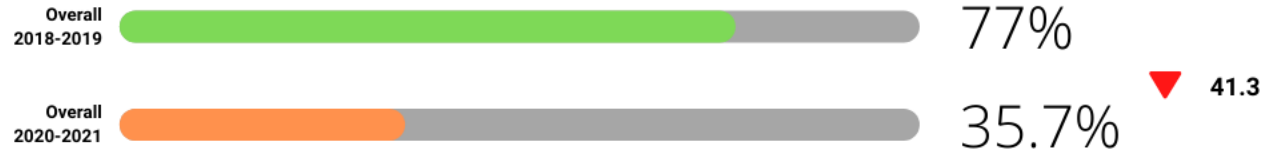
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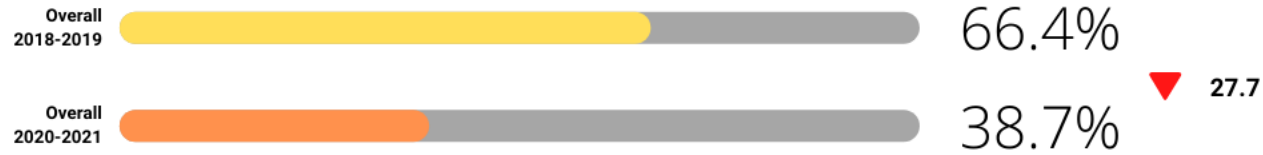
EOL

Literacy Readiness: FARMS Black or African American

Grade 2



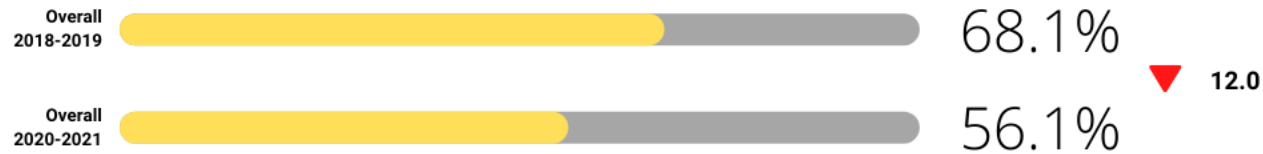
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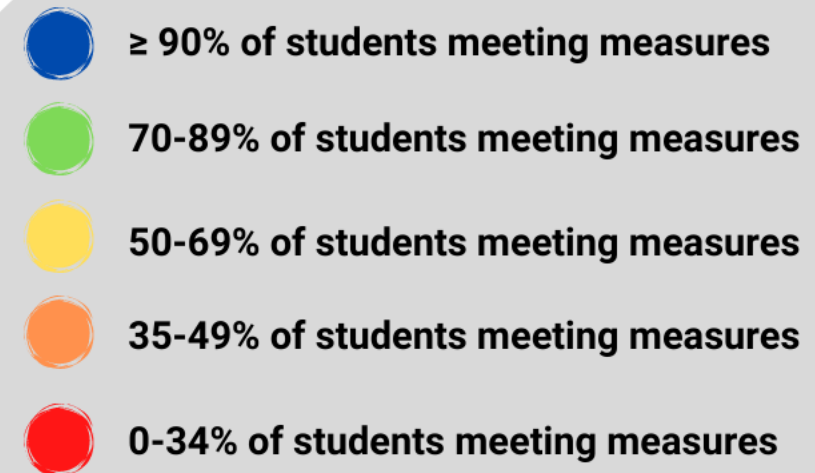
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Grade 11



Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Literacy Readiness: FARMS Hispanic/Latino

Grade 2



Grade 5



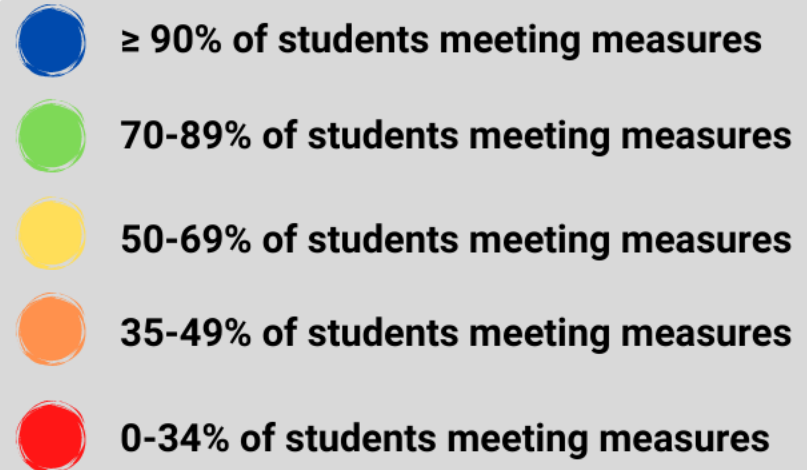
Grade 8



Grade 11



Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Literacy Readiness: Students Receiving ESOL Services

Grade 2



Grade 5



Grade 8



Grade 11



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EOL

Literacy Readiness: Students With Disabilities

Grade 2



Grade 5



Grade 8



Grade 11



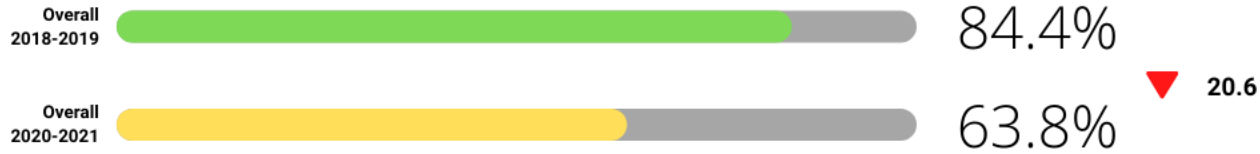
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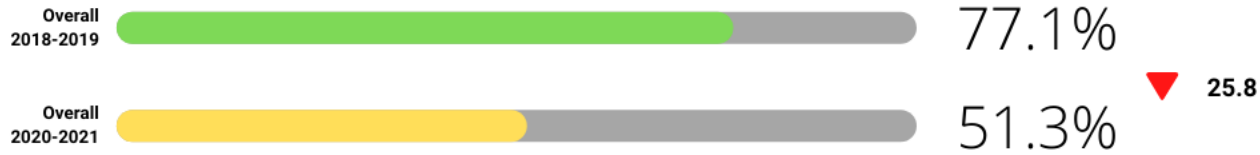
EOL

