

Andover Public Schools 2021-2022

DESE Acceleration Roadmap

Overview of the Accelerated Roadmap

2021-2022 Timeline

- Phase 1: Diagnostic and Planning
- Phase 2: Launch
- Phase 3: Progress Monitoring
- Phase 4: Reflection and Planning

The Acceleration Roadmap

An approach to accelerated learning

The Roadmap is organized around three overarching priorities that will guide your approach to acceleration and equity over the next several years:



Foster a sense of belonging and partnership among students and families



Continuously monitor students' understanding



Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed

Acceleration vs. Remediation

Accelerated Learning versus Remediation



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Example of 'Just in Time' Support

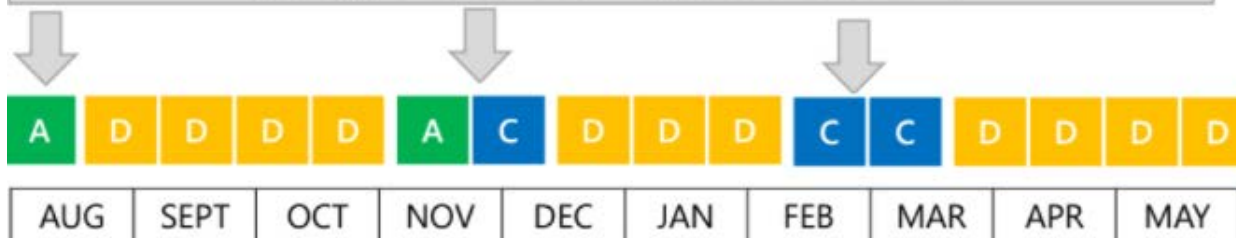
Acceleration provides just-in-time supports when necessary.



Knowledge, standards, skills, and practice from the prior grade(s)



Strategically prioritized knowledge, standards, skills, or tasks from prior grade(s) are taught before grade-level content.



Academic Acceleration with Scaffolding

What is a scaffold? A scaffold...

- Is a **verb** and a **noun**.
- Is **temporary**; **builds** towards independence.
- Is determined by **intentional** and **thoughtful planning** based on student data.
- **Changes HOW** students access the learning, **not WHAT** they are learning.
- **Varies** in type: micro, macro, sensory, graphic, etc. (are not always pen and paper)

Examples - ELA Acceleration vs. Remediation

ELA Acceleration

- 8th graders read 8th grade texts **with scaffolds**

The image shows a digital reading assignment page for 'A Mighty Long Way'. It includes a book cover, a title, and a 'Reading Objective' section. Below the objective, there are several checkboxes for scaffolding options: 'Use a glossary', 'Use a dictionary', 'Use a thesaurus', 'Use a context menu', 'Use a context menu', 'Use a context menu', and 'Use a context menu'. The page is designed to support 8th graders reading 8th-grade texts with additional support.

ELA Remediation

- 8th grade students read 5th and 6th grade texts **exclusively**

The image shows a digital reading assignment page for 'The War Between the States'. It includes a book cover, a title, and a 'Reading Objective' section. Below the objective, there is a text box that reads: 'After reading a 5th-6th grade level text, students completed multiple-choice vocabulary questions and filled in the missing vowels in words, which is not aligned to any eighth grade literary standard.' This indicates that the remediation focuses on lower-level skills not aligned with the current grade level.

Massachusetts Department of Elementary and Secondary Education



Examples - Math Acceleration vs. Remediation

Math Acceleration

- 8th graders engage in 8th grade content with **unit-by-unit prerequisite skills taught**.

The diagram illustrates math acceleration. On the left, a vertical stack of four triangles represents prerequisite skills. To the right, a graph shows two lines: a red line for 'Unit 1' and a blue line for 'Unit 3'. The red line is higher than the blue line, indicating that Unit 1 is completed before Unit 3. Text next to the graph states: 'Unit 1 No adjustments needed' and 'Unit 3 Days added to pacing guide to address prerequisite gaps'.

