OPPORTUNITY SCORECARD

Wilmington Learning Collaborative, Fall 2023

WHAT'S IN YOUR SCORECARD?

Your *Scorecard* provides information about the extent to which students in the nine schools in the Wilmington Learning Collaborative have access to four key resources at the heart of high-quality academic experiences. We worked with a set of ELA and math classrooms in each school to understand students' access to these resources. We collected assignments and student work samples, observed teachers, surveyed students in grades 3-8 every day for three days, and surveyed teachers about their expectations for students.

We found that the average student in these nine schools spends:

And:

122 Hours
On **Grade-Appropriate Assignments**

80 Hours
With **Strong Instruction**

87 Hours
Deeply Engaged in what they're learning

16%
Of classes had teachers with **High Expectations** for their success.

out of the **180 hours** typically spent during a class in a year.

We also compared how these resources were distributed across these nine schools, looking at the opportunities given to classes that differed in their proportion of students of color, proportion of English Language Learners, proportion of students with IEP/504s, and average prior achievement.

The average class from classes with the most **students of color** tended to have similar quality assignments, similar engagement, similar expectations, slightly higher perceptions of worth, a slightly higher sense of belonging, but **significantly worse instruction** than classes with fewer students of color.

The average class from classes with the most **English Language Learners** tended to have similar engagement, similar perceptions of worth, a similar sense of belonging, slightly better assignments, slightly higher expectations, and better instruction than classes with fewer English Language Learners.

The average class from classes with the most **students with IEP/504s** tended to have slightly worse assignments, slightly worse instruction, slightly lower engagement, slightly lower perceptions of worth, slightly lower expectations, and a **significantly lower sense of belonging** than classes with fewer students with IEP/504s.

The average class from classes with the lowest **prior achievement** tended to have similar perceptions of worth, a similar sense of belonging, slightly lower engagement, worse assignments, lower expectations, and **significantly worse instruction** than classes with higher prior achievement.

We also surveyed school leaders about their expectations for students in their school, and we surveyed families about their perception of the quality of experiences their students were having in school and their partnership with their students' school.

**40% of leaders** have **high expectations** for students in their school.

85% of families are **satisfied** with their students' school overall.

This *Scorecard* provides details about each of these resources below. For more information about our methods, sample, and analyses, see the *Scorecard Appendix*.

OPPORTUNITY TO ACCESS GRADE-APPROPRIATE ASSIGNMENTS

Teachers provided blank copies of the work students were expected to complete for 382 in-class assignments and activities, covering approximately 165 hours of class time. Of these activities, we were able to rate **376 assignments, accounting for approximately 163 hours of class time across 124 classrooms**. (In the other cases, the provided copy did not contain enough information to rate.) For each assignment, we rated the extent to which it had grade-level *content*, provided meaningful *practice* opportunities on that content, and gave students a *relevant* opportunity to connect the content to real-world issues or contexts. Each of these three domains was rated on a scale of 0-2; adding these domain ratings together, assignments with a total rating of at least a 4 (out of 6) were considered grade-appropriate.
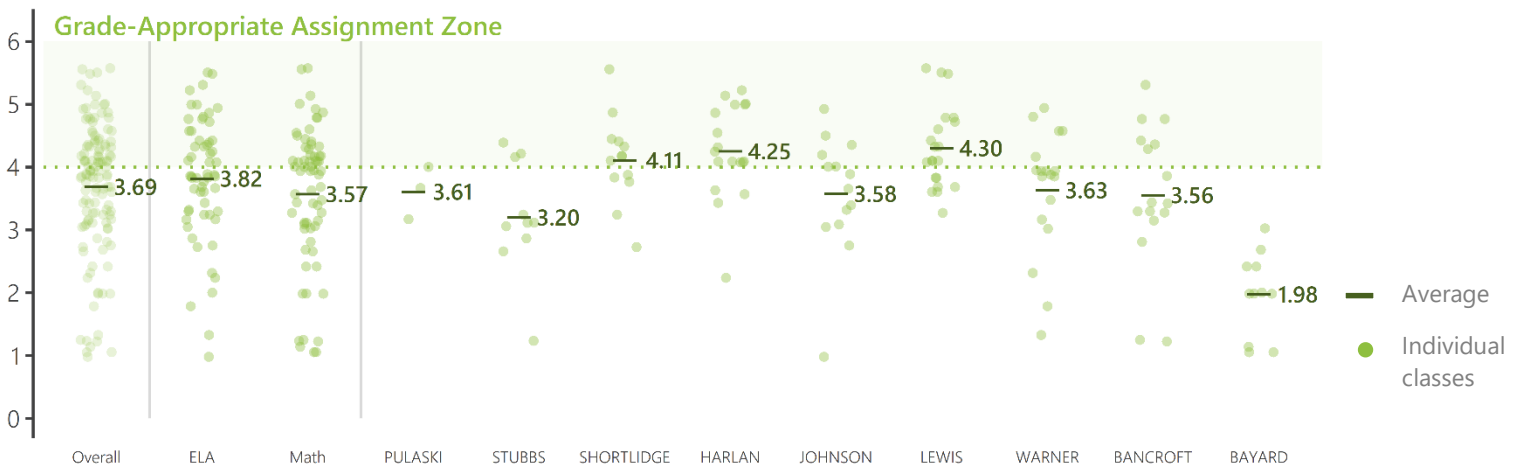
Time with Grade-Appropriate Assignments

68%

Which extrapolates to **122 out of 180 hours in a school year**
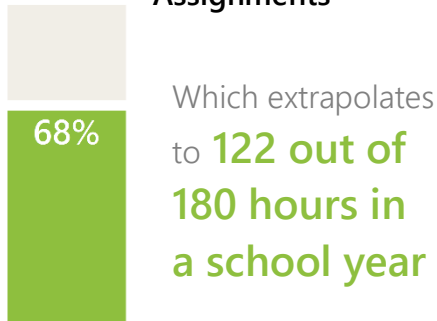
Classes Spending No Time or Most of Their Time on Grade-Appropriate Assignments

NO grade-appropriate assignments

50% OR MORE grade-appropriate assignments

13%   **70%**

Most classes that submitted at least 1 hour of assignments that could be rated received mostly grade-appropriate assignments.
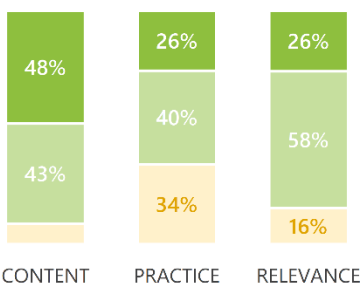
Only classrooms that submitted at least 1 hour of assignments that could be rated are included (n = 70)

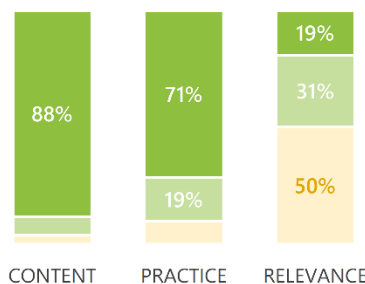## Average Assignment Score by Subject and School

Grade-Appropriate Assignment Zone
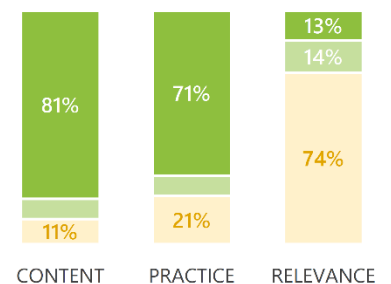
Overall — 3.69
ELA — 3.82
Math — 3.57
PULASKI — 3.61
STUBBS — 3.20
SHORTLIDGE — 4.11
HARLAN — 4.25
JOHNSON — 3.58
LEWIS — 4.30
WARNER — 3.63
BANCROFT — 3.56
BAYARD — 1.98

— Average
● Individual classes

Domain Ratings by Subject

Reading and Listening Comprehension

CONTENT	PRACTICE	RELEVANCE
48%	26%	26%
43%	40%	58%
	34%	16%

Reading Foundational Skills

CONTENT	PRACTICE	RELEVANCE
88%	71%	19%
		31%
	19%	50%

Math

CONTENT	PRACTICE	RELEVANCE
81%	71%	13%
		14%
11%	21%	74%

**(0) No Opportunity**   **(1) Minimal Opportunity**   **(2) Sufficient Opportunity**

Curriculum and Instructional Materials

When teachers submitted assignments, they also told us where their assignments came from. This allows us to determine the **proportion of time students had an opportunity to interact with their district's or school's official curricula**. In all, assignments from the official curricula were more highly rated (averaging 1.84 points higher scores).

Teacher-Reported Assignment Source by School and Subject [1]

From the official curricula   Teacher created or found
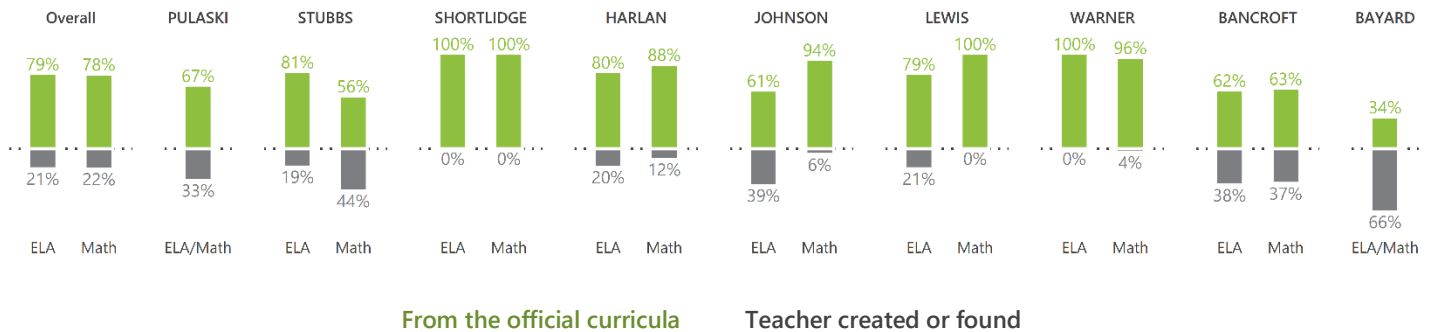
ELA Assignments

Official Curricula	Number of Assignments
Ready Gen	45
Benchmark (Advance/Adelante)	32
95 Phonics Core Program	31
Amplify CKLA	19
ARC Core (American Reading Company)	6
i-Ready Reading (Curriculum Associates)	6
HMH Into Reading	2
Other	6

Teacher Created or Found	Number of Assignments
Teachers Pay Teachers	16
Teacher created	11
Reading A-Z	1
Other	12

Math Assignments

Official Curricula	Number of Assignments
Expressions	90
Bridges in Mathematics	27
Eureka Math Squared	25
CPM Math (Core Connections)	9
Other	2

Teacher Created or Found	Number of Assignments
Teacher created	23
Teachers Pay Teachers	4
Other	15

[1] We did not receive assignments from enough ELA and math classrooms at Pulaski Early Education Center or The Bayard School to show results by subject for those schools.

