Louisiana Believes

Supporting Students Who Struggle in ELA & Mathematics: Part 1 of 3

Principal Collaborations - January/February 2019

DEPARTMENT of EDUCATION

Objectives

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- Understand LDOE's beliefs and strategy for supporting students who persistently struggle
- Explore strategies specific to English Language Arts
- Explore strategies specific to math and analyze data from the Intensive Algebra I Pilot
- Determine next steps for schools

Agenda

Agenda

- Supporting Students: Beliefs and Strategy
- English Language Arts: Reading and Understanding Complex Texts
- Math: Intensive Algebra I Pilot and Impact Data
- Next Steps

Supporting Students Who Struggle: Beliefs and Strategy

Beliefs about Students

The Louisiana Department of Education believes that all students, including students with disabilities, English learners, and students who persistently struggle, can achieve grade-level standards. To ensure that this vision is realized for all students, the following things have to be true.

Strategy to Support Students

1. All students should access on-grade-level instruction every day through a high quality curriculum in the least restrictive environment.

2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
   a. With students who need additional support to achieve grade-level standards, teachers should employ the supports within the curriculum that scaffold learning during core instruction.
   b. With students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace, the high quality curriculum and embedded supports.

3. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.

Supporting Students

Consider either ELA or math and answer the following questions on chart paper:

- What percentage of students at your school(s) engage with on-grade-level Tier 1 curriculum every day in ELA/math?
- How is time used strategically at your school(s) to provide intervention/remediation for students specifically for ELA/math?
- Who specifically (e.g., the student's ELA teacher, an intervention specialist) provides supports to students who persistently struggle in ELA/math?
- What ELA/math does the student engage with during that time?

Supporting Students:
English Language Arts

Supporting Students in ELA

ELA instruction for students who struggle should help students access the Tier 1 curriculum content by focusing on the following:

- **Read:** Build reading skills, such as reading fluency, with texts used in core instruction.
- **Understand:** Build understanding by focusing on background knowledge and language that is directly connected to the texts used in core instruction.
- **Express Understanding:** Build oral and written language skills to express understanding clearly and coherently.

3 - 5 and 6 - 8 ASDL Pilot Findings

Most teachers using the supports:

- use all of the supports.
- do not understand the connection between the daily lessons and the supports.
- do not understand how to select supports based on student needs.
- do not understand how to use text complexity as a predictor of students who might struggle.

Using Qualitative Text Analysis to Provide Support

1. Review the Qualitative Measures rubric.
2. Read "The Story of Prometheus: 1 How Fire was Given to Men" from *Old Greek Stories*

Using Qualitative Text Analysis to Provide Support

- Consider the questions:
  - What makes this text complex?
  - What supports can we provide students to help them access this text?

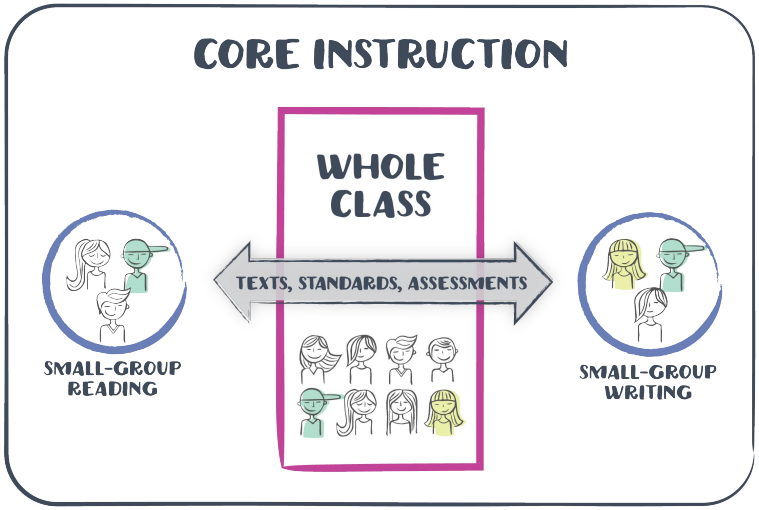
Using Qualitative Text Analysis to Provide Support

How does this type of planning support students who struggle?

Using Qualitative Text Analysis to Provide Support

How is this method of support different than the support that your teachers are currently providing students?

ELA Structure



Supporting Students:
Math

Supporting Students in Math

Math instruction for students who persistently struggle should help students access the Tier 1 curriculum content. This requires teachers to:

1. Identify the standard(s) being targeted during core instruction.
2. Identify the pre-requisite standards using the Remediation Guides.
3. Engage students in components of previous grade levels of the Tier 1 curriculum and/or other aligned resources during small group or individualized instruction.

