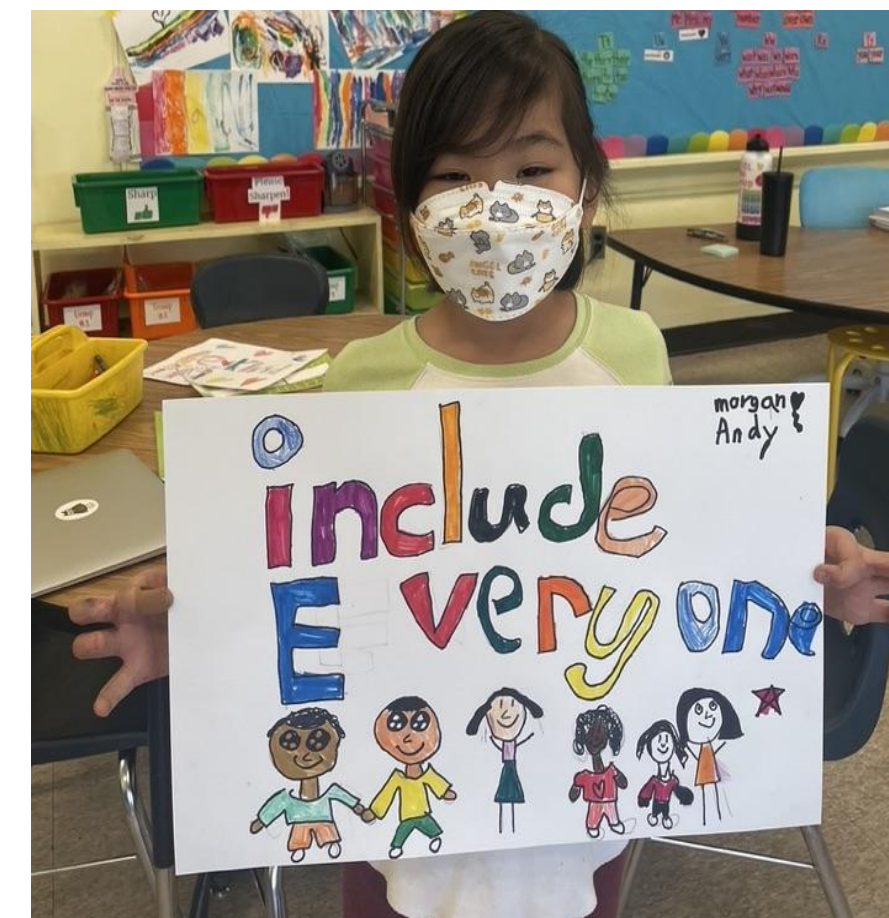


Literacy Equity Project (LEP) Results 2021-2022 School Year



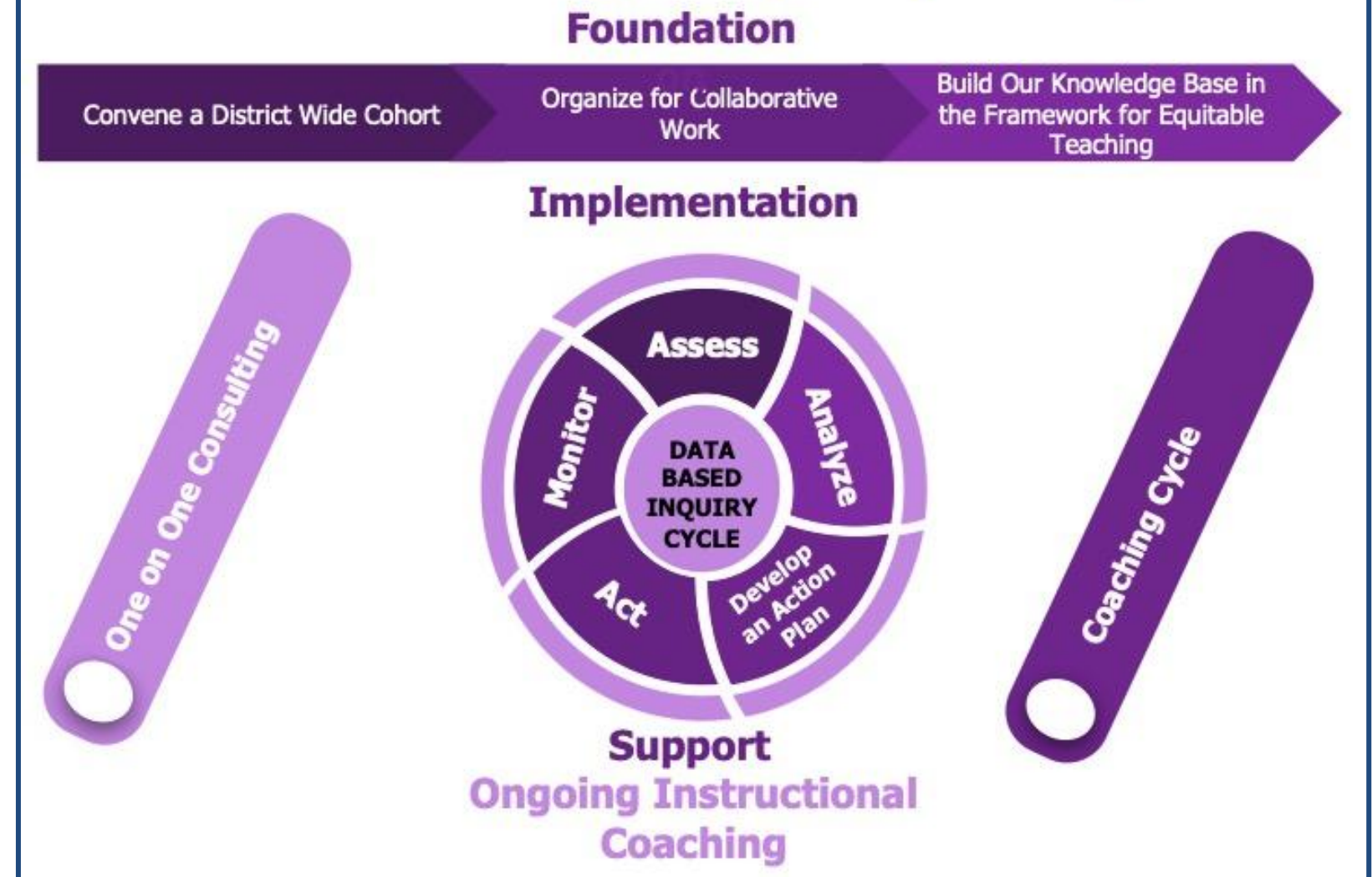
Alice Wong Tucker
Mary Brown



Pilot Program

- Built capacity of 11 reading teachers from 6 elementary schools
- Focused on targeted group of BIPOC students
- Shifted instruction through implementation of inquiry cycles
- Provided innovative teacher training to develop equitable instructional practices

The Literacy Equity Project



NEWTON
SCHOOLS
FOUNDATION



 **NEWTON**
PUBLIC SCHOOLS
Equity & Excellence

Results from Year 1 of LEP 2021-2022 School Year



Responsiveness to Families



Student Achievement



Impact on Teachers and Schools



Responsiveness to Families






Maria : A LEP
Family
Story as told by
an LEP teacher

During the Summer LEP training, I listened to several Newton BIPOC students and families speak about their experiences with NPS. It made me realize and understand that many BIPOC families do not feel valued and connected. I left wanting to do better.

About a week before school started, I began to communicate with a Spanish speaking mom through Talking Points.... I quickly realized she was not accessing my emails and I would have to reach out to her in a different way.



Maria : A LEP
Family
Story as told by
an LEP teacher

She soon messaged me to let me know that she needed surgery and that her daughter would not be able to attend the visiting day or first week of school since she couldn't walk her.

