Using Curriculum to Guarantee Equity in Los Angeles and New York City Schools

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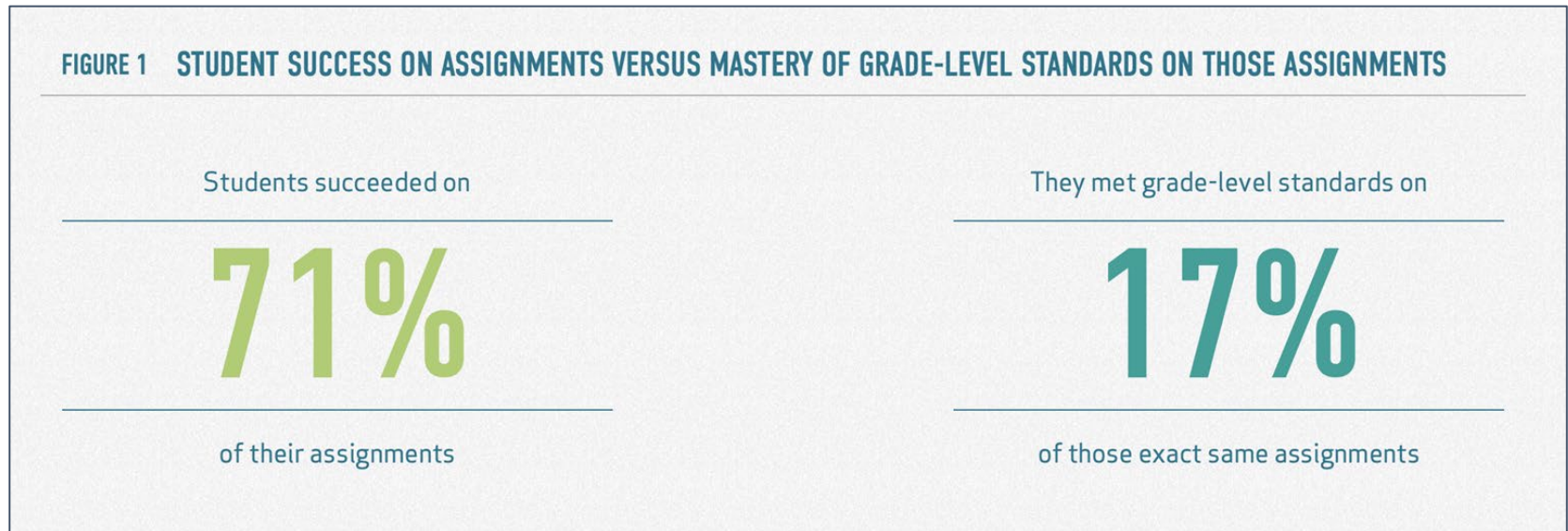*Literacy Design Collaborative*
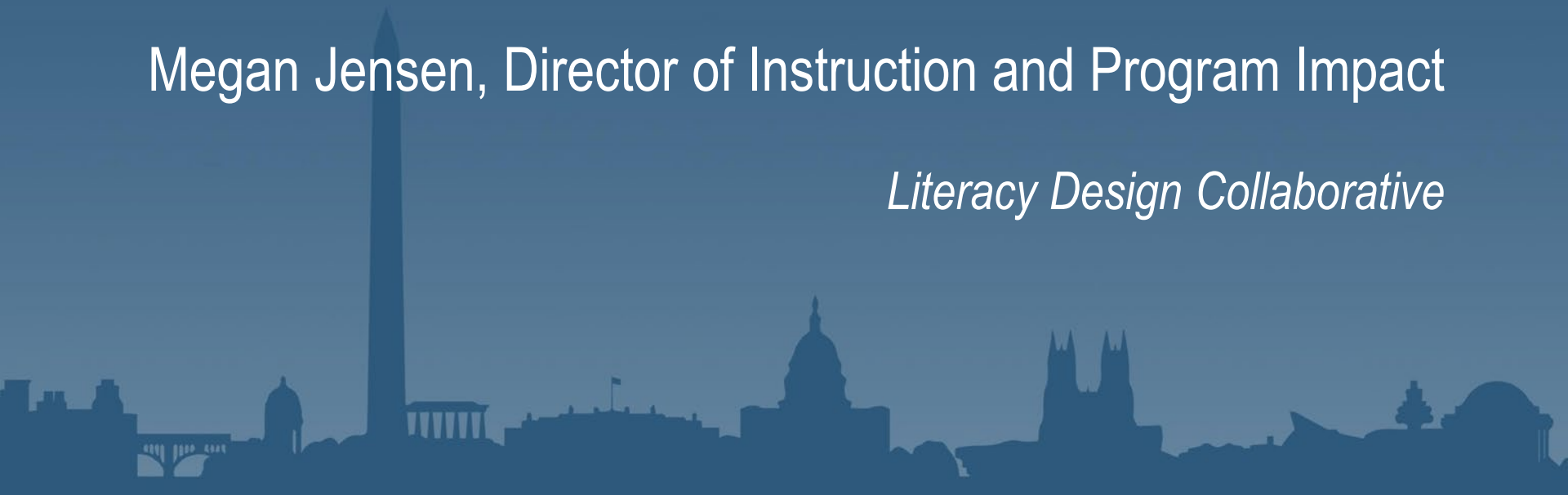
What is LDC?