Overall Mathematics Readiness

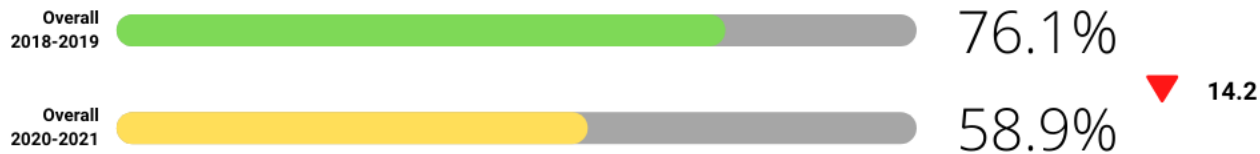
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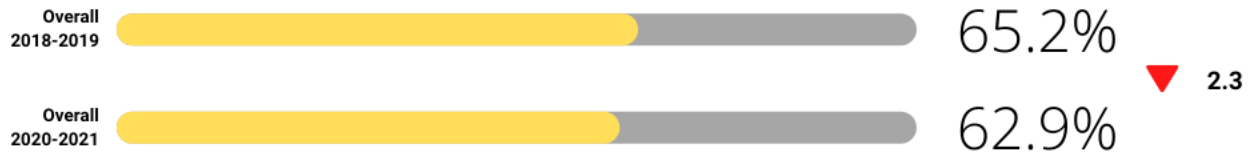
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Grade 8



Grade 11



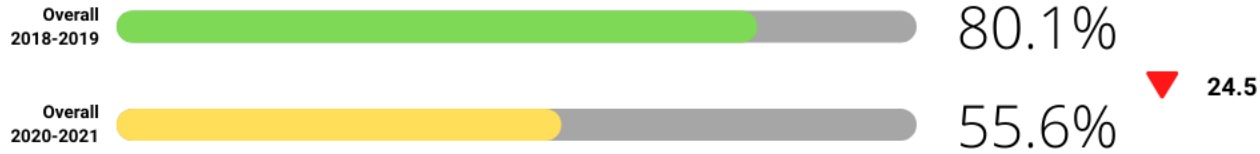
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EOL

Mathematics Readiness: Black or African American

Grade 2



Grade 5



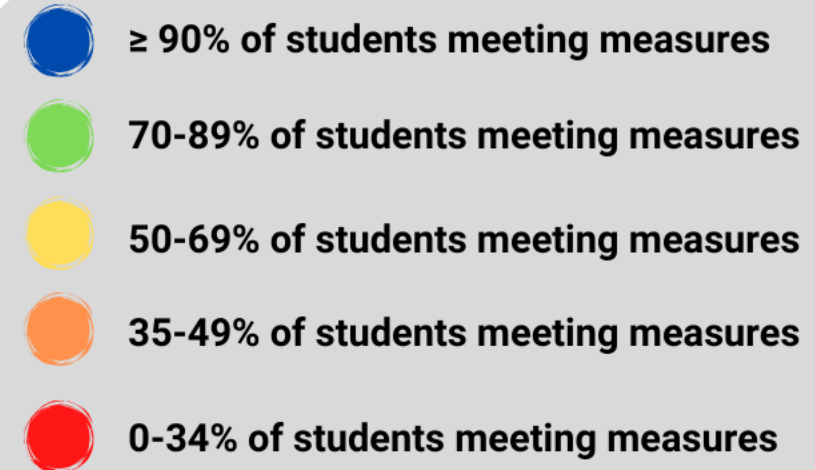
Grade 8



Grade 11



Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Mathematics Readiness: Hispanic/Latino

Grade 2



Grade 5



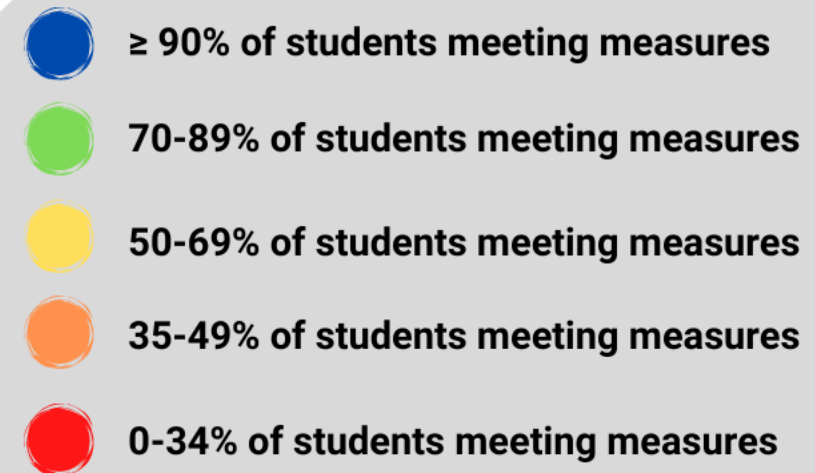
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Grade 11



