



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.2

**Meeting Date:** August 20, 2020

**Subject:** California Collaborative for Educational Excellence: Engaging in the Systemic Instructional Review Process

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Office of the Superintendent

**Recommendation:** N/A

**Background/Rationale:** Sacramento City USD met the criteria for a review and support process designed to assist us on our path to improvement in pupil achievement. Our school district meets the criteria established pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) whereby three or more pupil subgroups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard. Those student groups include students with disabilities, students experiencing homelessness, and foster youth.

**Financial Considerations:** N/A

**LCAP Goal(s):** College Career and Life Ready Graduates; Safe and Emotionally Healthy Student, Family and Community Empowerment, Operational Excellence.

**Documents Attached:**

1. PowerPoint
2. Systemic Instructional Review Support - handout

<p><b>Estimated Time of Presentation:</b> 25 minutes <b>Submitted by:</b> Christine Baeta, Chief Academic Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# Engaging in the Systemic Instructional Review (SIR) Process

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August 20, 2020

**CCEE**  
California Collaborative  
for Educational Excellence



# CCEE SIR TEAM



Thomas Armelino  
Executive Director  
tarmelino@ccee-ca.org



Dr. Karla Estrada  
Deputy Executive Director  
kestrada@ccee-ca.org



Dr. Matthew Roberts  
Director  
mroberts@ccee-ca.org



Dr. Judy Elliott  
Professional Expert  
MTSS, SWD



Nancy Brownell  
Professional Expert  
K-12 Education, WASC



Rocio Gonzalez-Frausto  
Sr. Manager, Instructional  
Systems and Innovation  
rgonzalez-frausto@ccee-ca.  
org

# Topics to be Discussed:

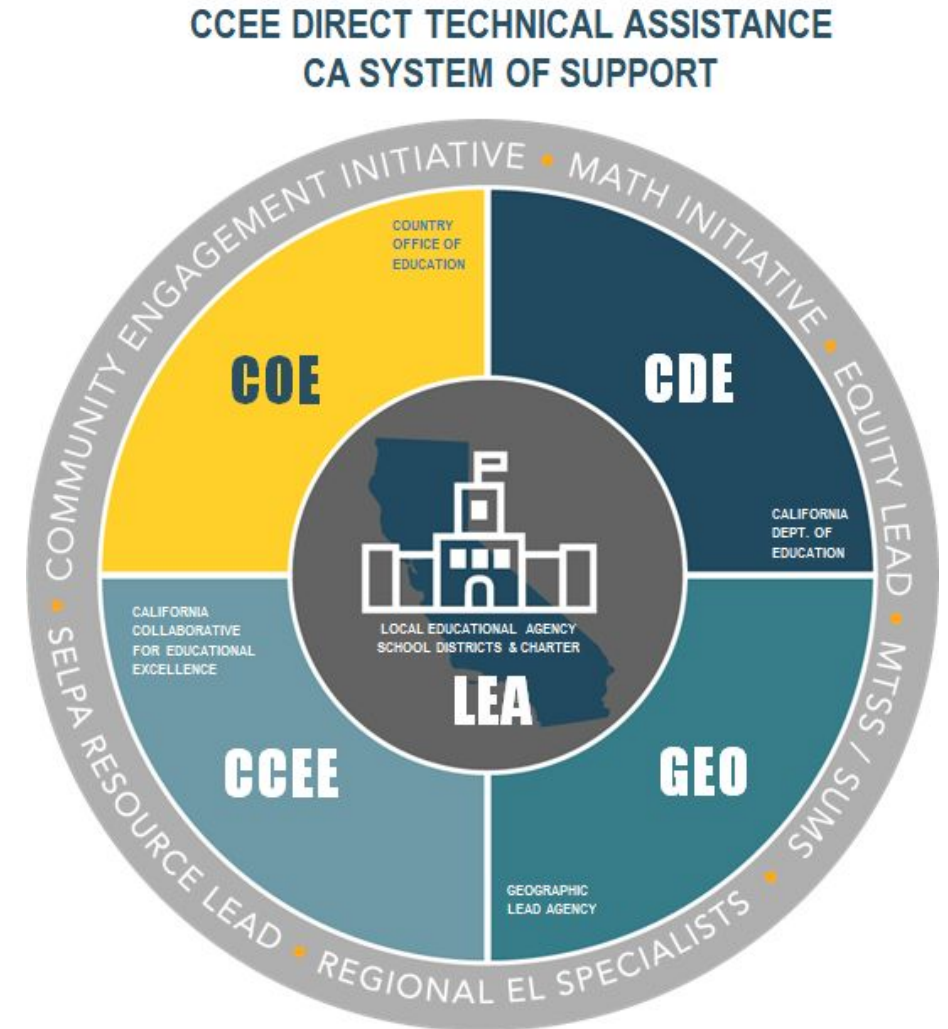
- CA System of Support working together to support SCUSD
  - CCEE and SCOE partnership
  - Partnership with SCUSD
  - Criteria for support
- Systemic Instructional Review (SIR) Support
  - Comprehensive Instructional Assessment
  - SWOT Approach and Action Plan
  - Coordination of support and Progress updates
- General timelines
- Questions