Research Basis

Research shows that there are four things students need in order to become career, college, and/or community-ready:

- Consistent opportunities to work on **grade-appropriate assignments**

- **Strong instruction** that lets students do most of the thinking in the lesson

- A sense of **deep engagement** in what they're learning

- Teachers who hold **high expectations** for students and believe they can meet grade-level standards

Research Basis

FIGURE 1 STUDENT SUCCESS ON ASSIGNMENTS VERSUS MASTERY OF GRADE-LEVEL STANDARDS ON THOSE ASSIGNMENTS

Students succeeded on
71%
of their assignments

They met grade-level standards on
17%
of those exact same assignments

While students succeeded on more than two thirds of their assignments, they only demonstrated success against the grade-level standards 17% of the time on those exact same assignments. **That gap exists because so few assignments actually gave students a chance to demonstrate grade-level mastery.**

Across all classrooms, grade appropriate assignments are offered **25% of the time.**

We must ensure we are giving students **standards-aligned assignments** that ask them to practice **grade-level competencies**.

What is LDC?

LDC is a national non-profit working to advance educational equity for all students through high-quality curriculum, instruction, and professional development focused on:

- High-quality (standards-aligned) assignments *(What we teach)*

- Supported in the classroom with student-centered instructional sequencing *(How we teach)*

- All focused on writing in response to complex texts in all disciplines *(Disciplinary literacy)*
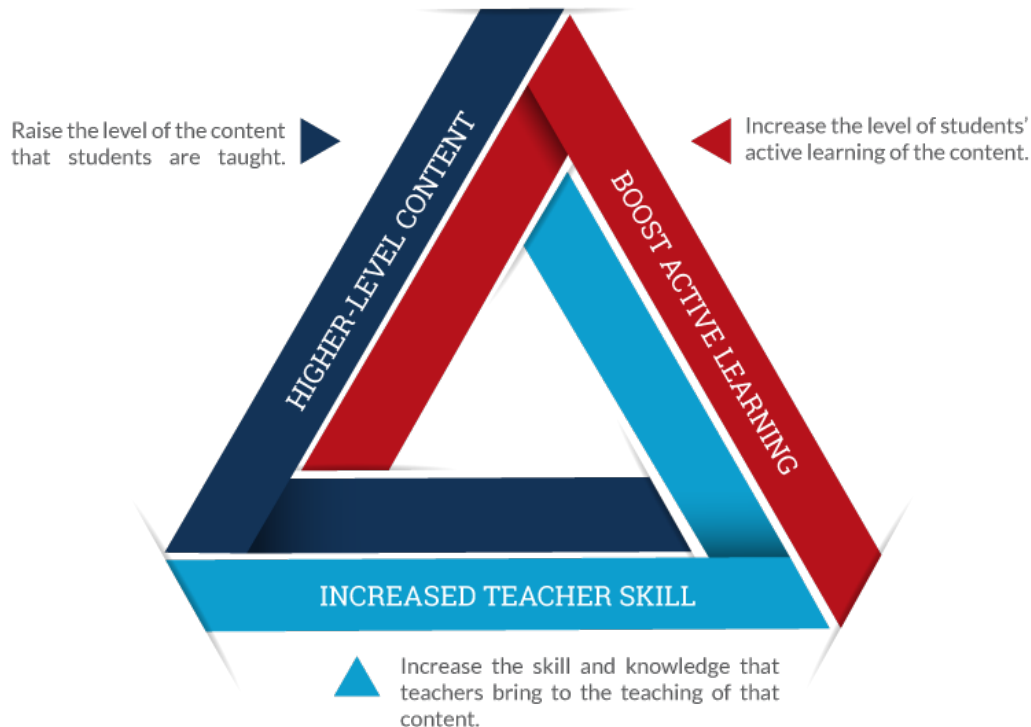
We want to develop teachers' ability to develop students' ability to read and write in response to complex text with intentional and deliberate purpose.