Student Performance on Assignments

Teachers also provided **656 samples of student work across 112 assignments**. (Teachers were asked to submit student work samples for one of the assignments they submitted for each of their classes.) For each student work sample, we determined whether or not the student met the expectations of the assignment *and* whether or not the student met the expectations of the target standard(s) for the assignment.

Student Performance on Assignments

	All Assignments Rated	All ELA Assignments Rated	All Math Assignments Rated	All Assignments Rated as Grade-Appropriate (ELA and Math)
Average Percent of Students Met Expectations of the Assignment	54%	63%	47%	55%
Average Percent of Students Met Expectations of the Target Standard(s)	45%	52%	39%	55%
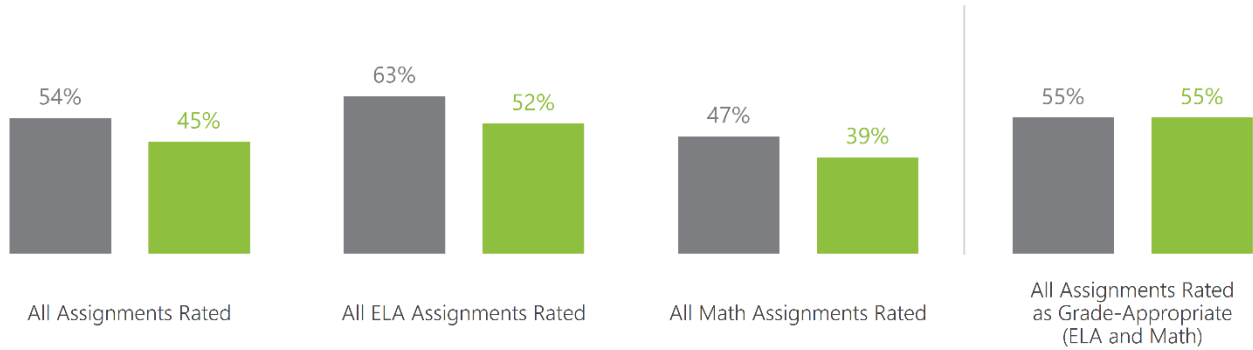
Note: The assignments included in this graph represent assignments for which teachers submitted samples of student work that could be rated.

Average Percent of Students Met Expectations of the Assignment   **Average Percent of Students Met Expectations of the Target Standard(s)**

Sample Assignment Artifacts

Grade-Appropriate ELA Assignment: This assignment gave 3rd grade students a **Sufficient Opportunity** to engage with grade-level literacy work. Students read three grade-appropriate myths *Two Fables from Aesop* retold by Jerry Pinkney, *The Tale of King Midas* retold by Gare Thompson and *Uncle Parrot's Wedding* retold by Andres Pi Andreu and completed a response to reading. Students were required to consider the characters in each of the myths to determine which one was the greatest hero. This assignment required students to use what they learned from the text in a grade-appropriate way.

The assignment was aligned to:

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade-Appropriate ELA Assignment: This assignment gave 2nd grade students a **Sufficient Opportunity** to engage with grade-level foundational skills. The task involved multiple components, including whispering syllable types, showing gestures, writing words under correct columns, listening to words, repeating them, saying each sound, and moving chips on a mat. The task provides a multi-faceted approach to building phonics skills, contributing to a deeper understanding of the standard.

The assignment was aligned to:

- RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams.

Non Grade-Appropriate ELA Assignment: This assignment gave 2nd grade students **No Opportunity** to engage with grade-level literacy work. Students read a text from the *Benchmark* curriculum, *The Great Girls' Contest*, and completed a worksheet sourced from outside the curriculum, from a popularly used website called *Markers and Minions*. The task did not give students the opportunity to engage with the depth of the grade-level standard and did not provide meaningful practice opportunities with the content.

The assignment was likely attempting to fully align to:

- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Non Grade-Appropriate ELA Assignment: This assignment gave 5th grade students **No Opportunity** to engage with grade-level literacy work. Students read two below grade-level texts and responded to questions to compare the two texts. The questions do not reach the intended depth of the grade-level standards.

The assignment was likely attempting to fully align to:

- RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Identify the Focus of Different Texts

With a partner, reread **Walking Through WaterFire** and **Helping Out at WaterFire**. Then answer the questions about the focus of each text.

Walking Through WaterFire
1. What is WaterFire? _____
2. What is WaterFire like for visitors? _____
3. Why did Barnaby Evans create WaterFire? _____
4. Why does the author think WaterFire is important? _____

Helping Out at WaterFire
1. Who volunteers for WaterFire? _____
2. What do volunteers do during WaterFire? _____
3. What is WaterFire like for volunteers? _____
4. Why does the author think WaterFire is important? _____

Talk with a partner to compare the texts. Use these sentence starters:
- The focus of Walking Through WaterFire is _____.
- The focus of Helping Out at WaterFire is _____.
- Both authors think WaterFire is important because _____.

GRADE 3 • Compare Informational Texts   ©Curriculum Associates, LLC Copying permitted for classroom use.   6 of 6

Grade-Appropriate Math Assignment: This mathematics assignment gave 1st grade students a **Sufficient Opportunity** to engage with grade level math. Students solved story problems using addition and subtraction. Students were required to show their work by using drawings, numbers, or words. The assignment engaged students with critical mathematic practices and gave them an opportunity to apply their mathematical thinking in an appropriate way.

This assignment was aligned to:
- 1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Unit 3 • Lesson 10

Solve the story problem.   Show your work. Use drawings, numbers, or words.

4 8 frogs are in the pond. Some hop away. 2 are left. How many frogs hop away?
☐ _____ label   pond

5 Ivan has some balls. He gives 4 to friends. He has 3 left. How many did he have before?
☐ _____ label   ball

6 There are 7 flowers. Sam picks 2. How many flowers are left?
☐ _____ label   flower

Grade-Appropriate Math Assignment: This mathematics assignment gave 2nd grade students a **Sufficient Opportunity** to engage with grade level math. Students had to use a number line to solve world problems. The assignment required students to demonstrate their conceptual understanding while engaging with the problems.

This assignment was aligned to:

- 2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Unit 3 Module 2   Session 3
NAME _____   DATE _____

Length Problems on the Open Number Line

Use the open number line to solve each of these problems. Be sure to label your work and show the answer.
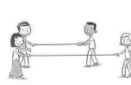
1 Little Inch Worm is going to visit her grandma. Her grandma lives 82 inches away. Little Inch Worm has already crawled 47 inches. How many more inches does she have to crawl?

47

Little Inchworm has to crawl _____ more inches.

2 We have 2 jump ropes. The red one is 120 inches long. The blue one is only 84 inches long. How many inches longer is the red rope than the blue rope?

84

The red jump rope is _____ inches longer than the blue jump rope.

Non Grade-Appropriate Math Assignment: This mathematics assignment gave 7th grade students **No Opportunity** to engage with grade level math. Students completed a worksheet using the standard algorithm to multiply mixed fractions. This assignment aligns with a below grade-level standard and does not meet the intended depth of the grade-level standard.

The assignment was likely attempting to fully align to:

- 7.NS.A.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

Multiplying mixed numbers and fractions

Fraction Worksheet

Find the product.

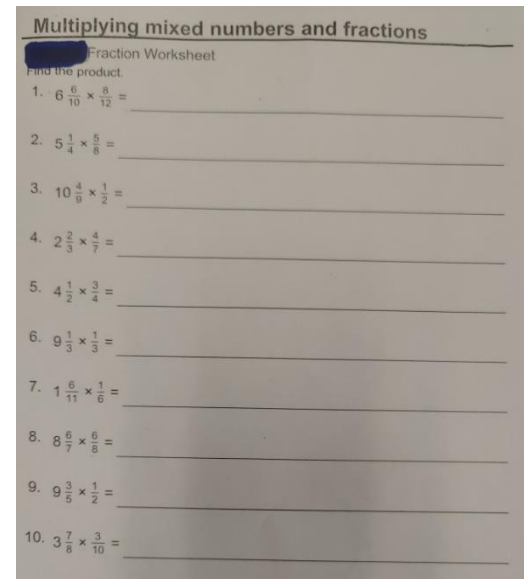1. $6\frac{6}{10} \times \frac{8}{12} =$

2. $5\frac{1}{4} \times \frac{5}{8} =$

3. $10\frac{4}{9} \times \frac{1}{2} =$

4. $2\frac{2}{3} \times \frac{4}{7} =$

5. $4\frac{1}{2} \times \frac{3}{4} =$

6. $9\frac{1}{3} \times \frac{1}{3} =$

7. $1\frac{6}{11} \times \frac{1}{6} =$

8. $8\frac{6}{7} \times \frac{6}{8} =$

9. $9\frac{3}{5} \times \frac{1}{2} =$

10. $3\frac{7}{8} \times \frac{3}{10} =$

This assignment was not submitted by WLC teachers. We have included this as an example of a non-grade appropriate assignment sourced from outside the curriculum.

Non Grade-Appropriate Math Assignment: This mathematics assignment gave 3rd grade students **No Opportunity** to engage with grade level math. Students were asked to solve multiplication problems, cut the puzzle pieces, and then glue the puzzle pieces on top of its matching problem. While the assignment provides students an opportunity to practice their fluency, it could be completed without calculating the division problems by matching the picture to the appropriate problems.

The assignment was likely attempting to fully align to:

- 3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit.
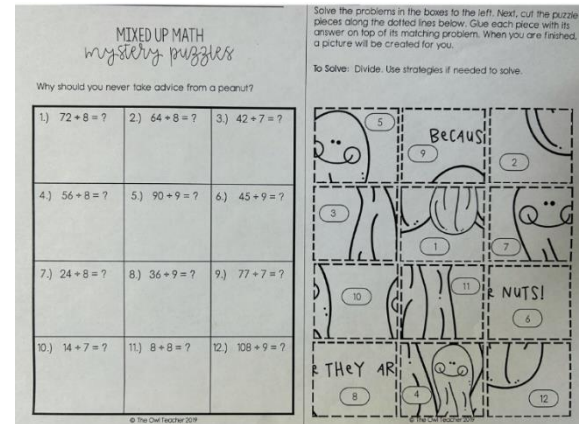
OPPORTUNITY TO ACCESS STRONG INSTRUCTION

We observed **75 lessons**,[2] and during each observation, assessed the extent to which the lesson demonstrated a strong *culture of learning*, used grade-level *content*, employed appropriate *instructional practices*, and promoted *student ownership* over the thinking of the lesson. Each of these four domains was rated on a scale of 0-3; lessons with an average rating of at least a 2 were deemed to have offered strong instruction.