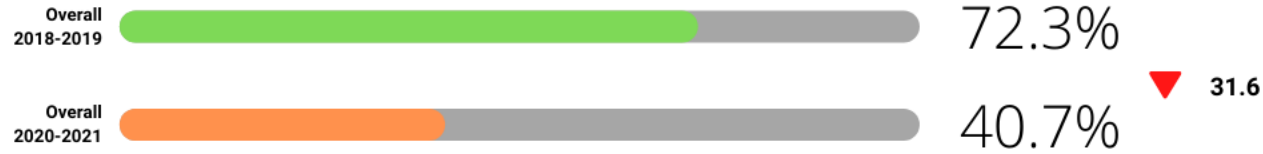
Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Mathematics Readiness: FARMS

Grade 2



Grade 5



Grade 8



Grade 11



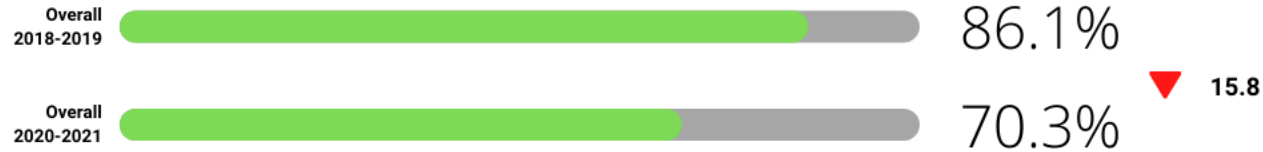
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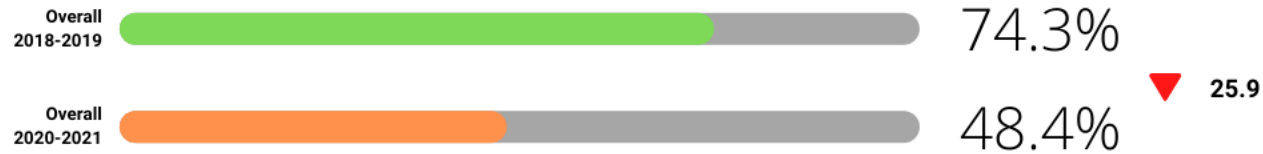
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Mathematics Readiness: Non-FARMS Black or African American

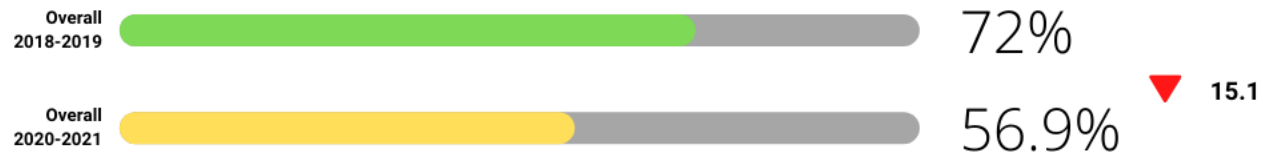
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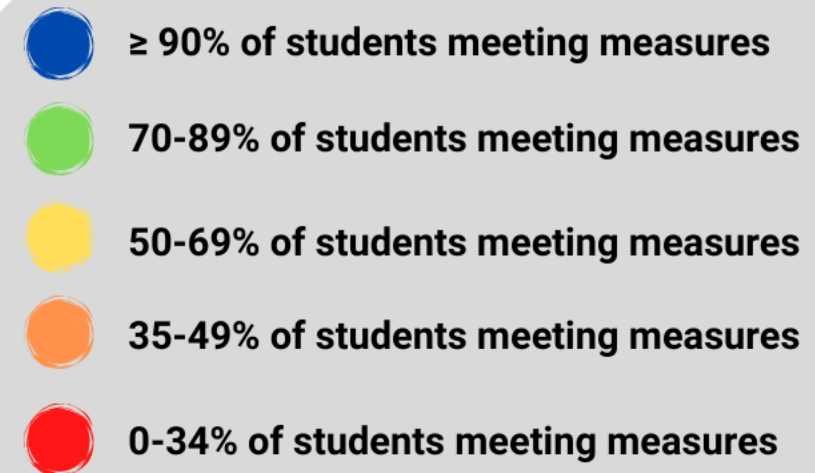
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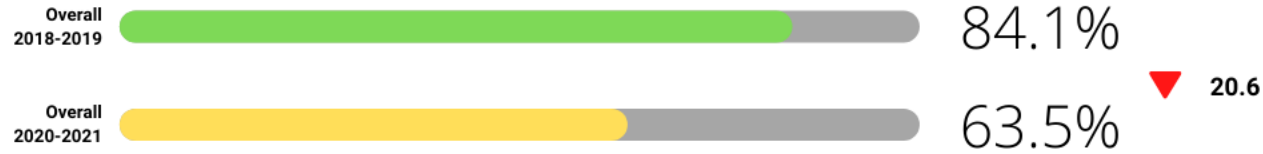
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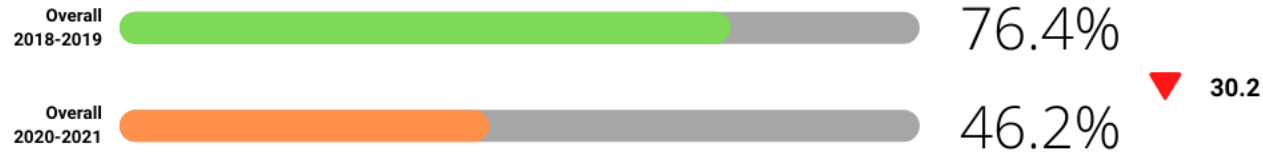
EOL