# Key Roles in the State System of Support

Working together to identify the right support.

- Partner with local educational agencies to **address chronic and complex instructional strategy and outcome** needs.
- **Coordinating individualized support** to meet LCAP goals.
- **Leverage the resources** within the CA System of Support.
- Engaging with LEAs in **progress monitoring and cycles of improvement.**



# Continuum of Support: SIR Support

**Criteria:** The school district meets the criteria established pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) for **three or more pupil subgroups** identified pursuant to Section 52052 or, if the school district has less than three pupil subgroups, all of the school district's pupil subgroups, in **three out of four consecutive school years**.

- The **CCEE provides advice and assistance** to the school district, and COE.
- CCEE, along with the COE, will report on **ongoing progress** on the implementation of recommendations to the State Superintendent.
- **Systemic Instructional Review and Differentiated Assistance Support coming together** in service of the school district.
- The **SIR will help inform** as you make decisions on your **LCAP priorities**, meet with stakeholders, and determine investments.

# LCFF Assistance Status

## Sacramento City Unified

2016-17	2017-18	2018-19
Differentiated Assistance	Differentiated Assistance	Differentiated Assistance

Focus Student Group	Priority Areas Eligibility Criteria Met for DA in 2019
Students Experiencing Homelessness	4 (Pupil Achievement) , 5 (Pupil Engagement)
Foster Youth	4 (Pupil Achievement) , 5 (Pupil Engagement), 6 (School Climate)
Students with Disabilities	4 (Pupil Achievement) , 5 (Pupil Engagement)

# Bridging SCUSD Instructional Priorities and the Systemic Instructional Review (SIR)

- Alignment and use of data driven decision making that supports continuous improvement
- Implementation of a multi-tiered system of support
- Identifying and addressing organizational barriers to improving all student outcomes, including students with disabilities
- Integrating and supporting academics, behavioral and social emotional well being
- Continuing to build central office capacity





# Systemic Instructional Review Components

## The Systemic Instructional Review

**(SIR)** is a Pre-K to 12 instructional comprehensive assessment (Academic and Social Emotional) of an LEAs strengths, weaknesses, opportunities, and threats to effective instructional systems that successfully meet the needs of all learners.

The SIR process and product produced from the SIR is individualized to the needs of the LEA.

🔍 The [instructional components](#) reviewed: (click for handout)

Culture, Coherence and the Planning Processes	Curriculum, Learning, and Support	Instructional Practice and Strategies
Assessment & Accountability	Professional Learning and Coaching	Data Management and Use, and Student Information Systems
School-based Instructional Leadership Teams	Administrative Coaching and Leadership	Social-Emotional and Behavioral Health and Development
Student and Family Engagement	District and Leadership Capacity	Governance Support with Instruction

\*Components adapted from New York State Education Department and Massachusetts Department of Elementary and Secondary Education review processes.

# Possible Data Gathering Methods

The analysis of the instructional components uses a combination of various data review methods to triangulate the data collected.

Empathy Interviews

Focus group interviews of stakeholders

Instructional walks  
Classroom observations

LEA Self-Assessment (district)

Instructional Crosswalks

Data Dialogues

Document Review  
(including external reports)

Fidelity Integrity Assessment (school)

Targeted school deeper dives, outliers (high and low)

Community Convenings

Stakeholder Shadowing  
Stakeholder Meeting Observations

Further LCAP review



# Systemic Instructional Review Report

- Asset based – highlight bright spots and previous work that has occurred that can be leveraged
- Comprehensive SWOT\* analysis of all 12 Systemic Instructional Review Components
- Engagement with LEA and COE for feedback through report drafting process.
- Based on the SIR report, the team develops an action plan for progress monitoring to successfully meet the needs of all learners.