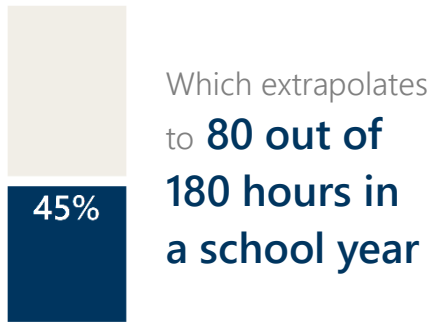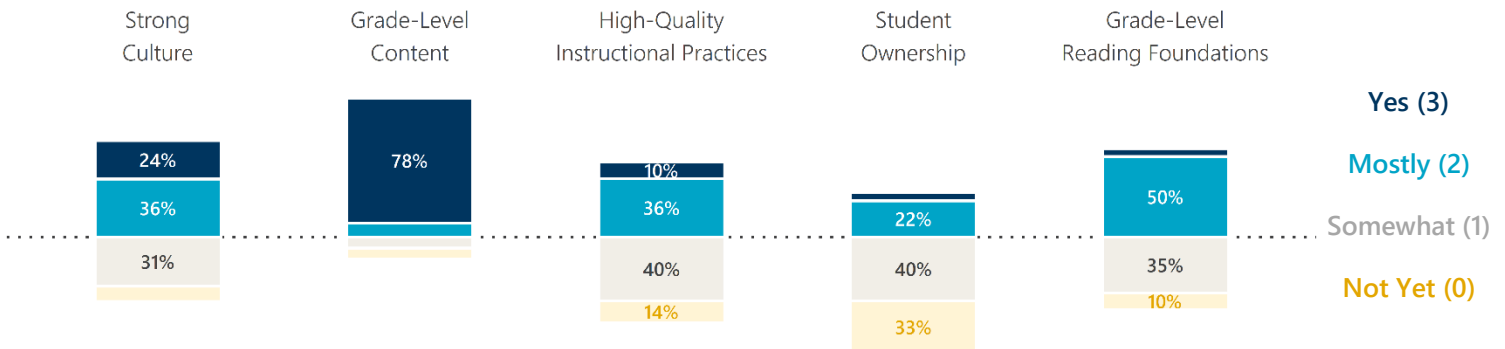## Time with Strong Instruction

45%

Which extrapolates to **80 out of 180 hours in a school year**

Average Instruction Score by Subject and School

Strong Instruction Zone

Overall	ELA	Math	PULASKI	STUBBS	SHORTLIDGE	HARLAN	JOHNSON	LEWIS	WARNER	BANCROFT	BAYARD
1.66	1.70	1.63	0.58	1.21	1.69	1.83	1.65	1.83	2.16	1.34	1.81

● Individual classes   — Average

Percent of lessons that had…

Strong Culture	Grade-Level Content	High-Quality Instructional Practices	Student Ownership	Grade-Level Reading Foundations
24%	78%	10%		
36%		36%	22%	50%
31%		40%	40%	35%
		14%	33%	10%

Yes (3)
Mostly (2)
Somewhat (1)
Not Yet (0)

Note: Values under 10% not shown. Reading Foundations only rated in K-5 ELA classes when they were attempted, N = 20.

Detailed Ratings by Subject

ELA – Reading and Listening Comprehension	Percent Yes/Mostly	Math	Percent Yes/Mostly
Students spend the majority of the lesson listening to, reading, writing, and/or speaking about text(s).	91%	The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof.	94%
The text(s) are at or above the complexity level expected for the grade and time in the school year.	91%	The enacted lesson appropriately connects mathematical concepts within and/or across grades as appropriate, reflecting the coherence in the standards.	77%
The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide meaningful knowledge. Where appropriate, the texts are richly illustrated.	91%	The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	74%
Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?	43%	Does the teacher employ instructional practices that allow all students to learn the content of the lesson?	49%
Are all students responsible for doing the thinking in this classroom?	30%	Do students exhibit key mathematical practices while engaging with the content of the lesson?	26%

[2] One lesson observed focused only on Narrative Writing. Since our observation rubric is not designed to assess Narrative Writing lessons, this lesson was only assessed on *culture of learning* and did not receive an overall Instruction Score.

ELA – Reading Foundational Skills	Percent Yes/Mostly
Is the lesson intentionally and explicitly focused on grade-level reading foundational skills?	90%
Does the teacher make the foundational skills of the lesson explicit and allow time for student practice?	70%
Do students practice foundational skills in a variety of ways to support mastery during the lesson?	30%
Is student progress monitored and instruction adjusted responsively?	25%
Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills?	55%

OPPORTUNITY FOR DEEP ENGAGEMENT

We received **1,875 student surveys across 52 classrooms about their daily classroom experience**.[3] Students in grades 3-8 completed a survey every day at the end of class. Students were asked several questions about the extent to which they were *deeply engaged* in the content of the lesson, believed the lesson was *worthwhile*, and felt a *sense of belonging* in class that day. For each concept, we combined all questions into a single score and identified students who tended to respond *Mostly True* or *Very True* to most of the questions.
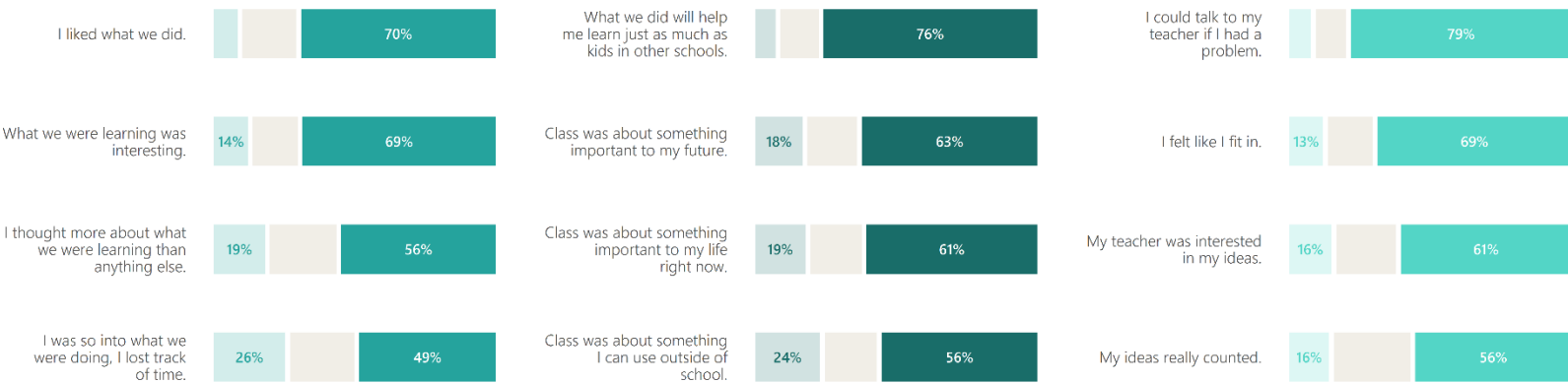
Time with Deep Engagement, Worth, and a Sense of Belonging

ENGAGEMENT
48%
Which extrapolates to **87 out of 180 hours in a school year**

WORTH
53%
Which extrapolates to **96 out of 180 hours in a school year**

BELONGING
57%
Which extrapolates to **103 out of 180 hours in a school year**
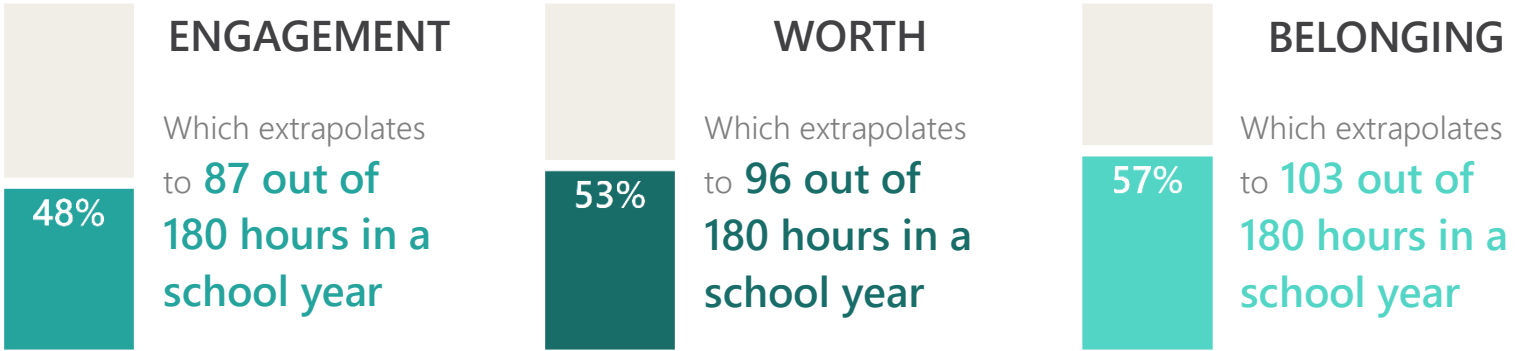
Percent Agreement with Individual Survey Questions

Question	Not True	A Little True	Mostly True or Very True
I liked what we did.			70%
What we were learning was interesting.	14%		69%
I thought more about what we were learning than anything else.	19%		56%
I was so into what we were doing, I lost track of time.	26%		49%
What we did will help me learn just as much as kids in other schools.			76%
Class was about something important to my future.	18%		63%
Class was about something important to my life right now.	19%		61%
Class was about something I can use outside of school.	24%		56%
I could talk to my teacher if I had a problem.			79%
I felt like I fit in.	13%		69%
My teacher was interested in my ideas.	16%		61%
My ideas really counted.	16%		56%

Not True → A Little True → **Mostly True or Very True**

Percent of Time with Deep Engagement, Worth, and a Sense of Belonging by Grade and Subject
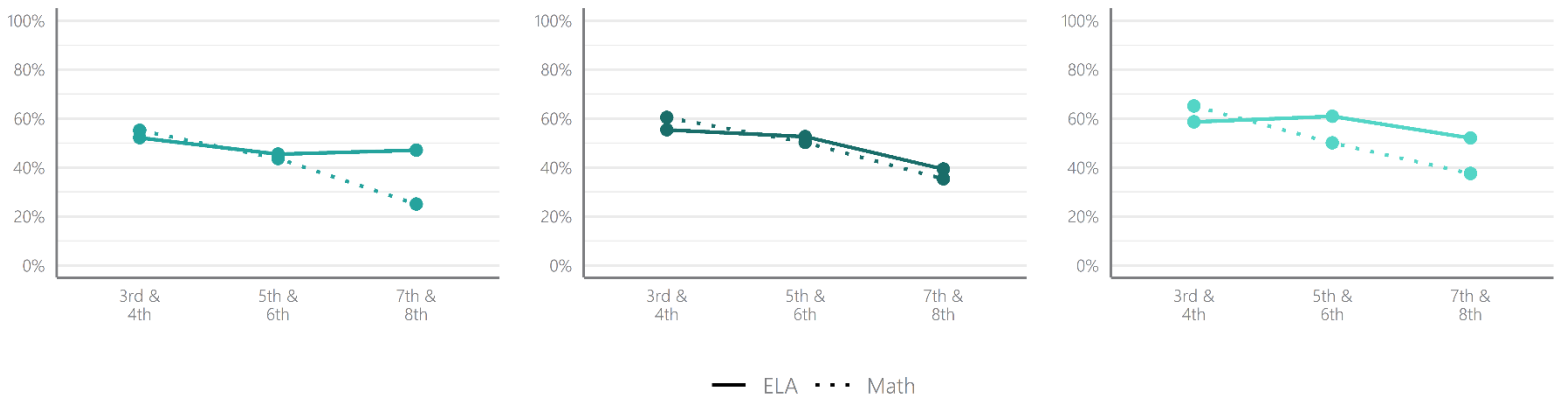
—— ELA · · · Math

We also received **673 student surveys across 43 classrooms about their background and general experience in school**.[4] Only students in grades 3-8 completed the survey.