How do we make this happen systemically?

LDC Theory of Action

LDC THEORY OF ACTION: TASK PREDICTS PERFORMANCE

There are only three ways to improve student learning at scale:

Raise the level of the content that students are taught.

Increase the level of students' active learning of the content.

Increase the skill and knowledge that teachers bring to the teaching of that content.

HIGHER-LEVEL CONTENT

BOOST ACTIVE LEARNING

INCREASED TEACHER SKILL

- The quality of an assignment/task correlates to the quality of student work.

- The Stanford Center for Assessment, Learning, and Equity (SCALE) found that LDC Work in Progress teaching tasks resulted in significantly lower scores on student work than LDC Good To Go and Exemplary teaching tasks.

The LDC i3 Project in LAUSD and NYC DOE

LDC i3 Goals

- Improve teachers' ability to design and deliver standards-driven instruction

- Improve students' standards-driven literacy skill development

- Improve school and district ability to implement standards-driven instruction using LDC resources in systemic, contextualized, and sustainable ways

LDC i3 Grant and Evaluation Timeline

I3 Validation Grant Term: Jan 1, 2015 - Dec 31, 2019 (5 years in length)

School Recruitment

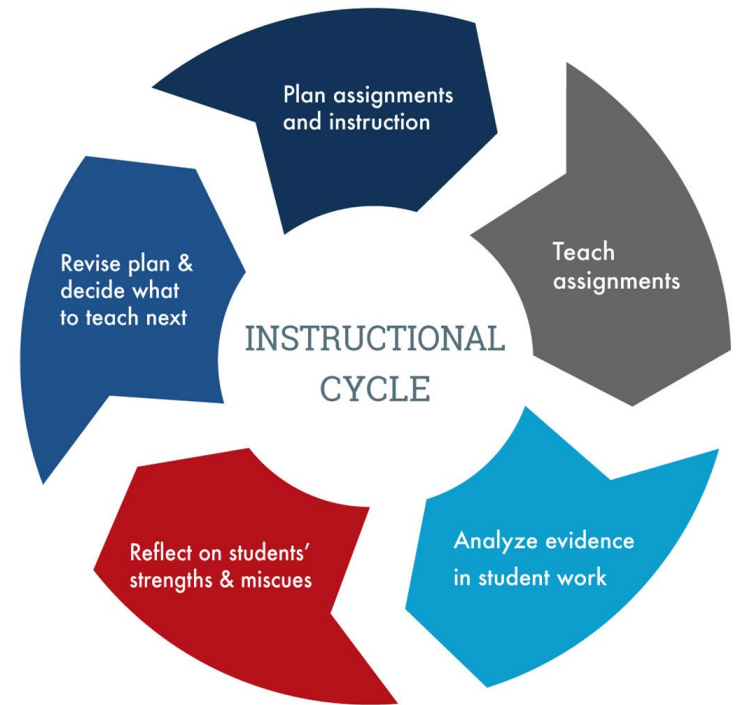| Pilot School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	School Year 2018-2019
• Pilot Year Cohort	• Pilot Year Cohort • Year 1 Cohort (Evaluated)	• Pilot Year Cohort • Year 1 Cohort (Evaluated) • Year 2 Cohort (Evaluated)	• Year 1 Cohort (Evaluated) • Year 2 Cohort (Evaluated)