\*SWOT: Strengths, Weaknesses, Opportunities, Threats

# SIR Support- General Timelines

- **Listen and Learn : July**
  - Empathy interviews, data profile, meetings with LEA and COE
- **Data Gathering and Analysis: July- November**
- **SIR Report Writing and Calibration**
  - Review Report draft 1 : Mid-November
  - Review Report draft 2 : End of November
  - Final report : December (before winter break)
- **Multi-Agency Meetings for updates and coordination of support**



# What occurs after the SIR?

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- CCEE will engage with SCUSD and SCOE to identify priorities and develop an action.
- Identify and coordinate ongoing support for identified priorities
- Ongoing progress monitoring with SCUSD, SCOE, CDE, and State Board of Education
- Determine communication plan with SCUSD and SCOE.

**THANK YOU**

ANY QUESTIONS?

**Appendix**

**Additional details**

# Strengths, Weakness Threats and Opportunities (SWOT) Approach in SIR

**Strengths:** Identify the specific instructional systems, structures, strategies, and practices that there is **evidence of student growth or potential** for student growth.

- What are the **assets** of the organization?
- What are the practices, protocols, procedures, actions, engagements etc. that are being done well?

**Weakness:** Identify instructional systems, structures, strategies, and practices that are missing and/or could be **limiting student performance** at an optimal level.

- What are **the patterns consistent** across that can be targeted to turn around and make gains (**high leverage moves**)?

**Opportunities:** Identify **opportunities**, both external and internal, that should be leveraged to address instructional quality and student performance.

- Are there any **current or possible partnerships** that can be strengthen or used?
- What **bright spots** are found and can be taken organization-wide?

**Threats:** Identify **obstacles** that have the potential keep the organization from meeting goals in instructional quality improvement and student performance.

- Are there **internal practices** that are negatively affecting the organization?



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\*Chester, M. C. (2015). *District Review Report: Holyoke Public Schools*. Malden, MA: Massachusetts Department of Elementary and Secondary Education.

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Geier, R., & Smith, S. (2012). *District and School Data Team Toolkit*. Everett, WA: Washington Office of Superintendent of Public Instruction, Washington School Information Processing Cooperative, and Public Consulting Group.

\*George Fields, M., & Wendy P. (2012). *Diagnostic Tool for School and District Effectiveness*. New York State Education Department.

\* SIR component adapted from New York, Department of Education and Massachusetts Department of Education district review processes.

# References

Grunow, A., Hough, H., Park, S., Willis, J., & Krausen, K. (2018). *Towards a Common Vision of Continuous Improvement for California*. Stanford University, Policy Analysis for California Education.

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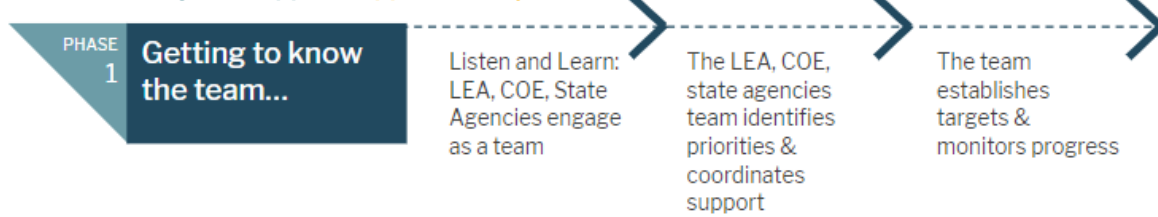
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Wood, L., & Bauman, E. (February 2017). *How Family, School, and Community Engagement can improve Student Achievement and Influence School Reform*. Nellie Mae Education Foundation.

## What does initial engagement with the CCEE look like?

### Team Planning and Support ( Approximately 4 weeks )



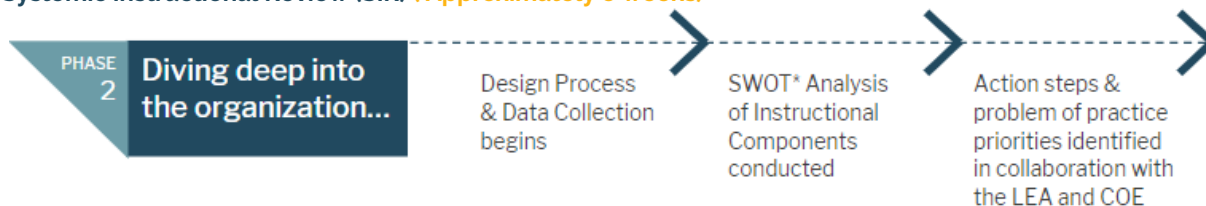
In this first stage, the CCEE, LEA, COE and GEO Lead identifies core team to work together in the Systemic Instructional Review (SIR) support activities. This core team collaborates to understand the LEA's instructional focus areas and the supports currently in use. This includes Differentiated Assistance support in which the LEA participated with the COE. To ensure ongoing communication and coordination of SIR support, this core team initially meets regularly. Since immediate planning and support may be needed within the LEA, this core team engages to identify supports and ongoing progress monitoring.