Massachusetts Department of Elementary and Secondary Education

Math Remediation

- The 8th grade year starts with 3-4 months of 6th-7th grade standard and skills review

"This approach denies students the opportunity to engage with grade-level material and ensures they will not catch up."
- The Opportunity Myth, TNTP



Example: Math Instruction

Centering math instruction on these acceleration or just-in-time practices means that mathematics educators or accelerators embrace the Dos and Don'ts of strong, accelerated math instruction.

Rather than...	Do this...
Blindly adhering to a pacing guide/calendar	Use formative data to gauge student understanding and inform pacing.
Halting instruction for a broad review or just-in-case review	Provide just-in-time instruction paired with effective scaffolds and differentiation strategies within each Tier 1 unit and during Tier 2 and 3 intervention.
Trying to build from the ground up or going back too far in the learning progression.	Trace the learning progression, diagnose, and go back just enough to provide access to grade level material.
Re-teaching students using previously failed methods and strategies.	Provide a new experience for students to re-engage, where appropriate.
Teaching all standards in intervention in a step-by-step procedural way.	Consider the aspect of Rigor called for in the standards when designing and choosing tasks, activities, or learning experiences.

Example: Literacy Instruction

When a student is struggling with accessing text, the solution is not remediation. Accelerate understanding by focusing on these key meaning-based practices

Knowledge-Building	Vocabulary-Building	Reading Comprehension
Create sets of conceptually connected texts/media for students to read.	Tap into quality text sets as opposed to a quantity of texts on unrelated topics to grow tier-two vocabulary.	Continue to emphasize the importance of careful, focused, communal reading of complex text in reading comprehension instruction.
Design learning to enhance the knowledge and experiences that students come to school with—knowledge rooted in their lives and cultural traditions.	Emphasize the careful, focused, communal reading of rich, complex texts.	Focus students' attention on text cohesion and proposition connections.
Build on research that highlights the best practice of using information texts focused on the anchor topic to build knowledge.	Attend to morphology study as a powerful direct instructional tool.	Teach students to distinguish between relevant information needed to connect a given text proposition and details that are extraneous or misleading.
Read aloud to students—especially in the early years.	Create opportunities for students to use the words they are learning in their writing and speaking.	Include time for complex texts and meaning-based competency development in early grades.

Accelerated Roadmap Priorities for all MA Public School Districts

Priority 1

Phase 1:

- Diagnostic and Planning Work
 - Set a vision and establish plans to foster a sense of belonging for students and families
 - Establish a system to monitor students' understanding
 - Evaluate curriculum and plan for professional development

Priority 2

Phase 2: Launch

- Welcome students and families to APS school community
- Continuously monitor students' understanding
- Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed

Priority 3 & Priority 4

- Phase 3: Progress Monitoring
 - Continuously collect and monitor data to improve efforts and outcomes
- Phase 4: Reflection and Planning
 - Celebrate students' accomplishments and reflect on students' and families' experiences
 - Assess and analyze student mastery of grade-level content
 - Reflect on instructional practices and set the course for summer programs and next school year

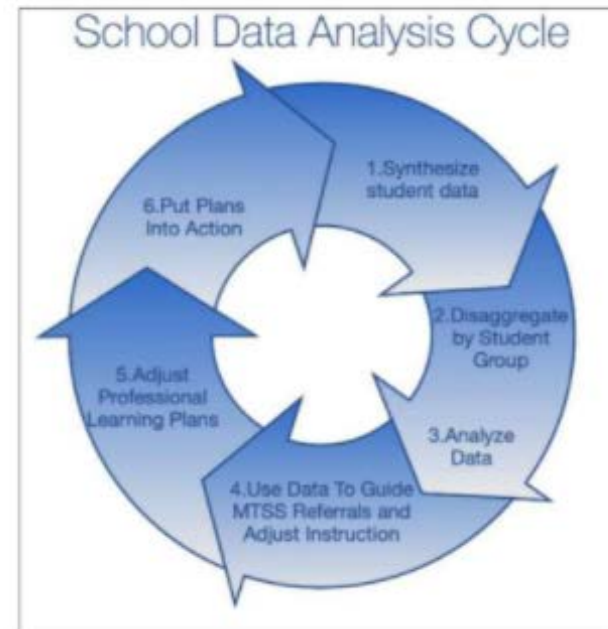
Academic Planning

Alignment of Data and Instructional Practice

Progress Monitoring and Improvement Cycles

Phase 3
Progress Monitoring
Nov. '21-April '22

- Communicate school-wide goals set in phase 2 related to student well-being and grade-appropriate instruction.
- Use professional learning time to support teachers in undergoing cycles of data analysis for each unit.
- Run cycles of data analysis for your school-wide goals.