Is there an adult at your school who...
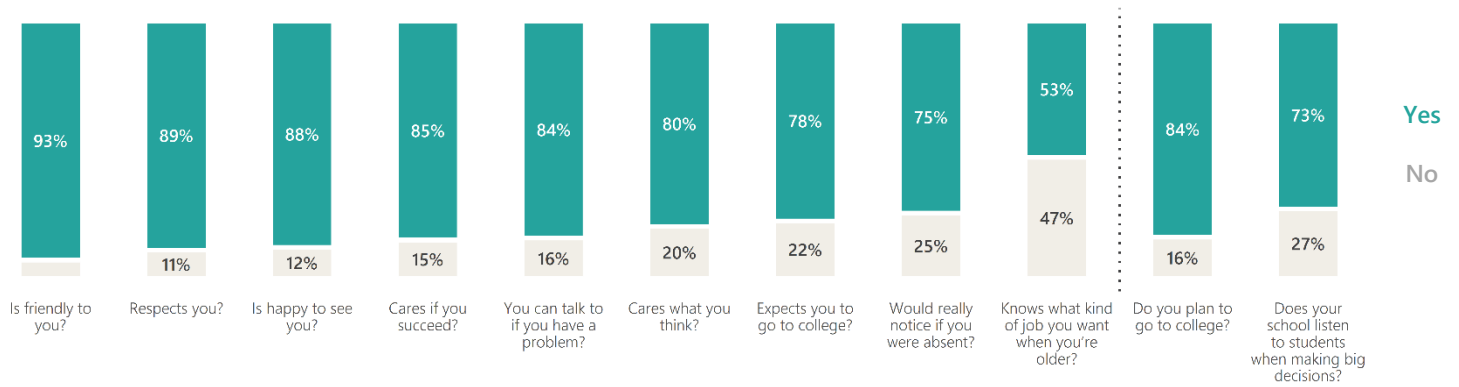
	Is friendly to you?	Respects you?	Is happy to see you?	Cares if you succeed?	You can talk to if you have a problem?	Cares what you think?	Expects you to go to college?	Would really notice if you were absent?	Knows what kind of job you want when you're older?	Do you plan to go to college?	Does your school listen to students when making big decisions?
Yes	93%	89%	88%	85%	84%	80%	78%	75%	53%	84%	73%
No		11%	12%	15%	16%	20%	22%	25%	47%	16%	27%

OPPORTUNITY FOR HIGH EXPECTATIONS (TEACHERS)

We received survey responses from **69 teachers** (response rate = 85%) about **137 of their classrooms**. Teachers who had high expectations were those who believed their students could master grade-level standards, believed the standards are right for their students, and believed their grades reflected mastery. We combined all questions into a single *Expectations Score* ranging from 0-5, and we defined any response with a rating of at least a 3 as "High Expectations".

Classes with High Expectations

22 of 137 Classes

16%

Average Expectation Score by Subject and School

High Expectations Zone

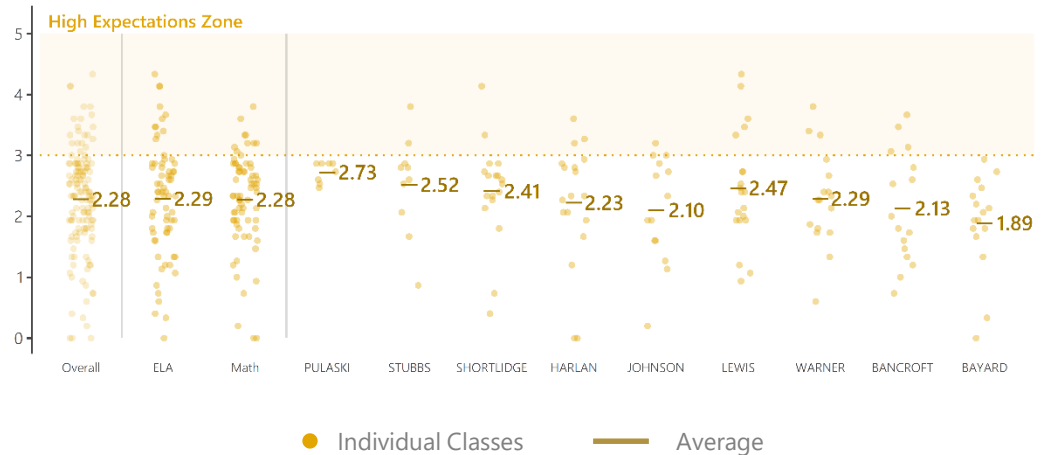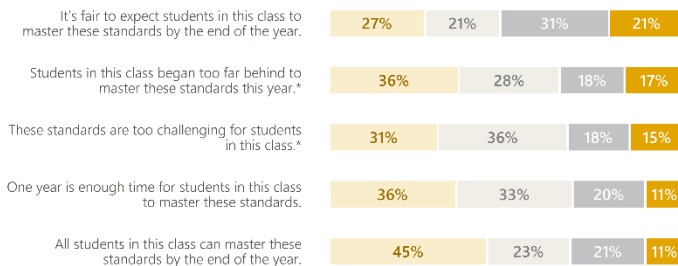|	
Overall	2.28
ELA	2.29
Math	2.28
PULASKI	2.73
STUBBS	2.52
SHORTLIDGE	2.41
HARLAN	2.23
JOHNSON	2.10
LEWIS	2.47
WARNER	2.29
BANCROFT	2.13
BAYARD	1.89

● Individual Classes   — Average

Expectations for...

CONTENT MASTERY
21% of classrooms expected students could master grade-level content.

	Disagree or Strongly Disagree	Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
It's fair to expect students in this class to master these standards by the end of the year.	27%	21%	31%	21%
Students in this class began too far behind to master these standards this year.*	36%	28%	18%	17%
These standards are too challenging for students in this class.*	31%	36%	18%	15%
One year is enough time for students in this class to master these standards.	36%	33%	20%	11%
All students in this class can master these standards by the end of the year.	45%	23%	21%	11%

FOCUS ON STANDARDS
23% of classrooms believed the standards are right for their students.

	Disagree or Strongly Disagree	Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students in this class are engaged by the content represented in these standards.	20%	15%	38%	27%
Because of where students in this class began the year, I spend nearly all my time focusing on standards from earlier grades.*	31%	28%	20%	20%
These standards are appropriate for the students in this class.	25%	20%	39%	17%
Students in this class need something different than what is outlined in these standards.*	39%	36%	11%	14%
Students in this class are overburdened by the demands of these standards.*	30%	42%	20%	

GRADE ALIGNMENT
40% of classrooms agreed that their grades represented mastery of the standards.

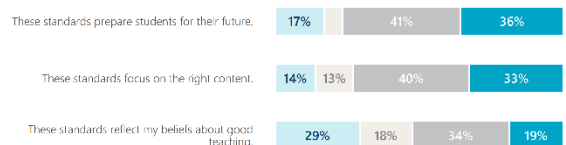|	Disagree or Strongly Disagree	Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
I consider students' knowledge of these standards when I assign grades.	12%		27%	55%
Students who earn As in this class will have fully mastered these standards.	17%	11%	36%	36%
When determining students' final grades, students' knowledge of these standards is more important than effort.	21%	28%	23%	28%
Students who earn As in this class would score high enough on a standardized test covering these standards to be considered "Proficient".	19%	23%	32%	26%
For students in this class, it's unfair to base grades mostly on knowledge of these standards.*	38%	30%	18%	15%

Disagree or Strongly Disagree *(Agree if reverse coded)*   **Somewhat Disagree**   **Somewhat Agree**   **Agree or Strongly Agree** *(Disagree if reverse coded)*

SUPPORT FOR THE STANDARDS
We also asked teachers about how much they supported the standards generally:

56% of classrooms supported the standards.

	Disagree or Strongly Disagree	Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
These standards prepare students for their future.	17%		41%	36%
These standards focus on the right content.	14%	13%	40%	33%
These standards reflect my beliefs about good teaching.	29%	18%	34%	19%

Disagree or Strongly Disagree   **Somewhat Disagree**   **Somewhat Agree**   **Agree or Strongly Agree**

Note: * implies the question is "reverse coded", such that more disagreement represents higher expectations.

EQUITABLE OPPORTUNITIES

We used administrative data to determine the characteristics of students in each class. In order to put all metrics on the same scale, each metric was first standardized so that the values below represent the average differences in standard-deviation units. For each characteristic, we estimated the difference between the typical class from the 25% of classes with the lowest proportion of designated students versus the typical class from the 25% of classes with the highest proportion of designated students. We've also shown the error bars: bars that cross the "No Difference" line imply that we are less statistically confident a true difference exists between the two types of classes. **We are statistically confident that a true difference exists if the error bars do not cross the "No Difference" line; these findings are highlighted below.**

AVERAGE DIFFERENCES IN THE RESOURCES BY CLASS DEMOGRAPHIC
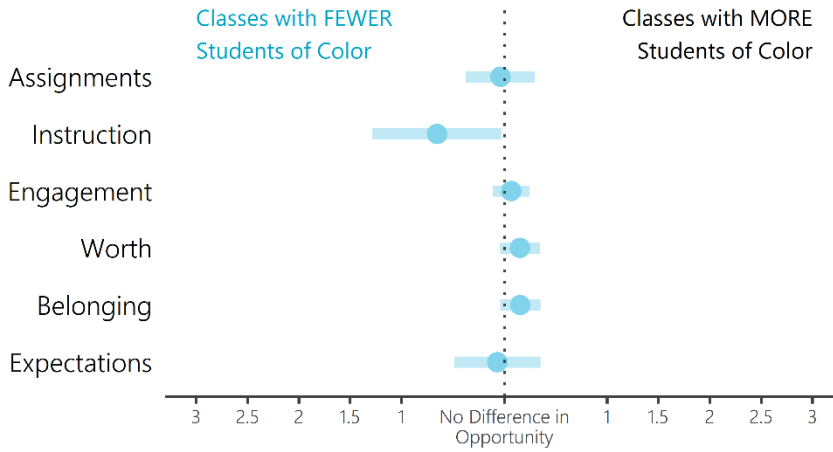
An experience in a class with more STUDENTS of COLOR was...

2% more likely to have **worse** assignments,

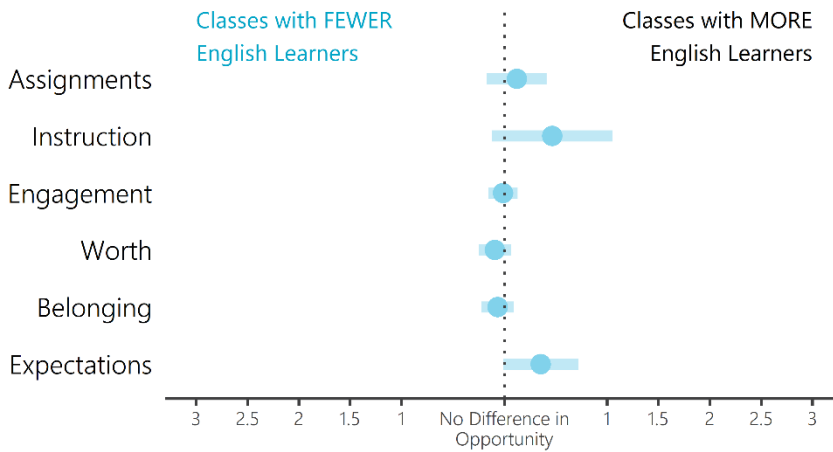**2.1 times** more likely to have **worse** instruction,

11% more likely to have **higher** engagement,

21% more likely to have **higher** perceptions of worth,

21% more likely to have a **higher** sense of belonging, and

6% more likely to have **lower** expectations

... than in a class with fewer students of color.