Activities in which the Core Team (LEA, COE, Geo Lead and CCEE) may participate:

- Crosswalk of existing reports and documents for themes & priority identification.
- Hold stakeholder empathy interviews to gain perspective of the impact of the LEA's instructional outcomes.
- Develop data profiles of performance (eg: Academic, Suspensions, Attendance, EL, SWD).
- Review the LCAP for connections to district/student areas of need.

## What to Expect: How CCEE Completes a Comprehensive Instructional Assessment

### Systemic Instructional Review (SIR) ( Approximately 8 weeks )



In this second stage the LEA, COE, and CCEE team works together to design the comprehensive instructional assessment or Systemic Instructional Review (SIR). CCEE identifies the SIR team tasked with completing the SIR, and works with the LEA to identify the artifacts to be reviewed, stakeholders to interview, and the focus of school site visits. The Systemic Instructional Review is a Pre-K to 12 instructional comprehensive assessment (academic, behavioral and social-emotional) of an LEA's strengths, weaknesses, opportunities, and threats (SWOT) to effective multi-tiered instructional systems.

Activities :

- Gather insight into the LEA's areas of strength and need during SIR planning meetings.
- Design and complete SIR data collection, complete analysis, and identify professional experts for SIR process and ongoing support.
- Draft and finalized SIR Report reviewed with LEA & COE.
- Based on the SIR report, the team develops an action plan for progress monitoring to successfully meet the needs of all learners.

## Systemic Instructional Review: Instructional Components

During the Systemic Instructional Review (SIR), we review twelve instructional components through a data collection, analysis and triangulation process. The SIR process and SIR report are individualized to the needs of the LEA. The instructional components derive from research literature and evidence-based practices for supporting quality instruction.

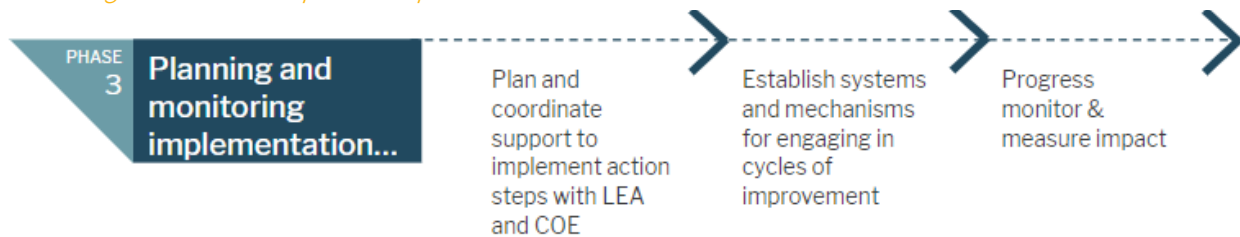
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## What happens after completion of the Systemic Instructional Review (SIR)?

### Ongoing Support and Impact Planning/Monitoring (Approximately 3 weeks for planning)

*\*Monitoring timelines are dependent upon the needs of the LEA and COE.*



In this last stage the CCEE consults with the LEA, COE and Geo Lead core team to identify the supports needed for implementing the SIR action plan, including the need for instructional coaching support and other leads within the California System of Support (SoS). Teams establish expectations for communication and reoccurring progress monitoring meetings with the core team (LEA, COE, and GEO Lead). The CCEE progress monitors the implementation of the SIR action plan and provides additional guidance and assistance on an ongoing basis with the aim of using continuous improvement.

Activities:

- Utilize an improvement monitoring tool to track implementation of the SIR action plan.
- Identify support needed to implement SIR action plan, including clarification of the instructional coach's scope and sequence.
- Integrate action plan into district strategic plans currently utilized by the LEA.
- Identification of reoccurring cross-agency check-in meetings to review the improvement monitoring tool and enable CCEE to provide additional guidance and assistance.

### CONTACT US

**Dr. Karla Estrada, Deputy Executive Director**  
Systems Improvement & Innovation  
kestrada@ccee-ca.org

**Dr. Matthew Roberts, Director**  
mroberts@ccee-ca.org

**Dr. Héctor Rico, Director**  
hrico@ccee-ca.org

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