My LEP training came to mind. I messaged the mom back and asked if we could help. My school principal and I worked together to ensure that transportation was provided to and from school. This plan worked out beautifully and my student was able to have a successful start to the school year.

LEP has been the most meaningful and informative professional development in my 22 years in NPS. It has given me new tools to understand the challenges families face and to take immediate action to help them.





Student Achievement

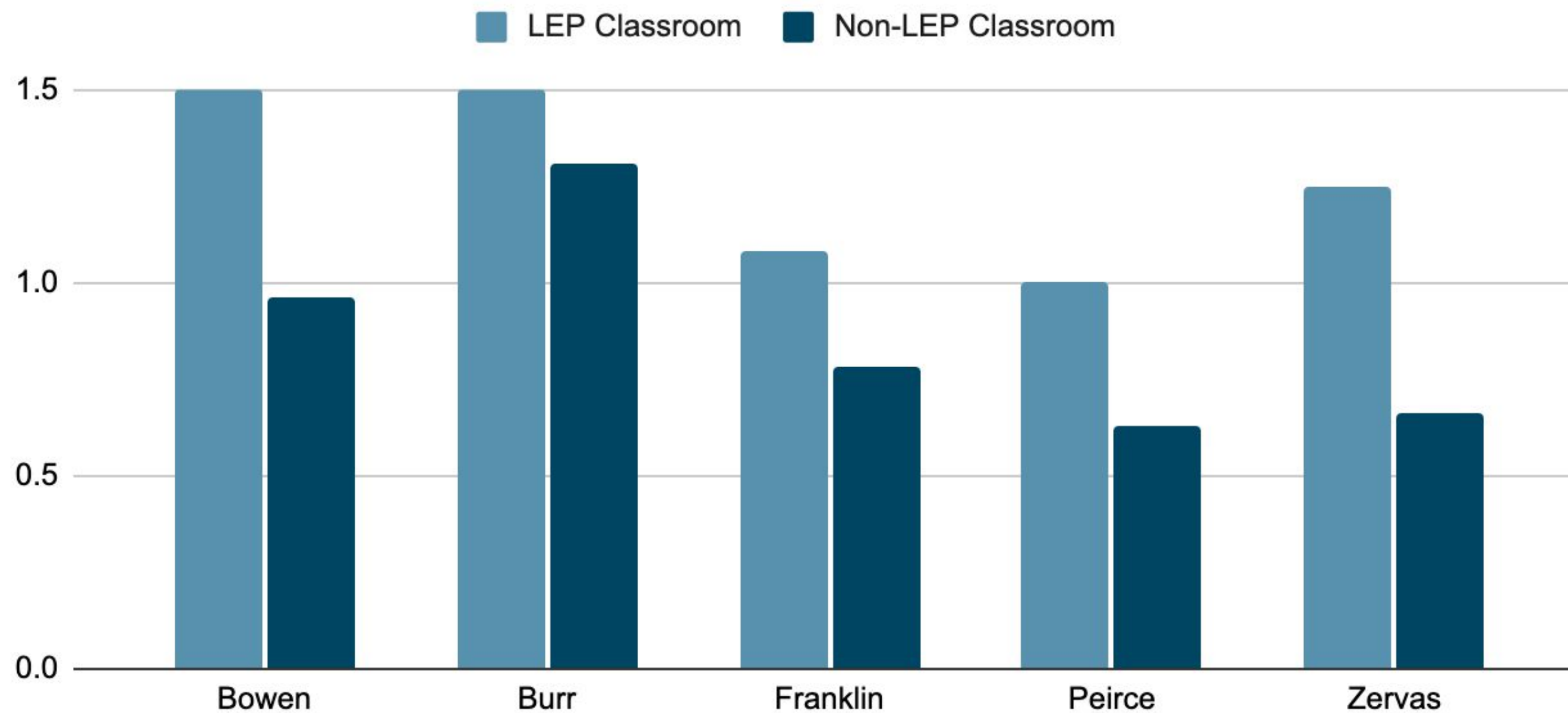


Literacy Growth in our Focus Students' District-Wide Reading Assessments

1. Benchmark Assessment System (BAS)
2. Read Naturally Fluency Benchmark Assessment (RFBA)

Benchmark Assessment System (BAS)