An experience in a class with more ENGLISH LEARNERS was...

20% more likely to have **better** assignments,

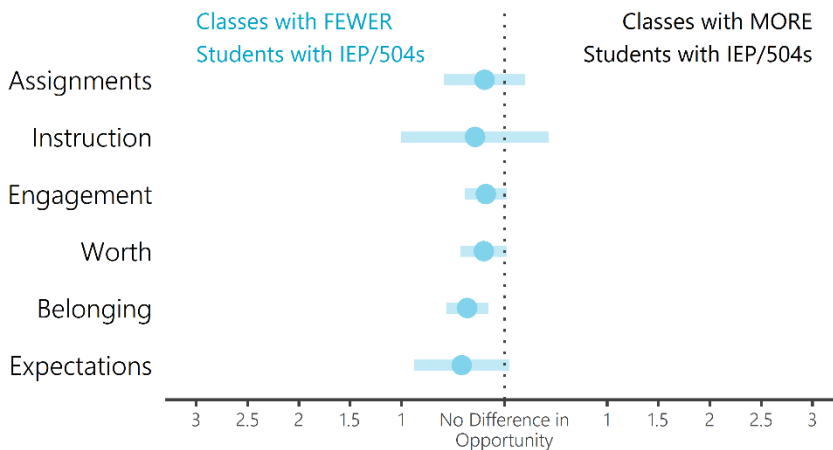**73%** more likely to have **better** instruction,

2% more likely to have **higher** engagement,

7% more likely to have **lower** perceptions of worth,

4% more likely to have a **lower** sense of belonging, and

54% more likely to have **higher** expectations

... than in a class with fewer English Learners.

An experience in a class with more STUDENTS with IEP/504s was...

21% more likely to have **worse** assignments,

34% more likely to have **worse** instruction,

20% more likely to have **lower** engagement,

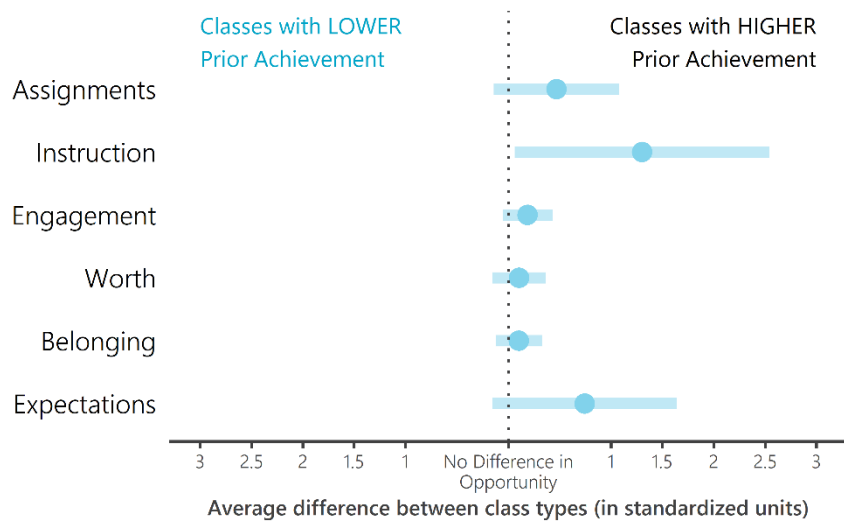**22%** more likely to have **lower** perceptions of worth,

46% more likely to have a **lower** sense of belonging, and

59% more likely to have **lower** expectations

... than in a class with fewer students with IEP/504s.

Average difference between class types (in standardized units)

Note: All differences between classroom types control for subject (e.g., math, ELA) and grade level.

Classes with LOWER Prior Achievement — Classes with HIGHER Prior Achievement

Assignments
Instruction
Engagement
Worth
Belonging
Expectations

3   2.5   2   1.5   1   No Difference in Opportunity   1   1.5   2   2.5   3

Average difference between class types (in standardized units)

An experience in a class with **lower PRIOR ACHIEVEMENT** was...

74% more likely to have **worse** assignments,

4.4 times more likely to have **worse** instruction,

25% more likely to have **lower** engagement,

15% more likely to have **lower** perceptions of worth,

15% more likely to have a **lower** sense of belonging, and

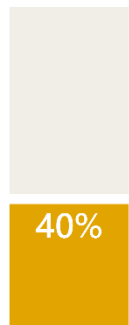**2.0 times** more likely to have **lower** expectations

... than in a class with higher prior achievement.

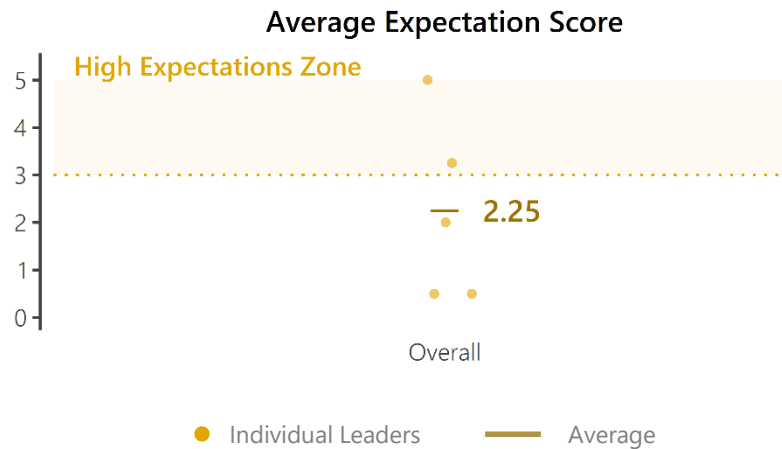Note: All differences between classroom types control for subject (e.g., math, ELA) and grade level.

OPPORTUNITY FOR HIGH EXPECTATIONS (LEADERS)

We received survey responses from **5 leaders** (response rate = 56%) representing **5 schools**. Leaders who had high expectations were those who believed the students in their school could be successful against rigorous, grade-level standards. Leaders' responses to four questions were combined into a single *Expectations Score* ranging from 0-5, and we defined any response with a rating of at least a 3 as "High Expectations".
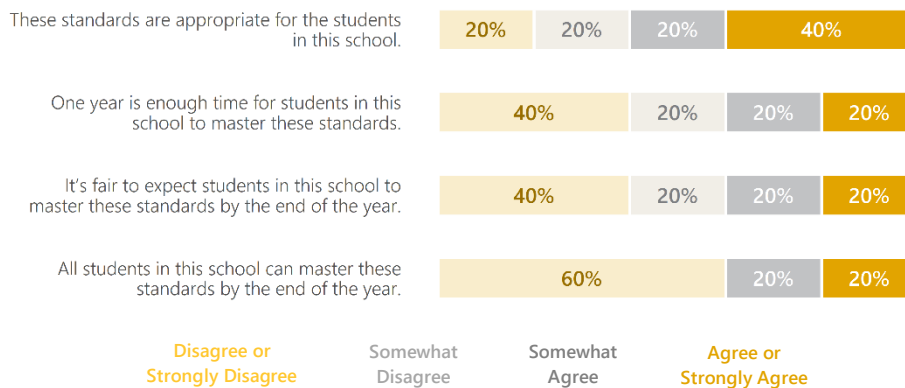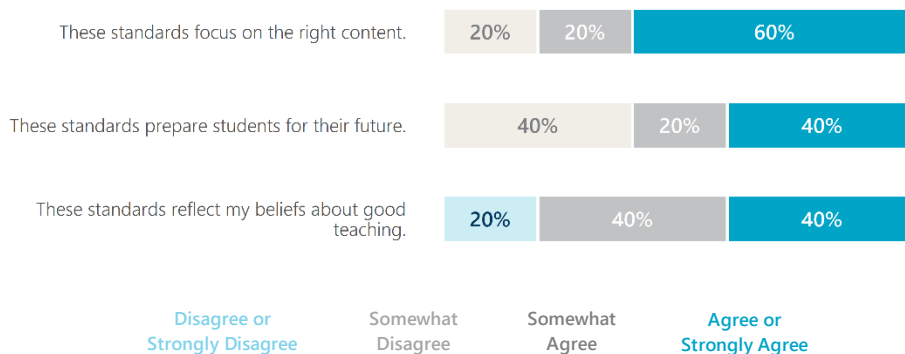
Leaders with High Expectations

2 of 5 Leaders

40%

Average Expectation Score

High Expectations Zone

5
4
3
2
1
0

2.25

Overall

● Individual Leaders   —— Average

Leader Expectations

Question	Disagree or Strongly Disagree	Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
These standards are appropriate for the students in this school.	20%	20%	20%	40%
One year is enough time for students in this school to master these standards.	40%	20%	20%	20%
It's fair to expect students in this school to master these standards by the end of the year.	40%	20%	20%	20%
All students in this school can master these standards by the end of the year.	60%		20%	20%

Disagree or Strongly Disagree | Somewhat Disagree | Somewhat Agree | **Agree or Strongly Agree**

We also asked leaders about how much they supported the standards generally: **60%** of leaders supported the standards.
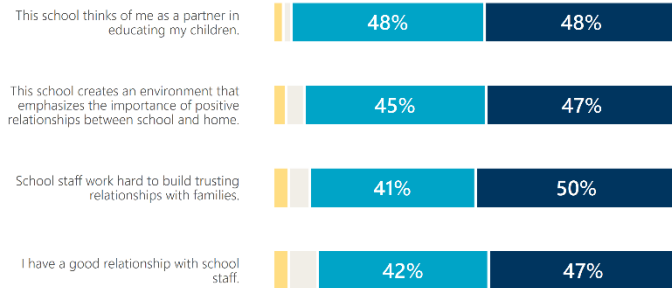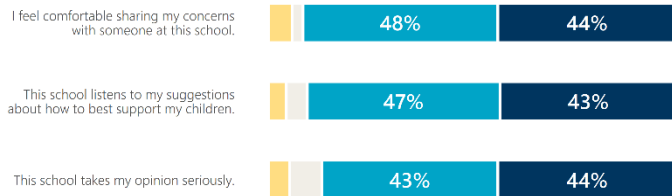
Support for the Standards

Question	Disagree or Strongly Disagree	Somewhat Disagree	Agree or Strongly Agree
These standards focus on the right content.	20%	20%	60%
These standards prepare students for their future.	40%	20%	40%
These standards reflect my beliefs about good teaching.	20%	40%	40%

Disagree or Strongly Disagree | Somewhat Disagree | Somewhat Agree | **Agree or Strongly Agree**