Mathematics Readiness: Non-FARMS Hispanic/Latino

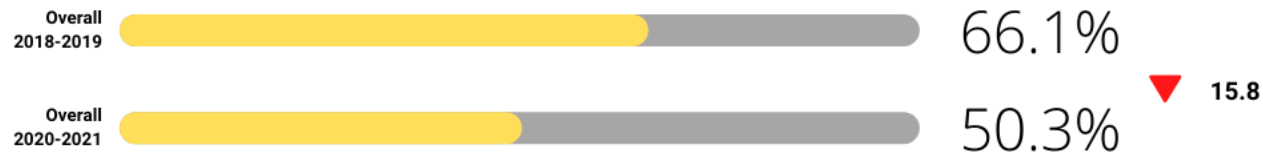
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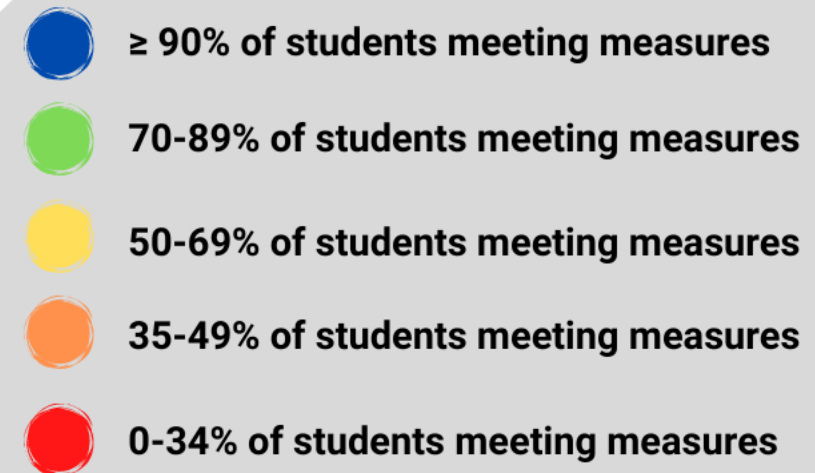
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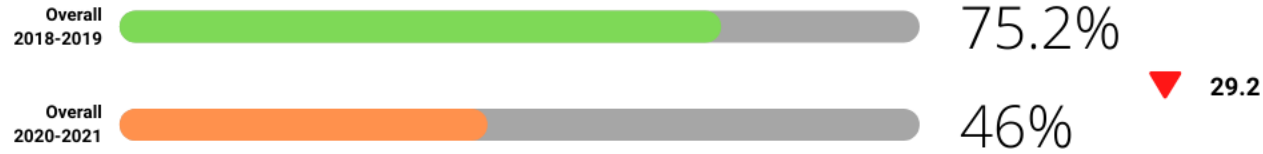
Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Mathematics Readiness: FARMS Black or African American

Grade 2



Grade 5



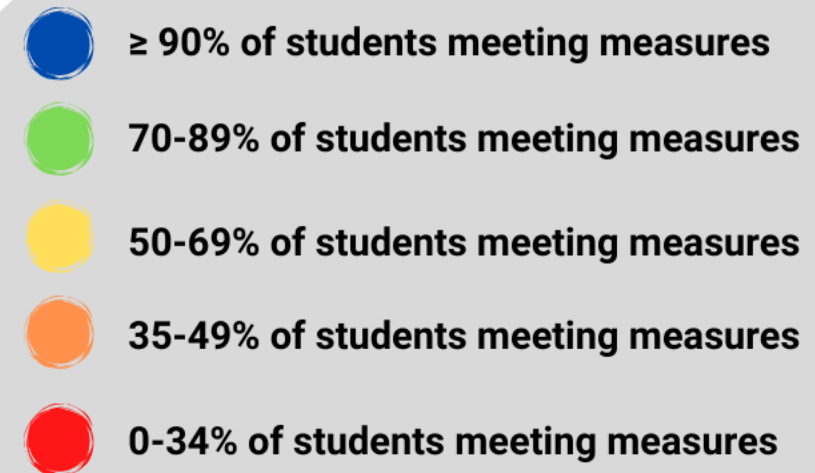
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Grade 2



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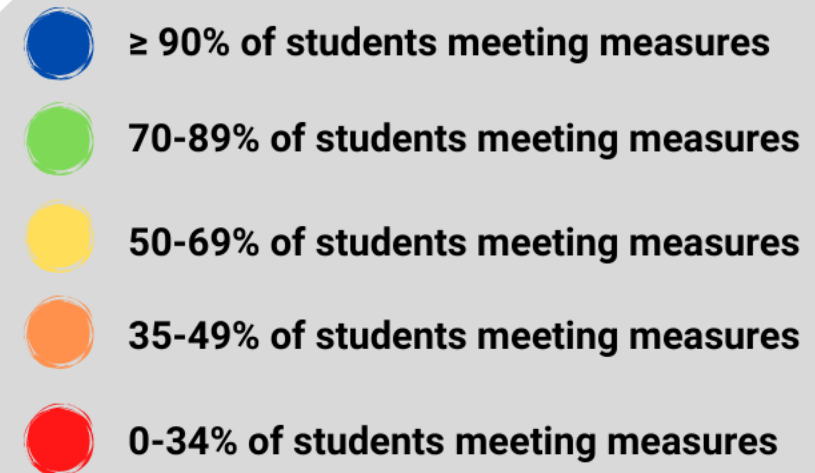
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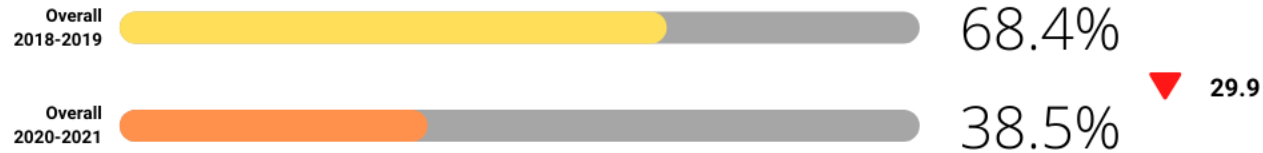
Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Mathematics Readiness: Students Receiving ESOL Services