Comparing Growth for BIPOC Students Performing Below Grade Level



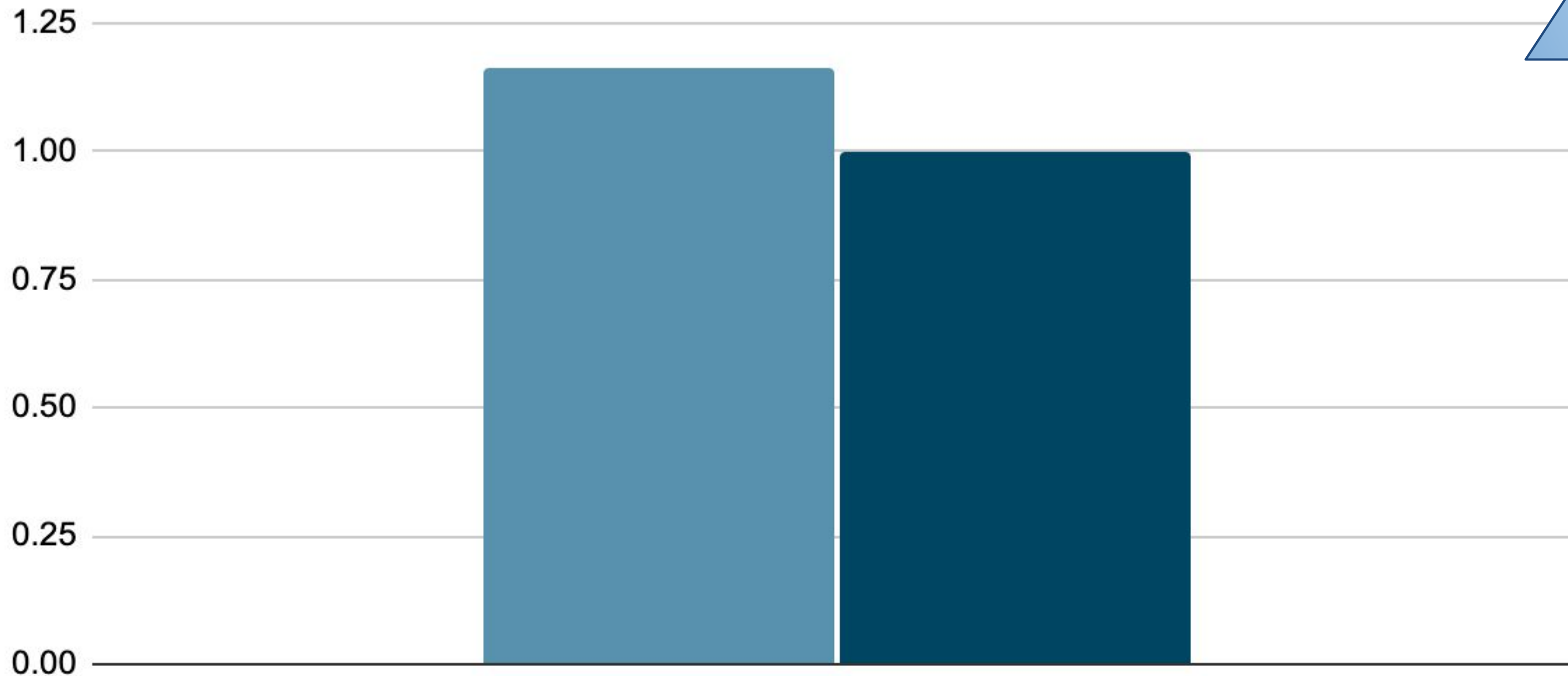
Measuring
BAS growth in
years

Ex:
A → E = 1 yr
A → I = 1.5 yr

Benchmark Assessment System (BAS)

Comparing Growth District-Wide of Students Below Grade Level

■ LEP Focus Students ■ All Other NPS Students in Black, Hispanic and Two or More Races



Our LEP focus students made 2 months more growth in one school year!