FAMILY PERCEPTIONS

We received survey responses from **157 families across 8 schools**.[5] Families were asked several questions about their perception of the quality of experiences their student(s) were having in school and their partnership with the school.
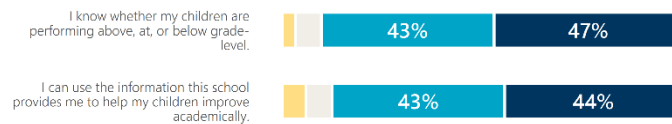
Family-School Partnerships: Trusting Relationships with School
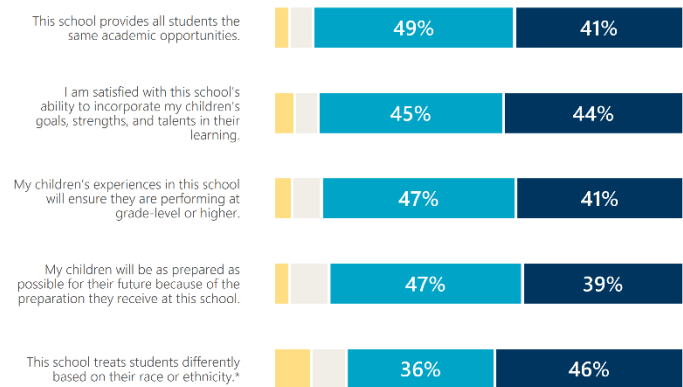
This school thinks of me as a partner in educating my children.	48%	48%
This school creates an environment that emphasizes the importance of positive relationships between school and home.	45%	47%
School staff work hard to build trusting relationships with families.	41%	50%
I have a good relationship with school staff.	42%	47%

Family-School Partnerships: Value of Feedback

I feel comfortable sharing my concerns with someone at this school.	48%	44%
This school listens to my suggestions about how to best support my children.	47%	43%
This school takes my opinion seriously.	43%	44%

Family-School Partnerships: Information about Student Progress

| I know whether my children are performing above, at, or below grade-level. | 43% | 47% |
| I can use the information this school provides me to help my children improve academically. | 43% | 44% |

Overall Satisfaction

| Overall, I am satisfied with this school. | 10% | 33% | 52% |

Quality of Student Experience

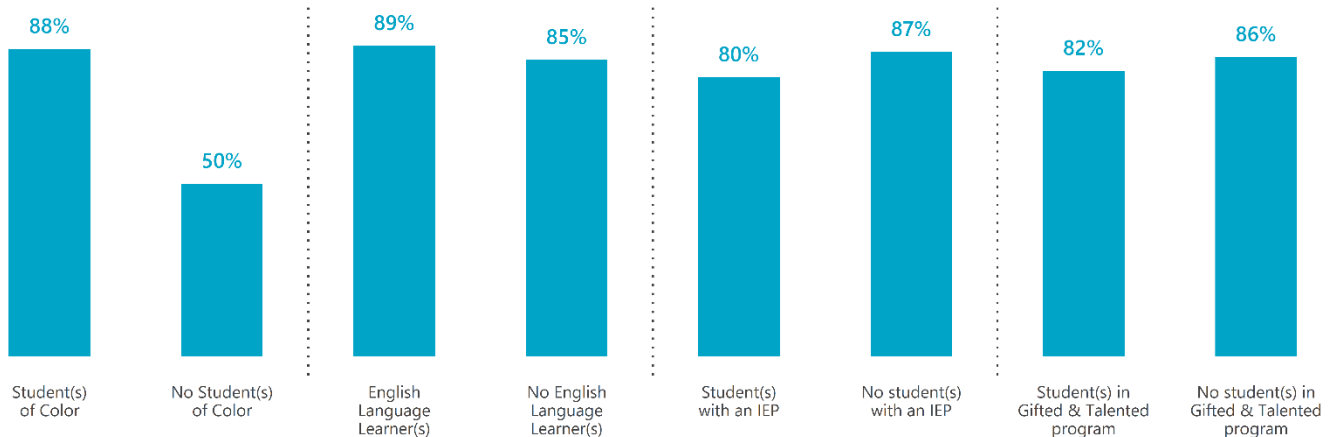| This school provides all students the same academic opportunities. | 49% | 41% |
I am satisfied with this school's ability to incorporate my children's goals, strengths, and talents in their learning.	45%	44%
My children's experiences in this school will ensure they are performing at grade-level or higher.	47%	41%
My children will be as prepared as possible for their future because of the preparation they receive at this school.	47%	39%
This school treats students differently based on their race or ethnicity.*	36%	46%

Strongly Disagree *(Strongly Agree if reverse coded)* **Disagree** *(Agree if reverse coded)* **Agree** *(Disagree if reverse coded)* **Strongly Agree** *(Strongly Disagree if reverse coded)*

Note: Values under 10% not shown. * implies the question is "reverse coded", such that more disagreement represents a more positive opinion about the school.

Overall Satisfaction with School by Student Groups

Student(s) of Color	No Student(s) of Color	English Language Learner(s)	No English Language Learner(s)	Student(s) with an IEP	No student(s) with an IEP	Student(s) in Gifted & Talented program	No student(s) in Gifted & Talented program
88%	50%	89%	85%	80%	87%	82%	86%

Strongly Agree or Agree

Note: 155 families responded about their overall satisfaction with the school. This included 125 families with student(s) of color and 6 families with no student(s) of color; 18 families with English Language Learner(s) and 126 families with no English Language Learner(s); 35 families with student(s) with an IEP and 109 families with no student(s) with an IEP; 11 families with students in a Gifted & Talented program and 133 families with no student(s) in a Gifted & Talented program. The remaining responses did not provide demographic and/or programmatic information about their student(s).

[5] We did not receive any survey responses from families at Joseph E. Johnson Jr. School, so these results do not represent perceptions of that school.

TEACHER PERSPECTIVES

We conducted **9 teacher focus groups** during which teachers spoke with us about a range of topics, including curriculum, support, and their vision for excellent instruction. Below is a summary of trends as well as direct quotes from teachers.

Teachers across the WLC share common ideas about strong instruction, but they don't believe there is a clear and shared vision for its execution that staff are driving toward.

TEACHER VOICES

"It makes my heart glad when I see it. I think that it's seeing the kids apply what they have learned and that they have a great understanding, so they can be successful at it. Seeing kids who did not understand or get math, you see one ounce of improvement, you see them go."

"Students having instructional level work and not having things that are too high to make it inaccessible."

"Effective instruction is student-led learning; giving students more responsibility and chances to represent their thinking, in different forms, like drawing, writing. It's learning from one another through small groups."

"Students are asking questions, building on what classmates say and do, listening, activating prior knowledge, and being respectful."

"Teachers are modeling, differentiating, letting students lead, having the wherewithal to step back and let students teach the class, let them know it is okay to make mistakes, communicating with administration and families regarding student progress."

"I have not seen a shared vision."

"No [there isn't a shared vision]. We haven't come together…to put those things in place."

"We don't have someone helping us get on the same page. You have a few strong teachers who are consistently the voice…"

"I have no idea [if all teachers and administrators at our school share the same vision of excellent instruction in math and ELA]."

"Vision wise, perhaps there is alignment, but as for application, not all."

At many - but not all - WLC schools, teachers report that the high need for student behavior management and support is one of the most central barriers they face in impacting student achievement.

TEACHER VOICES

"We have to shorten lessons due to what we deal with in the classroom."

"[Behavior intervention and follow-through] is inconsistent across the grade bands…The handbook talks about restorative practices, but we have never been trained in restorative practices. They will mostly show us a video but that is about it. No one comes into my room, and I am not receiving any feedback on what is happening."

"You can do anything here; you can even hit the teachers."

"Everyone is trying to stay with the pacing guide and some teachers must mesh lessons together just to stay on track, especially if you are losing days to behavior."

"Students know that they can get away with things. They can turn up and be disastrous. They don't care about being written up."

"Students want to go to in-school suspension, because you get a hot lunch, you get to sit there, you get to walk around the school with the interventionist."

"My students are traumatized of the 5th graders. They don't want to walk the halls."

"I was told last year to shut my door because there were so many behaviors."

"When we have additional people in our rooms to support behaviors, the amount of work we can accomplish triples."

"Even now, our conversation is geared around the students who need help the most. No one is mentioning the kids who are sitting on the rug eager to learn."

Teachers at every school in the WLC report that they are expected to consistently use district approved curricula, and at every school, teachers resoundingly share concerns about their students' ability to access these materials.

TEACHER VOICES

"Across the board, we must use district approved curriculum."

"The curriculum for math is *Bridges* and the curriculum for ELA is *Benchmark*. We can't make decisions – we don't get a choice. Even in intervention, it is laid out for us what intervention can be used."

"We all use the district curriculum. That's what we all are supposed to be using."

"We have no choice."

"We use the district-mandated curriculum – we are told this is what we use. We get told everything."

"The curriculum is so complex for the type of students we have. We have a lot of students who can't read or do math, so throwing these assessments at students feels like we are setting them up for failure as opposed to supporting students to success."

"I combine things all the time, all the book exercises we do. The lesson presentation is on my own. The book is too difficult for them. The textbook is awful and that's why I do the worksheets. It is all words, no color or illustrations."

"The students look at you like you have ten heads. Some of the students just don't get it. We can't keep leaving them where they are without bringing them up some, but we are bringing them up too far. We want students to master a standard before they move on, but the curriculum moves too quickly, and they end up not mastering anything."

"With the *95 Core Phonics* and *ReadyGen* in general, now that we are moving forward, it is not review items. We are moving on to topics that seem far advanced for most of our kids. It's tough for most of our kids, this is the first year they have been doing this."

"*Bridges* and *Benchmark* are way too advanced for this population. We don't make decisions about what we use. Our test scores are based on the curriculum, so I try to use it. I must do a lot of planning to ask those probing questions, and the lesson comes out okay, but there is so much that comes with it."

"We all use *Benchmark* for reading which has good pieces and pieces that would work, but it depends what demographic you're using them with. Our students are off to a rocky start or don't have exposure, like writing or recognizing letters so sometimes they're just labeling with a first letter of a word. I think we have to tweak it. It's expecting too much for where our kids are at—they haven't been to PK or had that exposure at home. Most couldn't write or recognize their names. It's not taking kids and starting points into consideration."

"I'd rather give my low kids something from *TPT (Teachers Pay Teachers)* - I do a lot of differentiation - they trace it, write it, find it, build it, etc. With *Benchmark* it's not differentiated. I don't want students to stress out and not do it, so if some kids are just tracing, they're just tracing. I would give the high kids something more like trace, then use it in a sentence."

"There isn't equity in the curriculum. It's built on having background knowledge about certain things they don't have. When we went out to the suburbs last year, the kids did a lot better with it."

"Our curriculum is not really appropriate for our students and our demographic. Our teachers have to figure out how to fill in those gaps. If they had something more relatable it would help."

"I don't feel that we are doing the best that we can for our special education students with this model. Even with the special education teacher in my classroom, it is still going over the students' heads. It is so far between their ability and the grade-level, that students do not understand what they are doing. The special education goals and curriculum are not aligning."

Teachers across the WLC share a desire for professional development opportunities that allow them to internalize and practice with the curriculum they are expected to use, and to build skills within the grade band and content area(s) they teach.