Grade 2



Grade 5



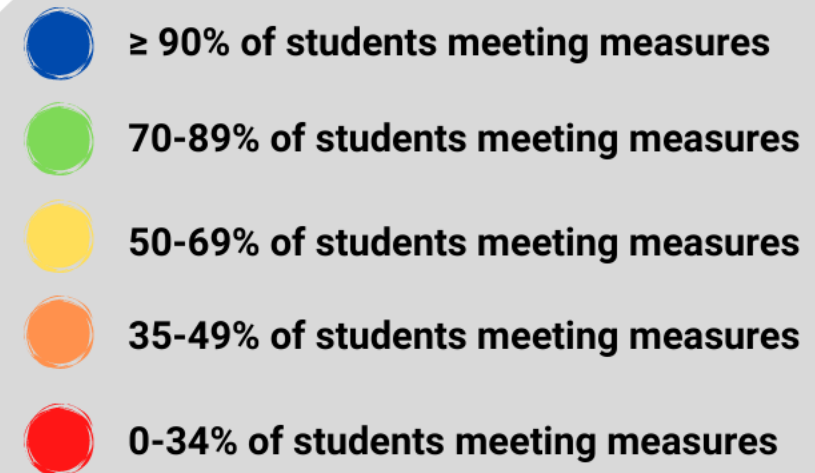
Grade 8



Grade 11



Percent of All Students Meeting Measures in 2 of 3 Categories: Classroom, District, External



EOL

Mathematics Readiness: Students with Disabilities

Grade 2



Grade 5



Grade 8



Grade 11



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EOL**College and Career Readiness (CCR): Class of 2021****Class of 2021**

The College and Career Readiness and College Completion (CCRCCA) Act of 2013 was designed to increase college and career readiness and degree completion in Maryland.

By the end of 11th grade, each student must take an English assessment and a math assessment to determine their readiness for college and careers. Students who do not meet CCR standards by the end of 11th grade must enroll in a transition course that is typically the next course of study in English or Mathematics with some additional requirements.

	N Enrolled	CCR in Literacy	CCR in Math	CCR in Literacy & Math
All Students	12,232	89.3	81.2	79.7
Female	6,008	91.8	85.1	83.9
Male	6,221	86.9	77.4	75.7
Asian	1,886	96.6	94.6	94.1
Black or African American	2,667	85.8	74.3	72.4
Hispanic/Latino	3,437	79.8	65.4	62.7
White	3,664	96.5	93.4	92.9
Other	578	92.7	85.6	84.6
Free & Reduced-price Meals System	3,685	80.8	66.9	64.2
Special Education	1,485	78.0	67.5	65.5
Limited English Proficient	1,176	68.5	52.5	49.0

EOL

College and Career Readiness (CCR): Class of 2021

	N Enrolled	CCR in Literacy	CCR in Math	CCR in Literacy & Math
Non-FARMS: Asian/White/All Other Student Groups	5,530	96.9	94.4	93.9
Non-FARMS: Black or African American	1,436	89.6	79.4	78.1
Non-FARMS: Hispanic/Latino	1,581	82.4	70.1	67.9
FARMS: Asian/White/All Other Student Groups	598	89.3	80.8	79.6
FARMS: Black or African American	1,231	81.5	68.3	65.7
FARMS: Hispanic/Latino	1,856	77.6	61.5	58.3



Class of 2021

EOL

Key Takeaways



80% of Class of 2021 met Maryland College and Career Readiness standards



Data reveal decreases for both literacy and mathematics in comparison to pre-pandemic performance



A greater impact on our youngest learners

Highest decreases observed in literacy for grade 2 students: Hispanic/Latino, students in grade 2 receiving FARMS, and students receiving ESOL services



Slightly lower percentage point decreases observed in mathematics



A few bright spots for Grade 11

Mathematics: Black or African American, Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, Students With Disabilities

Discussion

Response to the Data

Mitigation of Learning Disruptions

OTLS

Mitigating Learning Disruptions

Six
Areas of Focus



(1) School Improvement Planning



(2) Literacy and Mathematics Instructional Focus



(3) Assessment **OF and **FOR** Learning**



(4) Acceleration of Learning



(5) Tutoring and Intervention Support



(6) Professional Learning

OTLS

1. School Improvement Planning

The SIP Action Plan helps schools **document and monitor** the specific actions and strategies that will support **accelerated learning in literacy and math** and elevates the student experience by focusing on wellbeing and school climate.



