



CLASS MEASURES

**Supporting districts and schools to optimize the impact of English
Learner strategies and close the EL student achievement gap**



EMPOWERING THE WORLD OF EDUCATION

ABOUT CLASS MEASURES



754 schools in 113 districts visited by our Outside Education Experts

using the Diagnostic Tool for School and District Effectiveness as part of our ongoing partnership with the New York State Education Department (NYSED)



More than 20 states and 30 districts

outside of New York State have benefited from our 3-stage school improvement process



38 schools in 10 districts reviewed

as part of our project with the Alabama State Department of Education



Over 300 consultants

help deliver our school improvement services, including expert leads in English Language Development, Special Education, Culturally Relevant Curriculum, Equity and Diversity, Blended Learning and Evaluation practices



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The Class Measures school improvement process has evolved with the nation's changing priorities and has been implemented by Departments of Education, schools and school districts, Charter School Authorizers, and Charter and Educational Management Organizations to embed continuous improvement in their schools.

The challenge to schools and organizations responsible for improving schools is to lay the foundation for sustainable improvement. Our customized and comprehensive approach supports that by providing decision makers with the objective, detailed information they need to improve school performance, and the tools to embed sustainable best practice.

The Class Measures English Learner solution supports districts and schools to close the student achievement and opportunity gaps through an end-to-end school improvement service. The three-stage proven process combines quality school review, action planning, and school improvement methodologies to harness the potential of leaders, managers, and all instructional staff, and then optimizes that potential in every classroom in order to close the EL achievement gap.

“The school review and action planning processes have led to measurable improvement in all schools where Class Measures have worked. The results of their work have provided our district with a comprehensive action plan for each school. I feel confident in recommending Class Measures; they are thorough, very easy to work with and simply use their outside expertise to help you do the hard work of figuring out what needs to be done to improve your schools.”

**PATRICIA KING, DIRECTOR OF TITLE PROGRAMS,
ST CLOUD AREA SCHOOL DISTRICT**

Quality School Reviews

A comprehensive measure of the effectiveness and impact of EL instruction

Action Planning

A roadmap for the future development of EL instruction

Improvement Strategy Implementation

Embed best practice; build on internal capability and capacity

A specific solution for specific issues

“Federal and state agencies and organizations that fund and regulate programs and services for dual language learners should examine the adequacy and appropriateness of district- and school-wide practices for these children and adolescents.”

RECOMMENDATION #3, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures (2017)*

Specifically, our school improvement, equity and English Learner experts address the following issues faced by school and district leaders:

- **Identifying programming and instructional gaps that should be addressed to improve school performance**
- **Shortfalls in EL teaching staff credentials, positive experiences, and confidence**
- **Understanding of classroom strategies that integrate content with language learning and target the development of academic language in English**
- **Understanding of how to best utilize funding resources and district support to move forward and build on-going best practice**
- **Developing strategies that address the widening diversity of home languages among learners**
- **Developing appropriate lesson planning techniques, rapid progress models, or co-teaching models**
- **Establishing a roadmap for the future development of EL provision**
- **Embedding sustainable best practice in schools and districts to build on internal capability and capacity**
- **Embedding EL teaching strategies in the ESSA comprehensive needs assessment**
- **Focusing on the goals set within state ESSA plans that have school-based implications**

STAGE 1:

**EL-focused Quality
Review - A comprehensive
assessment of the school's
EL instruction**



STAGE 1:

*EL-focused
Quality Review - A
comprehensive
assessment of the
district's or school's
EL instruction*

Every school and every district is different, which is why we start all our programs with Quality School Reviews. We meet with organization leaders to identify a cohort of schools to work with based on the organization's objectives, and our specialists will work with you to optimize how the program is delivered so you reap the maximum benefits.

Schools may be chosen based on their performance, the size of their EL population, how well they represent the organization's portfolio of schools, or how well schools might be able to help disseminate best practice.

Alternatively, individual schools may engage with us directly with their own specific set of objectives.

The EL-focused Quality Reviews are data-driven and evidence-based. Our methodology includes a review of documents, interviews with school leaders, teachers, parents, and students, and classroom observations. The Quality Review report includes findings that identify programming and instructional gaps that should be addressed to improve school performance. The report also includes and prioritizes action planning to address report findings.

STAGE 1:

*EL-focused
Quality Review - A
comprehensive
assessment of the
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EL instruction*

The reviews lay the foundation for sustainable improvement in EL provision, providing organization and school leaders with:

- **A measure of the effectiveness and impact on ELs of the organizational structures in the district's schools**
- **A measure of school improvement efforts, both for schools, districts, and states as well as for use in satisfying the monitoring requirements for state and federal grant programs**
- **A diagnostic tool leaders can use to identify action planning priorities**
- **An internal measure of progress both on a periodic and routine basis as well as in preparation for regulatory visits**
- **An assessment of the quality of instruction being provided by teachers to new ELs entering schools**
- **An objective view of schools' provision and capacity to improve**



STAGE 2:

**Action Planning - Laying out
the roadmap to improve the
teaching of English Learners
through effective and
impactful strategies**



STAGE 2:

Action Planning- Laying out the roadmap to improve the teaching of English

Once the reviews have identified the programming and instructional gaps that need to be addressed in order to improve EL performance, our specialists work collaboratively with leaders and stakeholders (including students, families and local community members and partners) to establish a roadmap for the future development of EL provision.