LDC i3 Grant by the Numbers

Target and Actual Scopes	City & State of LEA or School	Grade Levels Served	Total No. of Teachers Served	Total No. of Admins Served (Measure: 1 admin per school)	Total No. of Students Served (Measure: 30 students per teacher)
2015-2016 SY (Pilot Year)	New York City	K - 12	134	13	390
	Los Angeles	K - 12	91	12	360
2015-2016 SY	New York City	6 - 12	109	26	3270
	Los Angeles	K - 12	59	19	1770
2016-2017 SY	New York City	K - 12	287	58	8,610
	Los Angeles	PreK - 12	189	47	5,670
2017-2018 SY	New York City	PreK - 12	469	55	14, 070
	Los Angeles	PreK - 12	431	47	12,930
2018-2019 SY (Target)	New York City	PreK - 12	355	42	10,650
	Los Angeles	PreK - 12	341	36	10,230

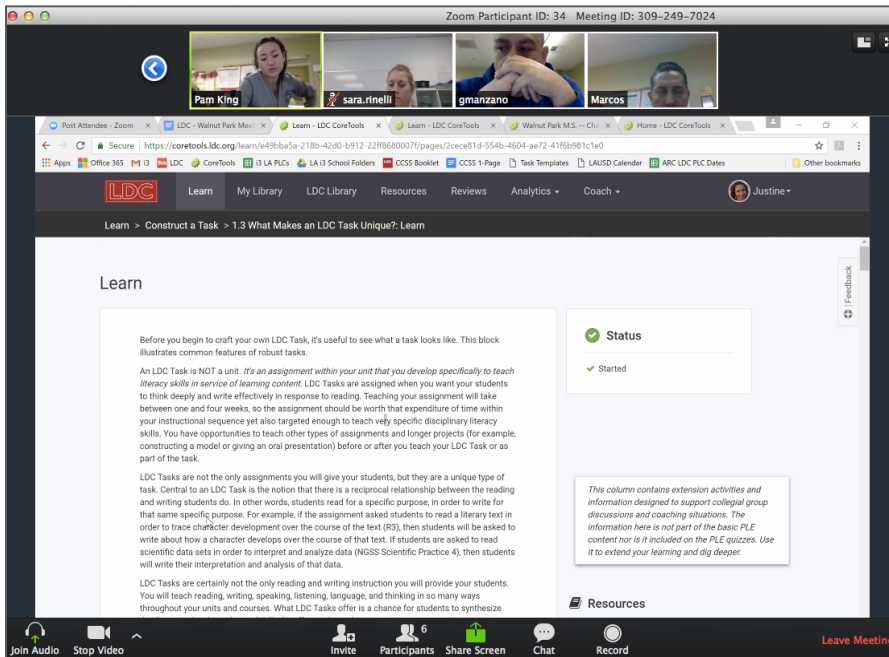# The LDC i3 Hybrid PD Model

LDC Instructional Cycles and Job-Embedded Planning Meetings

- Start with current curriculum, textbooks, etc.

- Select focus standards

- Ensure a standards-aligned writing task and instructional plan

- Teach!

- Analyze student work

INSTRUCTIONAL CYCLE

Plan assignments and instruction

Teach assignments

Analyze evidence in student work

Reflect on students' strengths & miscues

Revise plan & decide what to teach next

Virtual Coaching and Job-Embedded Planning Meetings

The LDC i3 Hybrid PD Model

LDC online courses support cycles of planning → teaching → reflecting → revising

Equity as the Driver: From Recruitment to Results

Recruitment

Criteria to Reach Historically Disadvantaged Students and Ensure Fit with i3 Model

- At least one hour per week devoted to collaborative planning
- Principal who demonstrates understanding of and serious interest in implementing PD that ensures students perform the standards
- Initiatives/curricula/textbook adoptions that lack strong writing components

- Grade levels targeted for research study: 4-8
- Student proficiency on state ELA and Math scores is under 70%
- Targets standards for Planning and Preparation, Delivery of Instruction, and Professional Development on district Teaching and Learning Frameworks

Recruitment

Student Populations Served Via the LDC i3 Grant, 2015-2019

% of High-Need Students (NYC : Economic Need Index; LAUSD: Socioeconomically Disadvantaged)	% of Students With Disabilities	% of Students Who Are English Language Learners	% of Students Who Identify as Black or Latino
83.35%	18.22%	21.86%	88.07%

School-Driven Goal Setting

Schools situate the work within the problems of practice they identify:

INSTRUCTIONAL AREAS/PRACTICES THAT LDC WORK CAN ADDRESS		
RIGOR (ASSESSMENT/ASSIGNMENT)	**INSTRUCTION**	**SYSTEMS ALIGNMENT**
Rigor of literacy tasks for instruction or assessment (CCRS/standards alignment) *Example: Teachers develop and implement tasks that are aligned to the CCRS or state standards and enact the rigor, cognitive demands, and grade-level content found in the standards.*	**Consistency of tasks and instruction** *Example: Teachers across grade levels and/or disciplines develop and implement consistent tasks and instructional strategies that help students learn, practice, and master specific, enduring literacy skills.*	**Curriculum alignment to the CCRS/standards** *Example: Teachers develop curriculum maps or use existing curriculum to ensure instructional alignment to the CCRS or state standards benchmarks.*
Quality of literacy tasks and instruction *Example: Teachers develop and implement high quality tasks and instructional strategies that help students master enduring literacy skills.*	**Discipline-specific literacy tasks and instruction** *Example: Teachers develop tasks or instructional strategies that help students learn, practice, and master important discipline-specific literacy and content skills.*	**Development and implementation of common writing assignments and/or assessments** *Assignment Example: Teachers and/or systems design and implement common writing assignments in multiple grade levels and/or disciplines that allow teachers to examine student work with common rubrics and systems to ensure equity across students.* *Assessment Example: Systems design and implement common writing assessments in multiple grade levels and/or disciplines as common benchmarks that ensure equity and assessment.*
Increased volume and quality in student writing *Example: Students write __ (type of writing) __ (times per year) across __ (grade levels and/or disciplines).*	**Formative assessment embedded in literacy instruction** *Example: Teachers embed formative assessment of enduring literacy skills into instruction across disciplines.*	**Documentation of teacher work toward specific goals** *Example: Teachers create and maintain a portfolio of tasks, lessons, and reflections that address a specific teacher competency focus or a school-wide initiative or goal.*
Rigor of assessment of student writing *Example: Teachers score and give feedback on student work products utilizing a shared, research-based student work rubric.*	**Sequencing of literacy tasks and instruction** *Example: Teachers develop tasks and instructional strategies that are purposefully sequenced and build upon each other toward long-term goals.*	**Collaborative planning practices** *Example: Teachers implement systems and structures during collaborative planning time to effectively engage in instructional planning, student work analysis, and reflection/revision.*

Equity Through Curriculum

Using LDC curriculum maps to guarantee equity of access to standards-driven instruction while allowing local flexibility