**SIP Action
Plan**

+



**Document &
Monitor**

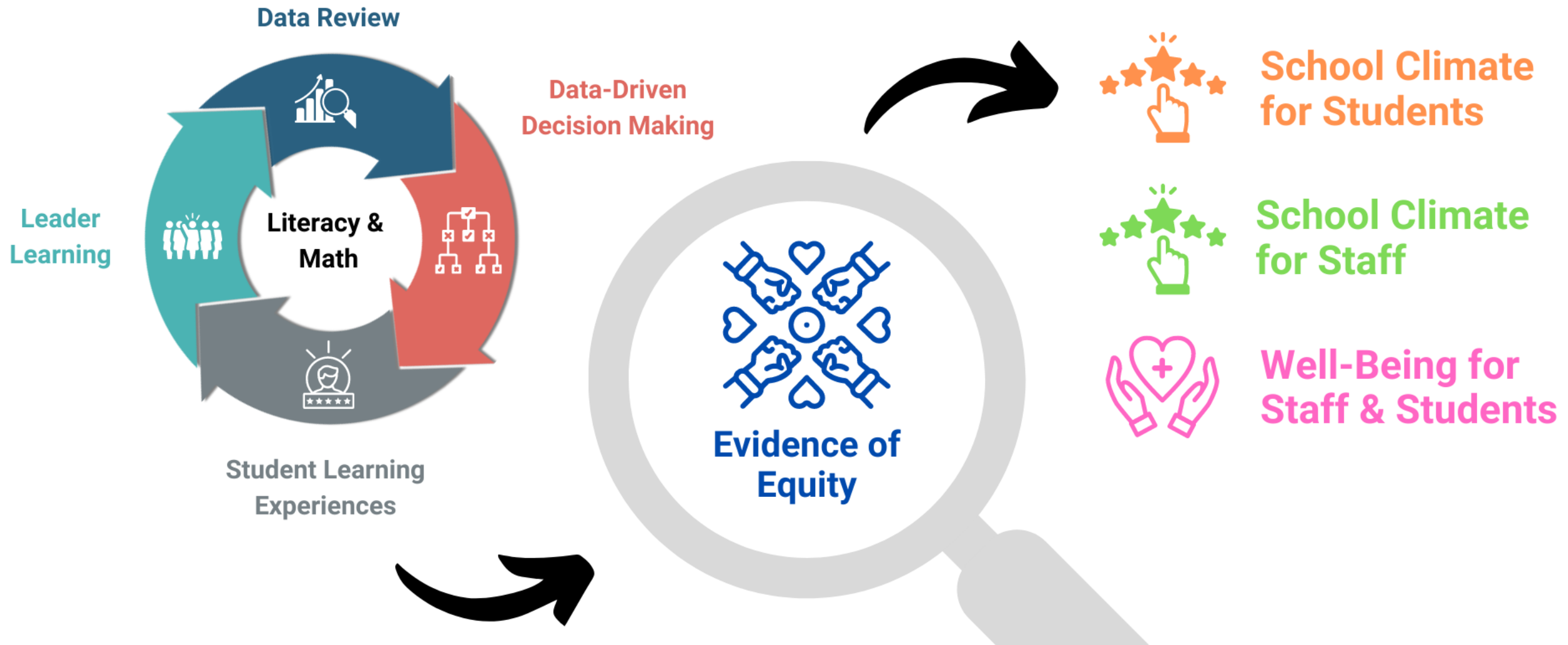
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**Accelerate Learning
(Literacy & Math)**

OTLS

1. Instructional Response School Improvement Planning



OTLS

1. Instructional Response School Improvement Planning



Support from the director of learning, achievement, and administration (DLAA) for schools begins with engaging the principal and the leadership team around:

- **SIP Action Plan and Guiding Questions**
- **Multiple data measures informing Root-Cause Analysis**
- **Stakeholder voice and collaboration**



DLAAs provide coaching support to the principals to address learning barriers and respond with macro learning opportunities for the leadership team.

OTLS

1. Instructional Response School Improvement Planning



School Improvement Action Plan

2021-2022 School Year

	Steps	Setting	Artifacts & Evidence
<p>Literacy and Math</p> <p><i>Goal: Mitigate the learning interruptions to ensure all students are on grade level or higher for literacy and math by the end of the year. How do we know where our students are entering and how do we monitor and respond to the student progress?</i></p>			
DATA REVIEW			
<ul style="list-style-type: none"> Compare your baseline literacy and math data in the context of students' prior performance and performance during the pandemic to plan for individual growth. Disaggregate your data by race, ethnicity, and service group. What does it tell you? Keeping the Evidence of Learning Framework as a focus, consider the classroom, district, and any additional measures you may have collected locally. What do you see as you compare & analyze student engagement data, second semester grades & fall data? What do you notice by race, ethnicity, or service group? 			
DATA DRIVEN DECISION MAKING			
<ul style="list-style-type: none"> How will the school leadership team use the results of diagnostic assessments (curriculum/formative, grades, or NWEA-based) with staff to modify instruction and plan for individual student growth? How will the ILT and team leaders/CS/RTs work with colleagues to interpret and use the results of data? What does this data cycle review and adjustment process look like? How frequently will it be reviewed and in what manner, to ensure clear focus on students' racial and linguistic differences? How is your team providing or directing resources (interventions, tutoring, GBTLA) to students most in need of support? How will the professional learning needs of staff be determined? How will professional learning be distinguished for teachers, paraeducators and leaders? Who will be involved in designing and delivering PD for staff? 			

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1. Instructional Response School Improvement Planning



Through the lens of the SIP, Learning and Achievement Specialists most often link to microlearning that mitigates learning loss



Instructional Rounds, feedback, and coaching



Protocols for formative and summative assessment analysis



Capacity-building of teachers and leaders to guide collaborative planning sessions



Research-based resources



Thought partner and confidence booster for teachers, administrators and leadership teams

OTLS

2. Literacy Instructional Focus



Literacy



Priorities

Increase the number of minutes teaching primary reading skills for decoding, encoding and word study/vocabulary

LETRS training for all reading specialists

Structured Literacy Pilot

Increased use of decodable texts

Targeted and differentiated small group instruction to increase student literacy skills and knowledge

Depth over pace to allow opportunities for targeted instruction

Depth over pace (reduction in the number of common tasks in HS and units in MS to allow for greater depth in standards-aligned reading and writing instruction)

Increased evidence-based discussion and writing about complex texts

Increased close reading of a range of complex texts and responding to text-dependent questions to elevate critical thinking skills

Primary (ES)	Secondary (MS & HS)
✓	
✓	
✓	
✓	
✓	✓
	✓
	✓



OTLS

2. Mathematics Instructional Focus



Mathematics



Priorities

Flexibility in pacing to provide time to meet prerequisite learning needs

Access to direct prerequisite learning from previous course(s)

Extension modules/lessons for content not taught last school year

Primary (ES)

Secondary (MS & HS)



Meet the needs of each student

- English Language Development
- Students with Interrupted Education
- Enrichment
- Social Emotional Learning

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3. Assessment OF and FOR Learning



Assessment

Assessment OF Learning

Assessment **OF** learning measures how much students have learned or progressed in meeting grade-level expectations.