TEACHER VOICES

"[The trainings] are too broad, like K-8 training. There need to be smaller grade bands so that the PD feels more specific to the age group of students."

"[I'd like to receive] appropriate grade level supports. Sometimes, the people supporting us don't have an understanding of the grade cluster they support."

"Recently, we observed each other in teams. I think if we could do that more, that would be supportive, because you are looking at a colleague with the same kids."

"Almost all the other schools have school-based coaches. We need this."

"District PD really spoke to me about classroom structure. How you want kids to operate in your classroom … Teachers like the ideas but don't always know how to follow through."

"There is no instructional coach [at my school]…and we are expected to just know things already, and we need that support. There really needs to be an instructional coach for us. We do not receive the same coaching support as the suburban schools. We would like to have our own coaches here at the schools for additional support."

"We don't have a lot of PD around instruction and what we should be doing with our students. We are all doing what we need to do to survive."

"We do a lot of PD but it would be more helpful if some of it is centered on the curriculum for new teachers. They assume we're all on the same page when we're not."

"PD needs to benefit us, not be useless. We really need the curriculum broken down—reader's theatre, leveled books, lots of resources we could be using but no one has walked us through or modeled it for us."

"We really need curriculum-specific training."

"The district professional learning is really for higher grades [upper elementary – high school], so we have to do our own thing. In my first year, I went to three days of training and none of it was about kindergarten. I had to keep saying "what about kindergarten?" It's sad because we are the foundation, and we don't get support."

"We had a *95 Core Phonics* training before school started but we haven't had much support since."

"They could do a better job giving us supports, like with *95 Core Phonics*. We got a training, but I can't say it was a real training. It was over Zoom and more like a, 'here's what you do'. There were questions asked that never got an answer."

"The professional developments seem very product pushy. I moved grade levels, so I had to redo the training. It was not as much, 'how to do it', it was 'here's what's in it'."

"A lot of teachers came on after PD had gone out about *ReadyGen*."

"On the rare occasion that I get to talk to other teachers who teach the same thing, that is super helpful."

"Most of the time when we have PD, we are forgotten about."

"Our trainings are not necessarily teaching us *how* to do the lesson or use the book; they are more like, here are the materials."

"When we get into a meeting and we are told that a student can't meet the skills of the standard, we are just expected to come up with a solution with no guidance."

Teachers across WLC schools see families as valued partners; but acknowledge that there is work to do in enhancing caregiver engagement, particularly related to academics.

TEACHER VOICES

"Having *Children's Families First* is wonderful. They are the providing the basic needs for students so that it is not the focus during instruction. They have a ton of resources."

"We give out a lot of resources, like coats and hats in the wintertime. The community partnerships have been really beneficial to our students. If other schools had that, it would be great."

"I think families are seen as valued partners at [our school]."

"We have parent night, conferences, and family engagement activities. We have access to services to support families, including a barber and translation services."

"I do feel a lot of support from families."

"We need to get more parents involved with the students' reading. Reading is not just depending on the teacher and school. We should talk about it directly."

"I wish we had something to break down what we are learning during the day, so parents could help out at home. We hear so much that they don't understand the new type of math, so if we had a medium for them to learn, that would be helpful."

"We need to find a way to get parents interested in what they [students] are learning."

"Somewhere along the line there is a disconnect between parents and teachers because no matter what happens, they are immediately over your head and talking to admin or the district, somewhere along the lines between the community and teachers, it has been fractured."

"They don't show up for academic events. Our conference class average is about 8-9 families."

"We'd like to see them as partners, but we need more than the same families engaging."

"Our principal stresses connecting with families and telling families this is what I need from you for your child to be successful."

"We had a literacy night and very few people showed up. I don't think it's a lack of caring, it is that families are focused on other things."

Teachers at every school in the WLC share their experiences, as well as hopes and dreams for the future, that make them committed to their challenging and imperative work.

TEACHER VOICES

"You want to try and put [school] together, so it is more structured and welcoming, an oasis and safe place. Coming out from the community and wanting students to come in and feel safe. I want students to walk in the door and block out the world for eight hours."

"When I think about 'Do you belong?', I want them to know that they belong in my classroom. Every day, we come in and do the best that we can to make students feel like they belong."

"On pep rally day, I saw something that got me hyped. I saw the drumline and they were awesome. I said to myself, 'can other students tap into talents that are not basketball or drumline?' Drummers were the highlight for me. To see them move while they were doing that – it made me hopeful. There is talent here, and we need to tap into that talent [with] student leadership opportunities and clubs."

"This is the first school I have been at where they address the whole child."

"There are positive feelings when kids come into the school."

"I had kids say, I wish it was Thursday, I want to stay another day."

"The relationships with the kids. The teachers show up and want to be there."

"Even the relationships with other teachers. If you see your colleague crying, you will take their kids."

"I can send a kid to other classrooms for support."

"We have a very strong staff. A lot of people stay here because of the relationships built with our colleagues. The morale and relationships within the staff are important. I feel like the kids can feel that and it adds a safety element to them."

"I do make accommodations but give them [my students] the same work because they need to see this stuff. With students with IEPs and MLLs…I give them the tools they need to access the materials."

"I want to watch the kids grow up and call me when they are in high school."

LEADER PERSPECTIVES

We conducted **9 school leader interviews** during which the school leadership team spoke with us about a range of topics, including school priorities, curricular materials, and teacher and leader supports. Below is a summary of trends as well as direct quotes from school leaders.

School leaders across the WLC share a desire for all students to access grade level content; but feel challenged in supporting their teachers to make that a reality through the current curricula and support systems.

LEADER VOICES

"Excellent instruction is fidelity to Tier 1 curriculum—using curriculum as expected. I'm going to use integrity instead of fidelity. Learning activities and experiences should match the standards."

"Excellent instruction includes using the curriculum with fidelity but meeting the needs of the students."

"That is the message we send ad nauseum. They should be using district-approved, research-based curriculum. We should not see *Teachers Pay Teachers* or random stuff."

"The leadership team works hand in hand to make sure that teachers are doing what they are supposed to do and exposing students to the Tier 1 instruction."

"I want teachers to be exposing students to the curriculum while still holding them to high standards; meeting them where they are at."

"Teachers are using the district prescribed curriculum. Our scope and sequence comes from the district, and everything is communicated by the district.

"They [the district] want students to stay on pace, which is needed."

"We don't have that many experiences to have professional development, so that has been the ask - I have requested that a couple of times."

"We didn't select *Benchmark*. So, we have made the best out of it. We're making the best out of it. It may not be our ideal choice."

"What we have found is that it may not be what we would have chosen for our students, but we're forced to have it. So, we did get the opportunity to choose the supplemental things, which is now what we use for our small groups."

"Generally, what happens with curriculum selection is they will pilot something. This comes down from the directors of ELA and/or math. The curriculum is piloted at a particular school or schools and if it works for those kids, they'll put it in all the schools. I don't necessarily agree with that, but that's how they do it."

"One of the things I've shared - one of the things we've all shared is [our school district] is unique in that – all four schools have felt deprived. Our teachers feel, and sometimes have witnessed, the difference in the equity of what their colleagues may have in the suburban school locations. Oftentimes, they may feel not included (that they don't fit in the overall Professional Development offered at the district level)."

School leaders across the WLC believe that teachers need professional learning experiences that are more hands on, in which they get access to coaching and collaboration specific to the needs of their students. Leaders don't feel that they themselves are equipped with the time and capacity to support teachers effectively.

LEADER VOICES

"We lack time in providing effective, strategic PD. We have so much we could train them on, but we don't have the time to block out these 4 hours...How do we get effective training so that most (and I want all of them) get trained?"

"When they pilot new programs, we need to receive special trainings to make sure that we are prepared to support new teachers."

"As far as training for the curriculum, the trainings are offered but not mandated. I prefer it to be mandated so that we all become knowledgeable about it."

"I would like to have a math coach. We have our ELA coach, but do not have a lot when it comes to the math side of things. I think a math coach would complete the needs of the building."

"When it comes to teacher professional development, we need it to be more consistent and personalized. We have online training, but you can be doing a million other things when this is happening. I don't really view it as effective, especially with it being online. It needs to be in person. It needs to be more small group."

"The training might look good on paper, but then when you go to classrooms, you see all the issues. Let's give them what they need to be equipped to use it in the classrooms. Don't make it so that we are working out all the kinks in the first month."

"It is hard when we want to talk about RTI and rigor, for our teachers who live in the city and teach in the city, but they are sitting in sessions of teachers who teach in the affluent suburbs. We need to differentiate trainings for teachers, just like for students. How do you keep up when your kids are already 2-3 grade levels behind?"

"I think that years ago, the district had data coaches when we first adopted the PLC, and we had people who helped lead and drive it. If you aren't experienced with what an effective PLC looks like, you don't know."

"[Earlier we] talked about behavior – staff are wondering how to handle that."

"The teachers received training on the new phonics curriculum in June when we didn't have access to the curriculum."

"Professional development used to be hands on. I feel like this gave teachers the opportunity to ask questions in-person versus on the screen."

"I would like to see teachers doing the professional development. Many of the schools I have been in, there are people who do things very well. I would love to see them get a chance to share what they are doing."

WLC school leaders see families as valued partners and hope to cultivate and see increased engagement from caregivers in students' academics.

LEADER VOICES

"We have a lot of resources here at the school for families. If you are lacking, we have resources here to help."

"We have a PTA where families can get involved. We have family engagements each month, for parents to participate in. We try to make them fun, so they can get the resources or information they need. We make them feel supported."

"The current level of parent involvement is relatively low, resulting in the absence of a PTA/PTO. While a few parents are engaged, there's considerable room for improvement in this area. Our family engagement initiatives have seen varying and inconsistent attendance."

"We had a great number of parents show up for Wildcat winning assembly, where we celebrated student performance in academics, as well as behavior milestones."

"So yes, it is important...I believe we push it out to parents. The actual attachment to academic pieces, I'm seeing a lot more of because of this new Math curriculum. I've seen on *Class Dojo* that teachers are including the videos from the curriculum parents can look at to help students. So, the goal is not to just tie in the fun stuff, but to give parents the ability to support their students while at home."

"We also have some staff who are doing home visits, reaching out to families, and meeting them where they are to reach out and invite them. That, I would like to see more of. I would like to have every family here have

an opportunity to have a parent-educator (I believe in parent-teacher models, where we all need coaches to help us guide in that parenting process).”

“Going back to the meeting we had here last month, a lot of the support members are from parents in the school.”

“For parental involvement, for parents who are not regularly involved in academic conversations, we need to get them asking the right questions.”

“We know they love their children, but we want them to focus on what matters the most.”

WLC Leaders see great talent and promise in their staff and believe that with the right supports, their school communities can thrive.

LEADER VOICES

“[There is] Intrinsic motivation and willingness [in teachers] to be coached. Teachers show up and they want to be better.”

“The [teachers] you have been seeing all day – their heart is in the right place, and they care about these kids.”

“Our staff loves to learn. We have a huge group of learners here. I haven’t met anyone here who isn’t willing to learn.”

“The adults love to be here, we love to be here, and we see the children love to be here; they cry when it's time to go home sometimes. Children run in here; they can't wait to get in the door, and parents feel welcome here.”