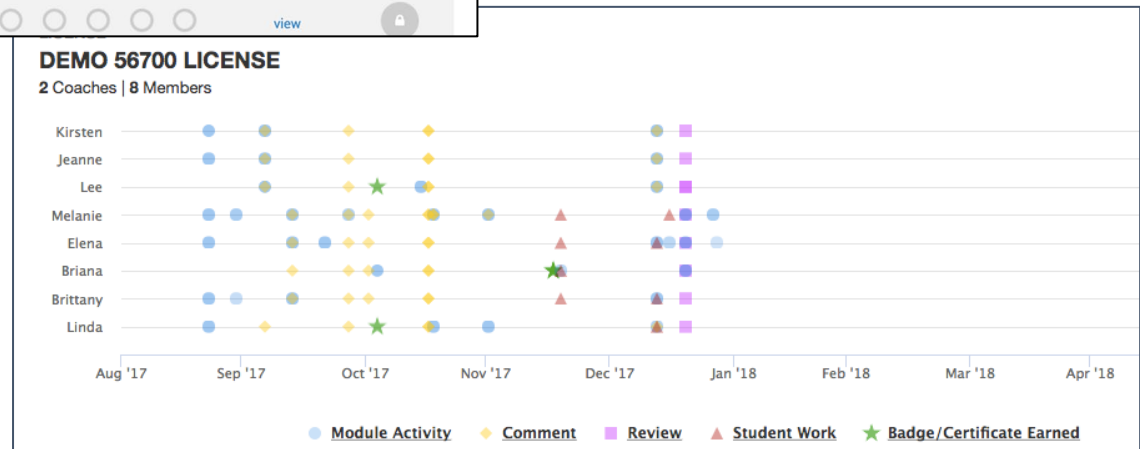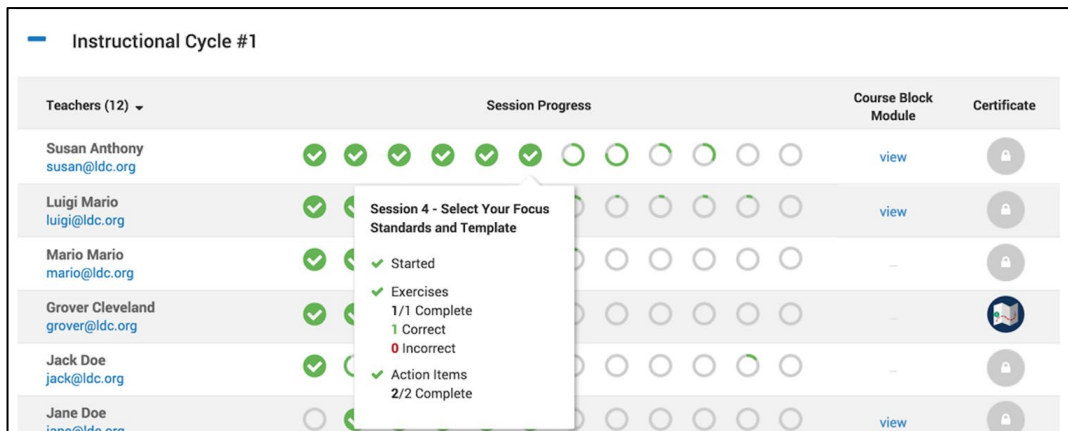|	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Focus Standards for Modules	Reading: 3, 2 Writing: 2, 3	Reading: 4, 6 Writing: 1	Reading: 5, 7 Writing: 2	Reading: 8, 9 Writing: 1
LDC Task Templates to Use for Writing Assignments	**Task IE3:** After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you **explain** _____ (content). Support your **response** with evidence from the text/s.	**Task IE4:** After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you **analyze** _____ (content). Support your **response** with evidence from the text/s.	**Task A3:** After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you **explain** _____ (content). Support your **opinion** with evidence from the text/s.	**Task A6:** After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you **argue the cause/s of** _____ (content) and **explain the effect/s** _____ (content). Support your **opinion** with evidence from the text/s.
Content/ Texts	Content/Texts vary by subject	Content/Texts vary by subject	Content/Texts vary by subject	Content/Texts vary by subject
Writing Mode	Informational	Informational or Argumentative	Informational or Argumentative	Argumentative
Writing Products	ELA: Literary Analysis Social Studies: Response Paper Science: Lab Report	ELA: Literary Analysis Social Studies: Historiographical Essay Science: Research Report	ELA: Rhetorical Analysis Social Studies: Research Report Science: Poster Presentation	ELA: Research Report Social Studies: Argument Paper Science: Argument Paper
Assessments	District Extended Response Exam	District Extended Response Exam	District Extended Response Exam	SBAC