Measuring BAS growth in years

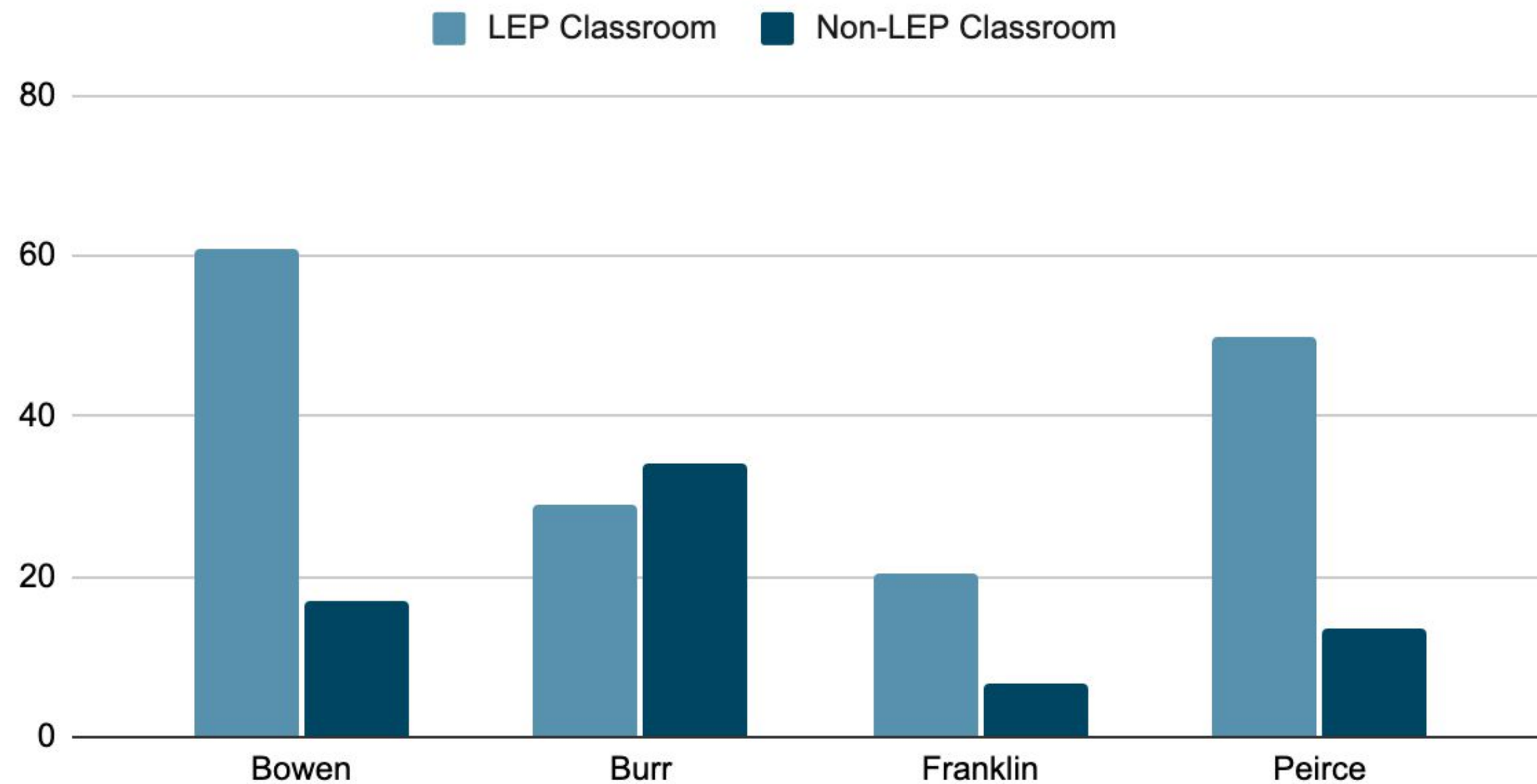
Ex:

A → E = 1 yr

A → I = 1.5 yr

Reading Fluency Progress Monitor (RFPM)

Comparing Growth of BIPOC Students Performing Below Grade Level



Measuring growth by increased number of words read per minute (WPM)

Ex:
10 → 22 = + 12 words read per minute

iReady Diagnostic

LEP focus students performed well on the iReady

- Median Typical Growth for LEP Focus Students: 100.6%
- Median Stretch Growth for LEP Focus Students: 73.5%

Their growth was aligned with non-LEP students. We hypothesize that they may be due to some of the following factors:

- The final score is a composite of 6 different literacy domains
- The cultural relevance of a computer based test to measure our students growth

Social & Emotional Growth in our LEP Focus Students

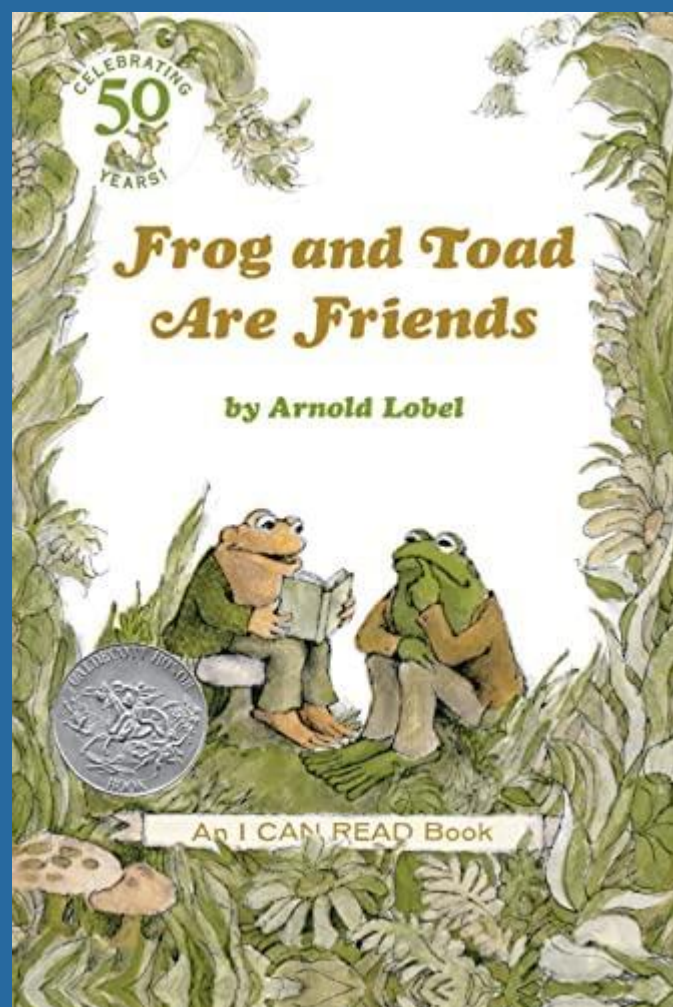
1.

Data-Based SMART Goals

- SEL Example: By April 23rd, Joy will identify 2 new friends in the classroom & 2 students will identify Joy as a friend.
- 83% of LEP Focus Students met their SMART Goals

2.

Qualitative Stories



Anna: A LEP Student Story

Anna identifies as Black and American Indian and is a student in the METCO program

After a difficult kindergarten year with a mother who was an essential worker and trouble accessing remote school, Anna began first grade with some academic and behavioral challenges. She struggled with emotional dysregulation and at times would refuse to participate in class for up to an hour at a time.