“We’ve been able to together create this safe, warm, welcoming place, where people feel valued, they feel celebrated, and we strive to make it look good and keep it looking good. That’s what helps kind of foster that energy that we know is needed; the compassion – we have a motto here that “we are our brothers and or sisters' keeper,” and in that, that means not just for each other, but our families are our brothers and our sisters too. And so, when you look at your respected community in that way, you’ll have better interest and care.”

“There’s definitely a difference but having the opportunity to share with 8 other schools - or the 5 others that are within Red Clay and Brandywine - and hearing their shared stories (especially stories centered around family and students) are so helpful; it’s so welcoming.”

“We support one another.”

“The relationship building is the thing that has the most positive impact on student outcomes.”

“We have so many areas of need, but there’s so much to celebrate too. It’s just a matter of getting some of those systems and structures in place.”

RECOMMENDATIONS

A major finding across WLC schools is that assignment quality is relatively high with teachers submitting assignments mostly from their district-approved curricula. Students spend 68% of their time with grade-appropriate assignments, and during observed lessons, grade-level content is at the center of the lesson 86% of the time. At the same time, instruction in classrooms still largely does not offer students the access they need. Students spend only 45% of their time experiencing strong instruction, and classes with higher proportions of students of color in the WLC were more than twice as likely to experience worse instruction.

Another major finding across WLC schools is that a much larger percentage of teachers and leaders than we typically see across the country do not believe that their students are capable of grade-level work on the expected timelines, and do not feel supported to help their students access grade-level work.

Based on these findings, we recommend the WLC consider the following priorities:

1. **Invest in support directly to school leaders and other instructional leaders.**

   Ensure that existing leaders receive coaching and support that includes a tight focus on creating and sustaining clear school-wide instructional visions for each content area and a plan for collaboration with, investment of, and follow-through with staff to support these visions coming to life in the classroom.

   Where schools require more staffing capacity to carry out instructional leadership, invest in hiring and supporting instructional coaches who can spend at least half of their time lesson and unit planning and coaching in classrooms with teachers.

   Resources:
   - *TNTP assignment and observation protocols for each content area*
   - *Vision Statements and Tools*

2. **Invest in intensive, practice-based learning opportunities for teachers, that are relevant to their content areas and grade bands and that focus on planning and implementation with their curricular resources.** For the impact of high-quality materials to show up in classroom instruction, teachers need time to internalize grade-level standards, curricular materials, and expectations for data reflection. We have seen teacher expectations and classroom practices shift quickly, with an immediate impact on students' experiences, when teachers are provided this type of support through side-by-side lesson planning, observed lesson implementation, and immediate reflection on student work coming out of the lesson. As a Collaborative, prioritize finding ways to support teachers having access to this type of planning time and support resources.

   Resources:
   - *Lesson Planning tools that support teachers to shift the lift to students*
   - *Short guide to creating text dependent questions*
   - *Targeting aspects of rigor in Math lessons*
   - *TNTP Student Work Library – access student work at each grade level to norm on expectations for student work*
   - *TNTP's Good to Great program*

3. **Model and support leaders and teachers to develop an equity mindset, believing that all students can and will achieve and that teachers and leaders *can* impact student outcomes. Regularly challenge deficit mindsets and language.** Only 16% of classes had teachers with high expectations, and only 40% of leaders had high expectations for the students in their school. Teachers and leaders report feeling that their students have learning needs that they are not able to sufficiently meet to support students to meet grade-level standards. These beliefs and experiences may be a reason why students aren't being provided enough opportunities to own the thinking during classroom instruction. Support learning and development around teacher and school leader efficacy to cultivate more productive beliefs.

   Resources:
   - *The Past and Future of Teacher Efficacy*
   - *Restoring Teacher Efficacy*

SCORECARD APPENDIX

How we studied students' opportunity and how to interpret the results

How we chose classrooms and students

Even though we did not visit every single classroom in the nine schools in the Wilmington Learning Collaborative, the data included in your *Scorecard* is representative of ELA and math experiences in grades K-8 for all students in these schools – Harlan Elementary School in Brandywine School District; Pulaski Early Education Center, Stubbs Early Education Center, The Bancroft School, and The Bayard School in Christina School District; Evan G. Shortlidge Academy, Joseph E. Johnson Jr. School, William C. Lewis Dual Language Elementary School, and Warner Elementary School in Red Clay Consolidated School District.

We accomplished this by randomly selecting ten ELA and math teachers total in each school, and, for each selected teacher, randomly selecting two classrooms to study. Some schools had less than ten ELA and math teachers total to select from; in those cases, all ELA and math teachers at the school were selected. At one school, we randomly selected 12 teachers to participate due to scheduling considerations. What's crucial is that our approach did not bias certain teachers or classrooms – all classes had an equal chance of being picked. Therefore, we constructed a representative sample of classrooms. Much like political polls can accurately estimate the proportion of people voting for a candidate with a relatively small sample – for example, one of the leading polling organizations, Quinnipiac University, estimates the preferences of millions of registered voters by sampling just about 1,000 people – we can accurately understand the typical student opportunity in these nine schools by sampling experiences from a subset of classes.

How we collected data and how we scored it

Data for each component of the *Scorecard* came from a different source:

- **Assignments**: Teachers provided a blank copy of three assignments given to students in each of their sampled classes. Teachers were also asked to provide six samples of student work on one of the assignments submitted for each of their sampled classes, fulfilling the following criteria: samples from two students who typically perform at the higher end of the class, samples from two students who typically perform in the middle range of the class, and samples from two students who typically perform at the lower end of the class. All assignments and student work samples were reviewed by trained and normed raters, who scored them on TNTP's assignment rubric. Grade-appropriate assignments are those assignments that scored sufficiently high on the three domains of this rubric: content, practice, and relevance. Each student work sample was assessed on whether or not the student met the expectations of the assignment, as communicated by the directions and/or scoring key (if no directions and/or scoring key was provided, raters assumed 80% accuracy and completion meets the assignment expectations), and whether or not the student met the expectations of the target standard(s) for the assignment. For each assignment, teachers indicated whether they obtained it from their district's or school's curriculum (and identified the curriculum) or made it or found it elsewhere (and identified the source). For each assignment, teachers recorded how much class time they spent on the assignment. For all *Scorecard* analyses on assignments, we weight assignments by the time spent on it, so that an assignment on which students spent 40 minutes, for example, counts twice as much as an assignment on which students spent 20 minutes. The *Scorecard* analyses on student work samples are not weighted by time.

- **Instruction**: All teachers participating in the Scorecard were observed teaching a portion of one of their sampled classes by a trained and normed TNTP reviewer. We attempted to observe each teacher at least once, except for two teachers who were on a field trip on the day of their school's observations and one teacher who had a planned absence on the day of their school's observations. Lessons were defined as exhibiting strong instruction if the observer scored it sufficiently high on the four domains of the observation rubric: learning culture, grade-level content, instructional practices, and student ownership.

- **Student Perceptions**: In all selected grade 3-8 classrooms, students took a brief daily classroom experience survey at the end of class every day for three days. In all selected grade 3-8 classrooms, students also took a brief one-time survey about their background and general experience in school. Questions on these surveys are linked to the specific constructs reported in the *Scorecard*.

- **Teacher Expectations:** All teachers participating in the *Scorecard* responded to a set of questions on a one-time survey for each of their sampled classes. Questions on this survey are linked to the specific constructs reported in the *Scorecard*.

- **Equity**: To determine the proportion of students in a class who were students of color, English Language Learners, or students with IEP/504s, we used the demographic data provided by each district's central office in collaboration with the Data Service Center. This way, these class-level classifications represent the official proportions for each class. For prior achievement, we averaged the ELA and math Smarter Balanced Assessment scores from the 2022-2023 school year for all students in the class.

Only classes with at least 10 students with a prior test score in at least one subject were included. Therefore, some classes were not included in the analyses of prior achievement.

- **Leader Expectations:** All leaders of the schools participating in the *Scorecard* responded to a set of questions on a one-time survey about their school. Questions on this survey are linked to the specific constructs reported in the *Scorecard*.

- **Family Perceptions**: All families with students in these nine schools were invited to take a brief one-time survey. Questions on this survey are linked to the specific constructs reported in the *Scorecard*.

How we analyzed data

Estimating the number of hours over the full school year
For most analyses in the *Scorecard*, data is represented as simple percentages. To better explain what these percentages mean for students, we assume that the percentage calculated during the official *Scorecard* site visit would be the same had we collected data the following week, or the week after that, or any week during the school year. Thus, we can extrapolate the proportion of time spent on, for example, grade-appropriate assignments, in the week we collected data to the entire school year. The typical school in the United States has 180 days of instruction, so to make the calculation easier, we assume the typical class is 1 hour long for 180 days, or 180 hours for the entire school year.

We know that districts and schools vary from this 180-hour benchmark but think the simplicity of keeping a constant benchmark across schools and districts makes the results easier to interpret. Thus, for all analyses that display the number of hours in a school year with a certain opportunity, we simply multiplied the calculated proportion from our data by 180.

Reported means
Most analyses in the *Scorecard* are simple calculations of averages and percentages. These values mostly represent raw means and distributions. Two exceptions are assignments (not including student work samples) and student surveys. Because we have multiple scores for each classroom, we first calculated results at the classroom-level, and then took the mean of the classroom averages. This way, each classroom counts equally. For assignments (not including student work samples), we also used weighted means that account for the length of time spent on the assignment. When showing the average for each classroom, we used a multi-level model that "shrinks" classroom averages to the average of all classrooms in the same school and subject based on the number of assignments submitted. This "shrinkage" process is common in educational research and helps protect against outliers.

Comparing opportunity across student groups (equity)
Equity analyses are based on separate linear models predicting each *Scorecard* resource. We modeled each standardized resource score as a function of class grade, class subject, and the proportion of students of the given demographic group in the class. For assignments and student surveys, we used multi-level models at the assignment- and survey-level, respectively, and included random effects for classes to account for the fact that multiple responses come from the same class.

Demographic variables were scaled so that 1-unit represents a change in the demographic composition of going from an average class in the bottom quartile (i.e., lowest proportion of students in the demographic group) to the average class in the top quartile (i.e., highest proportion of students in the demographic group). For students of color, this represents going from a class with 83% students of color to a class with 100% students of color; for English Language Learners, this represents going from a class with <1% English Language Learners to a class with 36% English Language Learners; for students with IEP/504s, this represents going from a class with 3% students with IEP/504s to a class with 34% students with IEP/504s. For average prior achievement, a 1-unit change represents going from the average class in the bottom quartile of prior achievement scores to the top quartile. The estimates for these 1-unit changes are represented in the *Scorecard* along with error bars representing twice the estimated standard error – a rough 95% confidence interval.

To estimate the probability that students in a top quartile class (based on demographics or achievement) had a better/worse experience, we used the estimate and its estimated error to simulate values for different demographic categories in order to calculate the proportion of simulations that one demographic group outscored the other. This approach follows Gelman & Hill's *Data Analysis Using Regression and Multilevel/Hierarchical Models* (2007, page 273). We then divided the probability of having a better (worse) experience by the probability of having a worse (better) experience to calculate the likelihood of having a better (worse) experience. This value is known as a risk ratio.