Roadmaps will typically address issues such as:

- **Instructional practices**
- **Behavior management protocols**
- **Adult and student behavior protocols**
- **Academic and personal outcomes**
- **Curricular design**
- **Parental and community relations**
- **The culture for learning**
- **Assessment structures**

STAGE 2:

Action Planning- Laying out the roadmap to improve the teaching of English

The action planning process culminates in the implementation of the most important priorities to drive improvements in instruction and raise standards. Final action plans will include:

- **Detailed success criteria and interim review benchmarks**
- **Consensus on the key components of each plan**
- **Identification of responsibilities for oversight and completion**
- **Predicted timescales**
- **Budgets for the financial resources that will be required**
- **Identification of the professional development that will be required**
- **Success evaluation criteria and timelines**

“Working with Class Measures provided me with the opportunity as a school leader to receive valuable input from a diverse group of qualified educators on how to improve the learning culture of my school. The process was very beneficial and inclusive. Administrators, teachers, staff members, parents, and students all were able to provide feedback on norms and common practices among all stakeholders. The feedback that Class Measures provided was non-threatening and practical. We were able to improve and optimize our learning environment as a result of their review.”

**ANTONIO WILLIAMS, PRINCIPAL AT LANIER HIGH,
MONTGOMERY PUBLIC SCHOOLS**



STAGE 3:

**Improvement strategy
implementation -
Embedding sustainable
best practice in schools and
districts to build on internal
capability and capacity**



STAGE 3:

Improvement strategy implementation - Embedding sustainable best practice in schools and districts to build on internal capability and capacity

The action planning process leads to the development of continuing professional development and teaching strategies that are right for each school and bring about the development of areas such as lesson planning, rapid progress models, or co-teaching models. Whatever the output for a specific school, the purpose of each element of the improvement strategy is to not simply give a short-term answer to the issue at hand, but to focus on the implementation and embedding of appropriate teaching and school improvement strategies.

Our approach will cover a multitude of disciplines, including for example:

- **Developing data walls to ensure that student performance data is understood and used throughout the school and enables teachers to plan lessons that matched to the learning needs of students**
- **Developing structures that support the planning of lessons that are rigorous and challenging and are aligned with state standards and district guidelines**
- **Monitoring the quality of instruction through a focus on instructional approaches that are most effective in enabling that learning to flourish**
- **Providing teachers with constructive feedback and setting specific goals that help them to improve their professional practice**

STAGE 3:

Improvement strategy implementation - Embedding sustainable best practice in schools and districts to build on internal capability and capacity

- **Sharing best practices through focused walk-throughs and the creation of classrooms that are centers of excellence**
- **Developing structures to ensure that discipline is administered in a measured and reasonable way throughout the school**
- **Scheduling frequent opportunities for teachers to meet collaboratively in Professional Learning Communities to plan lessons and share effective instructional strategies**
- **Developing in-school / in-district capacity for effective teaching of EL students; helping to train staff and support teachers to gain appropriate EL credentials**
- **Developing systems and strategies to ensure that instructional time is maximized**
- **Developing engaging partnerships with families and the local community that foster effective learning**
- **Ensuring that students leave school, college and/or career ready**
- **Ensuring that the social and emotional needs of the students are met**
- **Ensuring that all teachers have a clear understanding of the features of a culturally competent learning environment**






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“We now have a learning continuum to ensure the students have the pre-requisite skills to achieve. All the while, teachers are recording vital data in our student management system so we can easily evidence our progress. Now, 20% of our students are proficient in ELA (up from 2% in less than 2 years).”

JACQUELINE JEFFERSON, PRINCIPAL, CHILDREN OF PROMISE SCHOOL PREPARATORY ACADEMY, INGLEWOOD, CALIFORNIA (FOLLOWING WORK WITH JO CHEADLE, NOW VICE PRESIDENT FOR DISTRICT AND SCHOOL TRANSFORMATION AT CLASS MEASURES.)



Our evidence-based approach ensures your district and schools get the most out of EL strategies, and EL funding entitlement, by focusing on proven methodologies to improve instructional quality.

To understand how your district or school(s) can benefit from a customized and comprehensive approach to improving EL provision, get in touch with one of our school improvement specialists:



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CLASS MEASURES

Class Measures is the US subsidiary of Tribal Group plc, an international education services provider founded in 1999.

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