Equity Through Curriculum

LDC Certified Coaches guide teachers in implementing LDC modules, which are vetted using the LDC/SCALE Curriculum Alignment Rubric, across classrooms
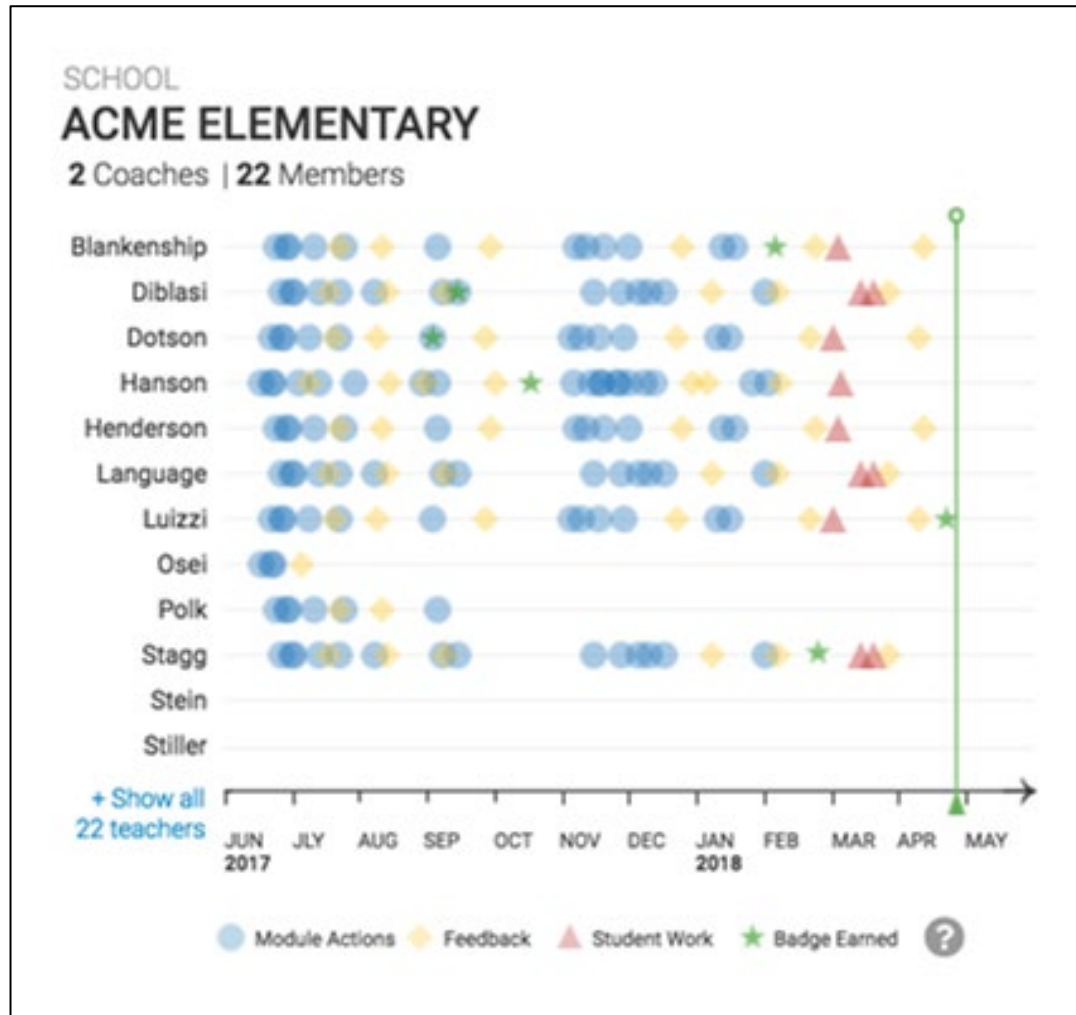
Progress Monitoring

LDC coaches, Teacher Leaders, and school administrators use LDC data dashboards to monitor and ensure progress

Progress Monitoring

Progress Monitoring

Progress Monitoring

We ensured a monthly cycle of data-based progress monitoring to guarantee quality instruction in each school:

- LDC project manager and coach meet weekly to check LDC data analytics

- Admin has LDC check-in with Teacher Leader to check LDC data analytics

- Admin observes PLC

- Admin observes LDC implemented in classrooms

- Admin, Teacher Leader, or teachers share LDC work with staff and/or leadership team