This additional content can be delivered by the general education, special education, and/or intervention teacher. It will be most effective when delivered by a teacher who is trained in the curriculum and engaged in that student's core math classroom.

Intensive Algebra I Pilot

The Importance of Algebra I

- Mastery of algebra in particular is a critical step to enrollment and success in a college preparatory math sequence. (Snipes and Finklestein, 2015)
- Math curriculum— especially advanced courses such as algebra and geometry—has a positive effect on college graduation and on earnings later in life. (Rose and Betts, 2001)
- In 2014, 30% of Louisiana students entering college took a remedial course. Approximately 5% of those had completed a gateway course 2 years later.

Takeaway -- Students must be successful in Algebra I for college to even be an option.

Additionally, the California Dropout Research Project found that controlling for all other variables, students who passed Algebra 1 by the end of their freshman year increased the likelihood of graduating on-time by more than 75%. (Silver, Saunders, and Zarate)

A look at the data in Louisiana…..

BSSY	9th Graders Enrolled in LRS	9th Graders Enrolled in Algebra I	Took Algebra I EOC		Passed Algebra I EOC (Good, Fair, or Excellent) *2017 (Basic, Mastery, or Advanced)		Passed Algebra I EOC (Good or Excellent) *2017 (Mastery or Advanced)		# Enrolled in a Higher Course	
			Count	Rate	Count	Rate	Count	Rate	Count	Rate
2013-14	56,523	41,045	35,900	87.5%	29,310	81.6%	19,685	54.8%	8,831	15.6%
2014-15	56,122	42,204	37,377	88.6%	31,036	83.0%	20,368	54.5%	8,524	15.2%
2015-16	57,212	42,833	37,594	87.8%	30,964	82.4%	21,327	56.7%	8,352	14.6%
2016-17	55,461	39,766	37,682	94.8%	31,657	84.0%	22,238	59.0%	8,585	15.5%
2017-18 *	52,986	37,402	35,384	94.6%	23,440	66.2%	12,484	35.3%	8,840	16.7%

A look at the data in Louisiana…..

BSSY	9th Graders	9th Graders	Took Algebra I EOC						ed in a Course	
										Rate
2013-1										15.6%
2014-15										15.2%
2015-16										14.6%
2016-17					31,657	84.0%	22,238	59.0%	8,585	15.5%
2017-18 *	52,986	37,402	35,384	94.6%	23,440	66.2%	12,484	35.3%	8,840	16.7%

40% of last year's 9th graders are genuinely prepared for the opportunity to be successful in college

- There were 52,986 students in 9th grade.
- 21,324 scores Mastery or Advanced OR were in a higher math course.
- 11,944 scored Unsatisfactory or Approaching Basic.
- 10,956 scored Basic. If you counted these, that would bring the percentage to 61%.
- 2,018 students took the course but did not take the Algebra I EOC.
- 6,744 students did not take Algebra I.

The Intensive Algebra I Pilot

During the 2017-18 school year, we began to tackle this problem. We partnered with the College Board, who publishes the Tier 1 high school math curriculum Springboard.

- Springboard built out aligned “skills workshops” at critical points of Algebra I.
- 110 teachers in 50+ districts agreed to pilot Intensive Algebra.
- Students who historically struggled in math had 2 periods of math every day.
- Teachers had 2 days of initial implementation training, a 1-hour monthly webinar, and a 1-day in person training in January.

In a typical day, students engaged with 1 period of aligned, pre-requisite work then 1 period of Algebra I.