Examples include:

- MAP-M
- MAP-R
- MCAP (ELA, Math, Science, Social Studies)

Assessment FOR Learning

Assessment **FOR** learning embeds assessment processes throughout teaching and learning to constantly adjust instructional strategies. More than ever, this is essential for identifying learning recovery needs of students.

Assessment FOR learning will include the increased use of diagnostic tools to identify areas of academic need and prioritizing lessons to accelerate the learning in identified areas of need.

Examples include:

- Exit Tickets
- Conferencing
- Self/Peer Assessment

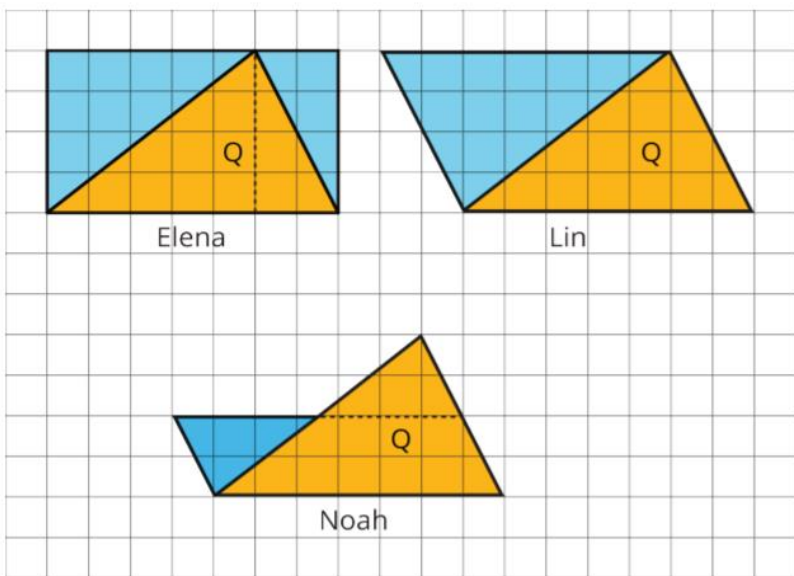
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3. Assessment OF and FOR Learning

Lesson 8: Area of Triangles

Cool Down: An Area of 14

Elena, Lin, and Noah all found the area of Triangle Q to be 14 square units but reasoned about it differently, as shown in the diagrams. Explain *at least one* student's way of thinking and why his or her answer is correct.



Circle the work that correctly solves the addition problem.

$$17 + 9$$

a.

$$\begin{array}{r} 17 + 9 \\ 3 \quad 6 \\ \hline 17 + 3 = 20 \\ 20 + 6 = 26 \end{array}$$

b.

$$\begin{array}{r} 17 + 9 \\ \hline 20 + 5 = 25 \end{array}$$

c.

$$\begin{array}{r} 17 + 9 \\ 17 \xrightarrow{+3} 20 \xrightarrow{+6} 26 \end{array}$$

- d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

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4. Acceleration of Learning



Accelerate

What is “**ACCELERATION**” in this context?

Moving forward with grade-level content and only addressing prerequisite skills and concepts from the previous grade as necessary, when they’re needed to work with grade-level content.

**Carnegie
Corporation**

Denying students access to grade-level content is counterproductive and further widens achievement gaps. Accelerating student learning requires providing just-in-time support to students that are planned in intentional and practical ways.

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5. Tutoring and Intervention Support

High Dosage Tutoring

Evidence-Based Interventions

Purpose

To help identified students accelerate their learning with grade level or above content

To enable identified students to successfully complete a specific learning goal

Resources

MCPS Mathematics Curriculum
MCPS Literacy Curriculum

Approved, Evidence-Based Interventions

Student ID

Multiple measures to identify students at the school level

Frequency

3-5 times per week
60-90 minute sessions

Intervention dependent

Duration

Session 1: October - December

Intervention dependent



Support

OTLS

6. Professional Learning



**Summer
of 2021**

Learning

Explored tools and resources available for recovery, revisited curriculum implementation and reinforced the necessity of knowing the content AND knowing each student

OTLS Collaboration with assistant chief of professional learning

Acceleration of Learning Training for teachers, leaders, and central office staff

Includes focus on Assessment FOR Learning (for example: the use of informal progress checks to drive daily instruction)