Student Learning Outcomes

LDC i3 Evaluation Results

LDC STUDENTS GAIN
4-9 MONTHS OF ADDITIONAL LEARNING IN 1 SCHOOL YEAR

LDC STUDENTS
One School Year — 4-9 Months of Extra Growth

NON-LDC STUDENTS
One School Year
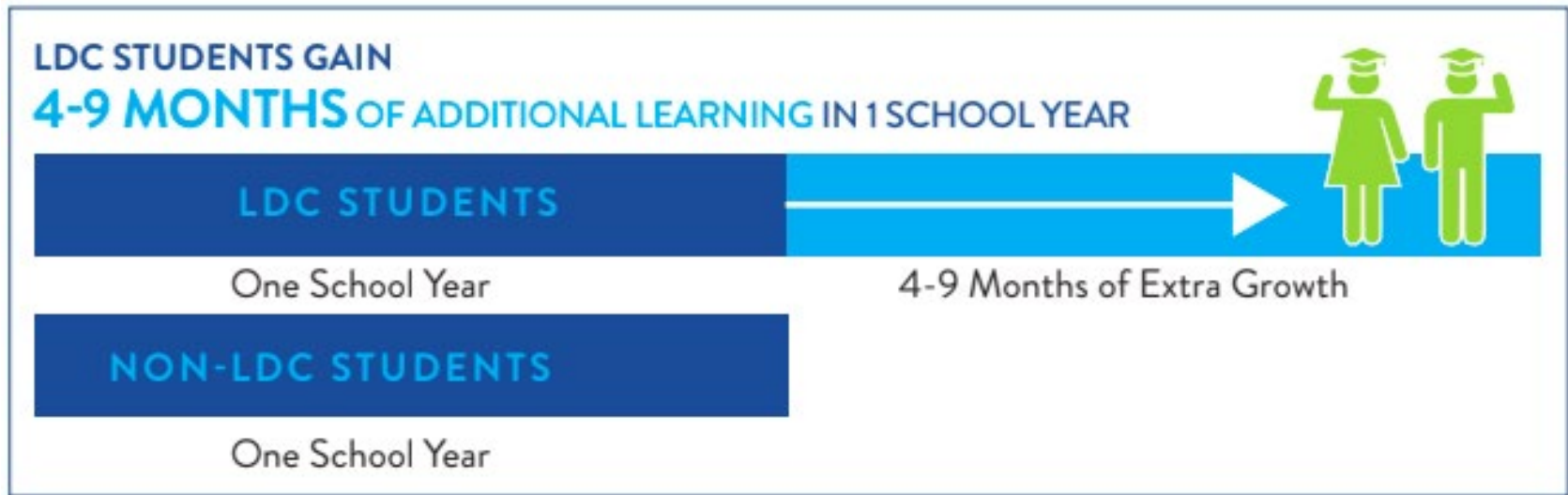
UCLA CRESST's independent evaluation found that students in both cities gained from **four to nine additional months of learning compared to matched-pair peers** when exposed to multiple LDC teachers. In some cases, gains of three to seven months of additional learning were seen after just one year of teacher participation in LDC.

Curriculum as a Driver of Equity

When historically disadvantaged students are **guaranteed** access grade-appropriate assignments, engaging instruction, and high teacher expectations, they can gain 4-9 months of additional learning in a year.

They can close the current achievement and opportunity gaps.

LDC i3 Evaluation Results

LDC reduced the achievement gap for the following subpopulations:

Mean Standardized ELA Scores in 2016-2017 and 2018-2019, Overall and by Student Demographics

Characteristics	District Overall (n = 173,298)				LDC Sample (n = 947)			
	n	2016-2017	2018-2019	Diff.	n	2016-2017	2018-2019	Diff.
Overall	173,298	0.006	0.074	0.068	947	-0.423	-0.304	0.119
Race/Ethnicity								
White	27,406	0.476	0.527	0.051	18	0.032	0.032	0.000
Black/African-Amer.	38,248	-0.249	-0.238	0.011	487	-0.449	-0.344	0.105
Latino/Hispanic	71,537	-0.256	-0.181	0.075	336	-0.490	-0.384	0.116
Others	36,107	0.438	0.565	0.126	106	-0.170	0.073	0.243
NSLP Status								
NSLP	124,739	-0.153	-0.076	0.077	763	-0.440	-0.311	0.129
Non-NSLP	48,559	0.414	0.458	0.044	184	-0.351	-0.278	0.073
ELL Status								
ELL	20,620	-0.995	-0.693	0.302	121	-1.098	-0.864	0.234
Non-ELL	152,678	0.141	0.177	0.036	826	-0.324	-0.222	0.102
Special Edu. Status								
Special Edu.	36,188	-0.835	-0.714	0.121	229	-1.056	-0.899	0.157
Non-Special Edu.	137,110	0.228	0.282	0.054	718	-0.221	-0.115	0.106

Looking Ahead

Applying new lessons to serve historically disadvantaged students

- Apply the tenets of Historically Responsive Literacy (HRL) to ensure that LDC ideologies, instructional materials, and instructional practices are authentically responsive to students' histories, identities, and literacies

- Use HRL, rather than a broad approach to building equitable access to quality instruction for all students, to drive recruitment and implementation

- Determine how we might measure historically responsive instruction with our data analytics tools and/or updated progress monitoring cycles

Resource: *Cultivating Genius* by Gholdy Muhammad

Thank you!

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