The Work: Embedding Strategic Instructional Practice

Learning Acceleration at a Glance

(These items have been condensed. See handout for complete steps)



UNDERSTAND
Grade Level
Instruction

- Identify critical prerequisite concepts and skills and how and when that knowledge be applied to grade-level content.



DIAGNOSE
Student
Understanding

- Determine student understanding of prerequisites concepts and skills using curriculum-embedded, unit specific informal or formal diagnostic strategies.
- Effectively administer ongoing formal and informal assessments in ways that strengthen learning mindsets and foster a sense of belonging.



TAKE ACTION
by Effectively
Planning for
Instruction

- Embed effective scaffolding, accommodations, and language development strategies into Tier 1 plan and instruction when necessary.
- Effectively deploy "just-in time" accelerated instruction that builds students knowledge of prerequisite concepts and readies students for grade level concepts and concept when needed.

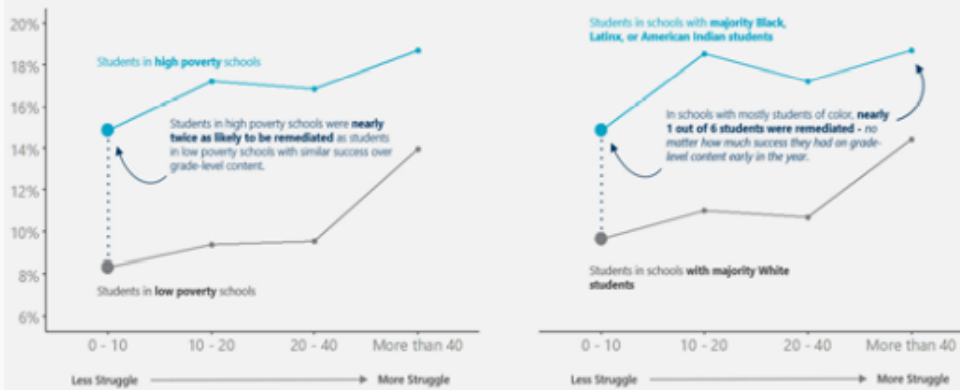
Addressing Equity based on our Data

Acceleration as a strategy for Equity

Students of color and students from low-income backgrounds were more likely than their white, wealthier peers to experience remediation.

FIGURE 2 | Students from historically marginalized communities were remediated more often than those who had similar success on grade-level content.

Percent of students remediated by the number of repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students



SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

"This is the vital equity work: students must comprehend what they're reading, possess advanced decoding skills, have word wealth, and be able to command all of these literacy skills."

- Z. Hammond

Next Steps for Andover Public Schools

Key Practices	Timeframe	Action Steps
1. Accelerated Roadmap School-Based Self-Assessment	October 8-22	<ul style="list-style-type: none"> • Participate in DESE Self-Assessment Practice • Analyze District-Wide Results
2. District data analysis	September-October	<ul style="list-style-type: none"> • Coordinate District-Based Analysis of all Current Student Data
3. Curriculum Analysis	October-December	<ul style="list-style-type: none"> • Conduct Analysis of Grade-Level District Curriculum
4. Create coordinated District Professional Development Plan	October-November	<ul style="list-style-type: none"> • Determine School and District Professional Development Needs
5. Develop District Data Team	October -November	<ul style="list-style-type: none"> • Create and Coordinate District Data Team • Building Capacity for Driving District Forward
6. Identify Student Equity and SEL Supports Needs	October-November	<ul style="list-style-type: none"> • Assess Resources and Practices • Coordinate Elements to Support all Teachers and Students