**2021-2022
School year**



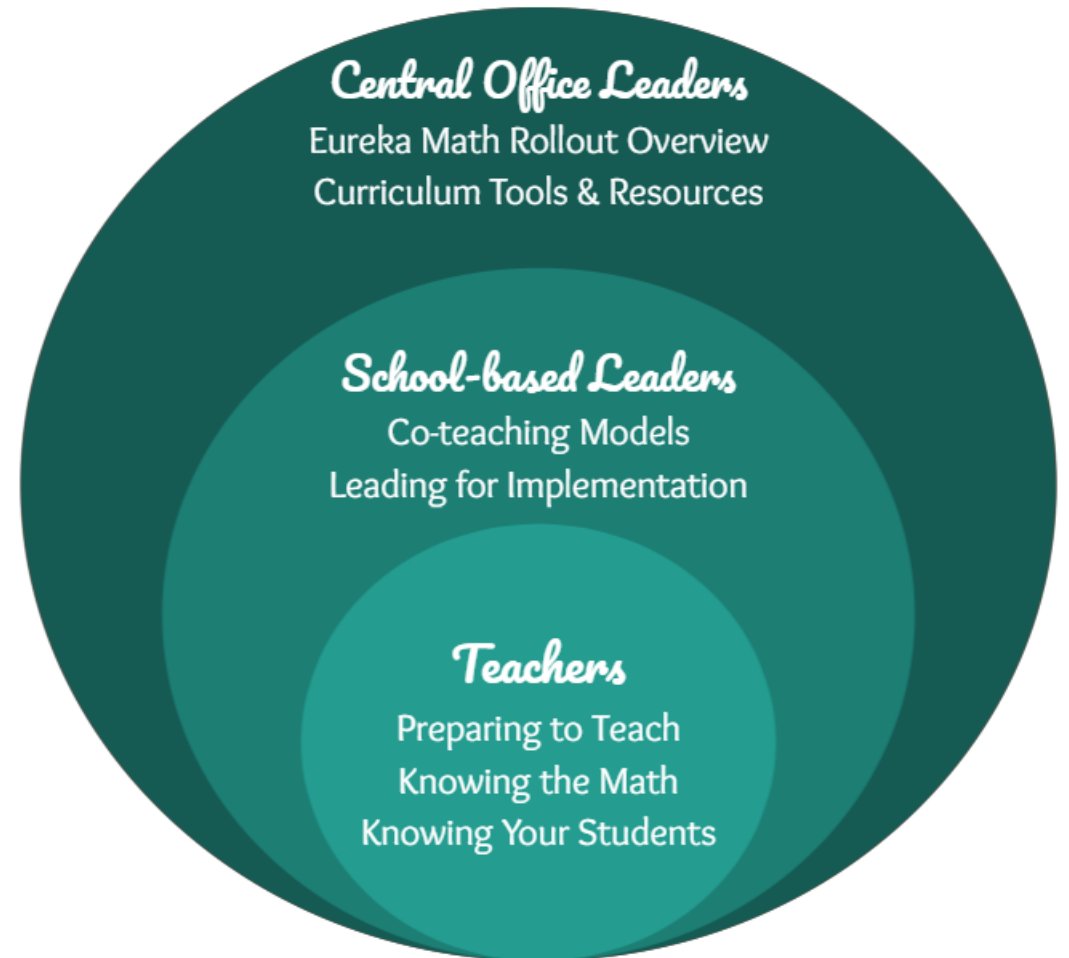
Learning

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Supporting Professional Learning

Sheila Berlinger, supervisor, elementary mathematics
Tiy Vandervall, math interventionist and instructional coach, Greencastle Elementary

**Acceleration, not remediation:
Student-centered, teacher-focused**



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Supporting Professional Learning



Know the Math



Using Exit Tickets to Inform Instruction

Learn how using the Exit Ticket and Student Debrief at the end of lessons provide the opportunity to give students voice and deepen their understanding.

WATCH NOW

Student Debrief

Step 1 Lesson Objective (7 MINUTES)

Lesson Objective: Understand equal groups as multiplication.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- On the first page, what did you notice about the answers to your problems?
- Discuss the relationship between repeated addition and the unit form 2 groups of three or 3 groups of two, depending on the drawing.
- Discuss the relationship between repeated addition, unit form, and the multiplication sentence $3 \times 2 = 6$.
- Review the new vocabulary presented in the lesson: equal groups, multiplication, and multiply.

Step 2 Exit Ticket (3 MINUTES)

PANDEMIC RECOVERY Eureka Math Grade 4 Pacing Guide

2021-2022

M1 - Place Value, Rounding, and Algorithms for Addition and Subtraction (23 days)	A- Place Value of Multi-Digit Whole Numbers (4 lessons)	Teach entire topic 4.NBTA.1, 4.NBTA.2	Foundational Standards: 2.NBTA.1, 3.NBTA.2 G3M2L12 Fluency: Rename the Tens G2M3L12 Concept Development G2M3L7 Problem Set
	B- Comparing Multi-Digit Whole Numbers (2 lessons)	Teach entire topic 4.NBTA.2	Foundational Standards: 2.NBTA.4, 3.NBTA.2, 4.NBTA.1 G2M3L15 Fluency: Compare numbers 0-99 using $<$, $>$, $=$ G4M1L3 Fluency: Place Value and Value (Continue to use this fluency activity if students demonstrate a need) G2M3L16 Concept Development G2M3L17 Problem Set
	C- Rounding Multi-Digit Whole Numbers (4 lessons)	Teach entire topic 4.NBTA.3	Foundational Standards: 3.NBTA.1, 4.NBTA.1, 4.NBTA.2 G3M2L13 Fluency: Halfway on the Number Line G3M2L14 Fluency: Sprint G3M2L14 Concept Development G3M2L14 Problem Set
	Mid-Module Assessment	3 days	

A STORY OF UNITS

Module Overview 4•1

Grade 4 • Module 1

Place Value, Rounding, and Algorithms for Addition and Subtraction

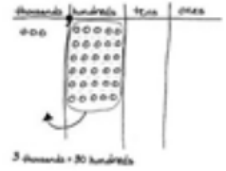
OVERVIEW

In this 25-day Grade 4 module, students extend their work with whole numbers. They begin with large numbers using familiar units (hundreds and thousands) and develop their understanding of millions by building knowledge of the pattern of times ten in the base ten system on the place value chart (4.NBT.1). They recognize that each sequence of three digits is read as hundreds, tens, and ones followed by the naming of the corresponding base thousand unit (thousand, million, billion).¹

The place value chart is fundamental to Topic A. Building upon their previous knowledge of bundling, students learn that 10 hundreds can be composed into 1 thousand, and therefore, 30 hundreds can be composed into 3 thousands because a digit's value is 10 times what it would be one place to its right (4.NBT.1). Students learn to recognize that in a number such as 7,777, each 7 has a value that is 10 times the value of its neighbor to the immediate right. One thousand can be decomposed into 10 hundreds; therefore 7 thousands can be decomposed into 70 hundreds.

Similarly, multiplying by 10 shifts digits one place to the left, and dividing by 10 shifts digits one place to the right.

$$3,000 = 10 \times 300 \quad 3,000 \div 10 = 300$$



Principles to Action

National Council of Teachers of Mathematics

Elicit and use evidence of student thinking.
Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.



Know Your Students

Discussion