Her first grade classroom teacher and literacy specialist collaborated as part of LEP to support Anna. The classroom teacher endeavored to create an environment that was more validating to BIPOC students. She wrote and taught units on Identity and Diversity that explicitly addressed race and anti-racism. The Literacy Specialist worked with Anna on her academic mindset.

Anna: A LEP Student Story

Anna identifies as Black and American Indian and is a student in the METCO program

By the end of the year, Anna had made tremendous progress. Not only had she made accelerated growth on reading assessments, but she now loved reading. She would sit reading *Frog and Toad* books and laugh out loud. She was eager to take academic risks, be a leader in the classroom, and her effort in class increased markedly. Lastly, Anna's periods of dysregulation lessened considerably. If she got upset, she was able to recover quickly and return to learning in just a few minutes.

Anna: A LEP Student Story

Anna identifies as Black and American Indian and is a student in the METCO program



Impact on Teachers and Schools





Mary: A LEP Teacher Story



I feel fortunate to have had the opportunity to participate in LEP so early on in my career. Everything that I learned last year and continue to learn this year in the LEP Leadership Cohort shape how and what I teach in the classroom. Everyday, I make hundreds of decisions, and my learning from LEP profoundly shapes how I make these choices.

Here's one example. While our LEP cohort was learning about the importance of explicit Anti-Bias and Anti-Racist (ABAR) instruction, my colleague, Brittany Tucker, and I decided to create our own social justice unit. We realized that a curriculum did not exist, so we decided to design our own lessons focused on identity, diversity, justice and action. We worked with our principal, Suzie Talukdar, to find time in our schedules that could be devoted to these lessons.



Mary: A LEP Teacher Story

Everything that I learned in LEP gave me the confidence to not only design a new curriculum, but also to implement these lessons for the very first time. Without the training, collaboration and thoughtful reflection time that I got through my experience in LEP, I do not think that I would be the teacher that I am today.

Not only did LEP help me gain confidence in creating a social justice unit, my experience has also changed my trajectory as a young teacher. I look at what I am teaching on a daily basis with a far more critical lens. I constantly strive to teach in ways that will be most effective for the specific students in my classroom.

In an ideal world, I think that *every* NPS educator should have a LEP experience!



Mary: A LEP Teacher Story



Franklin : A LEP School Story

In SY21-22, Mark Chitty had just started as the new principal of Franklin and recruited one member of the school, new Reading Interventionist, Kristen Conrad, to participate in LEP.

Throughout the school year, Kristen and Mark partnered closely. Mark and Kristen both used the same evaluation goal and focused on three African-American girls in grade one. The two met weekly to discuss the girl's progress, and Mark started doing a reading group with one student. Throughout the year, they worked to incorporate other teachers in their work. One first grade teacher voluntarily joined Kristen's coaching work with the LEP facilitator.

In SY22-23, four Franklin teachers, including the entire first grade team, applied to join the next cohort. Kristen joined the leadership team and is now learning how to coach her colleagues in anti-racist instruction.



Franklin : A LEP School Story

Mark writes, “This process has strengthened the professional team and helped us to understand what anti-racist practice can look like in First Grade Literacy Instruction. The team is conducting data-inquiry cycles to disrupt historic patterns of racist practice in schools, and they are using culturally relevant and student-centered assessments. This is a perfect opportunity to take “theory” from our professional learning about anti-racist and culturally responsive teaching and make it a reality through an actual shift in practice that is built into the structure of our school day.”



Franklin : A LEP School Story

Year 2 Expansion

- Increased budget and dedicated time within school day for Lead Coordinator
- Teacher Cohort working with 5 schools
- Piloting a leadership cohort to train new cohort leaders

Continued Growth

- Five year expansion plan to sustain program and spread to other teachers K-5
- Partner with schools and departments to leverage our learnings throughout NPS

LEP Expansion