The Intensive Algebra I Pilot

Intensive Math Support

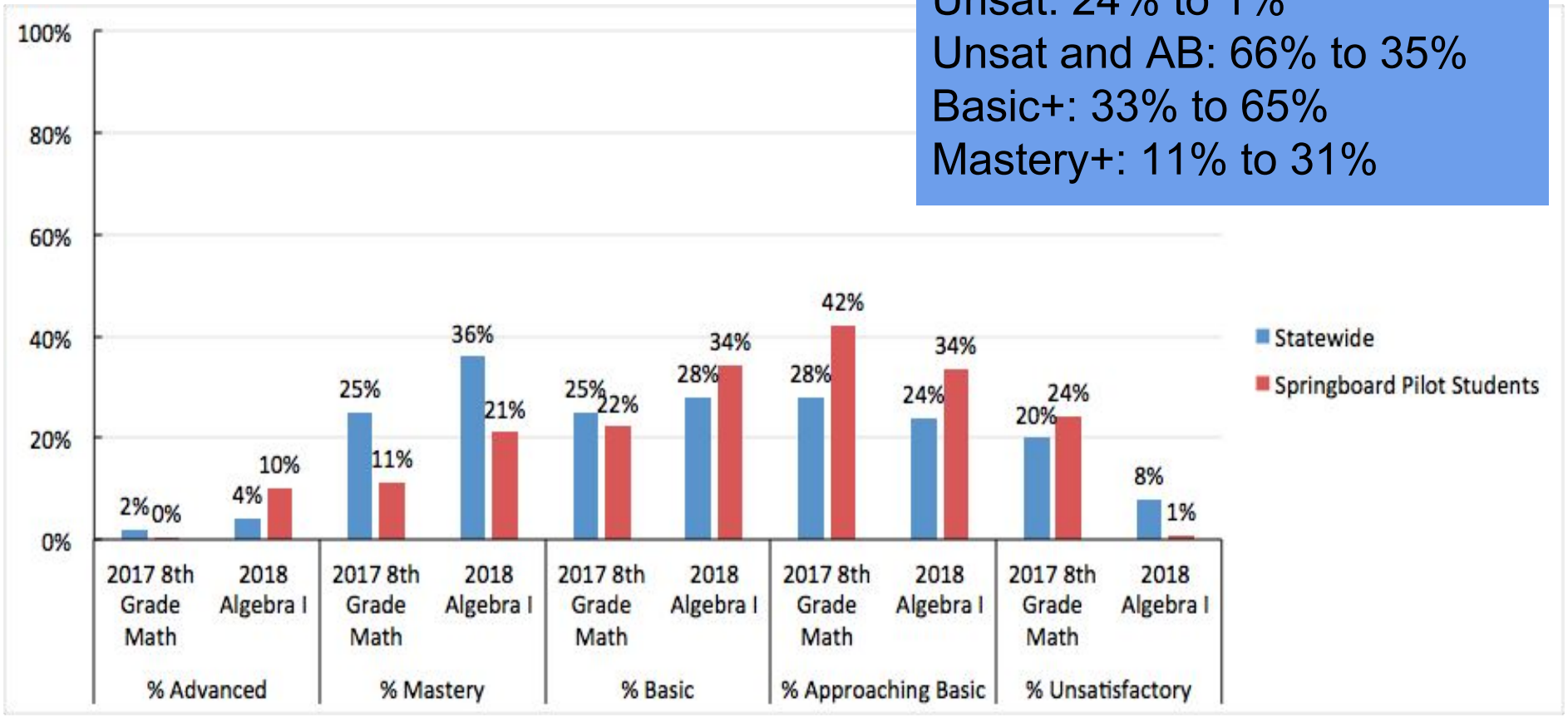
HIGH-QUALITY CURRICULUM

APPROPRIATE RESOURCES
(targeted diagnostics, coherent supports)

EXTENDED TIME

The Intensive Algebra I Pilot: Results

2300+ Students
Unsat: 24% to 1%
Unsat and AB: 66% to 35%
Basic+: 33% to 65%
Mastery+: 11% to 31%



Impact of the Algebra I Pilot

Impact

How did the Algebra I Pilot concretize the overall strategies for supporting students who struggle?

1. All students should access on-grade-level instruction every day through a high quality curriculum in the least restrictive environment.

2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
   a. With students who need additional support to achieve grade-level standards, teachers should employ the supports within the curriculum that scaffold learning during core instruction.
   b. With students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace, the high quality curriculum and embedded supports.

3. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.

Impact

How did the Algebra I Pilot concretize these math-specific strategies?

Math instruction for students who persistently struggle should help students access the Tier 1 curriculum content. This requires teachers to:

1. Identify the standard(s) being targeted during core instruction.
2. Identify the pre-requisite standards using the Remediation Guides.
3. Engage students in components of previous grade levels of the Tier 1 curriculum and/or other aligned resources during small group or individualized instruction.

This additional content can be delivered by the general education, special education, and/or intervention teacher. It will be most effective when delivered by a teacher who is trained in the curriculum and engaged in that students' core math classroom.

Reflection & Next Steps

Reflection & Next Steps

Reflect on current status in your school for ELA and Math:

1. Do the current classroom structures and schedules in your schools allow for the use of small-group instruction to support a variety of students' needs?
2. Are your schools making full use of the supports provided within the curriculum? Are you exhausting all support for students within the curriculum before providing more intensive intervention?
3. What does intervention currently look like in your schools? What percentage of students receive intervention? Is the intervention connected to/designed to facilitate access to the core curriculum?
4. Are all adults working with students (including SPED, EL, and intervention teachers) trained on the core curriculum?

Next steps:

1. Based on your responses to the reflection questions, what are the next steps at your school?
2. Which stakeholders should be included in your planning around supporting students who struggle?

Email classroomsupporttoolbox@la.gov with questions.