

# Engaging in the Systemic Instructional Review (SIR) Process

---

August 20, 2020

**ccee**

California Collaborative  
for Educational Excellence



**Sacramento City**  
UNIFIED SCHOOL DISTRICT

# 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

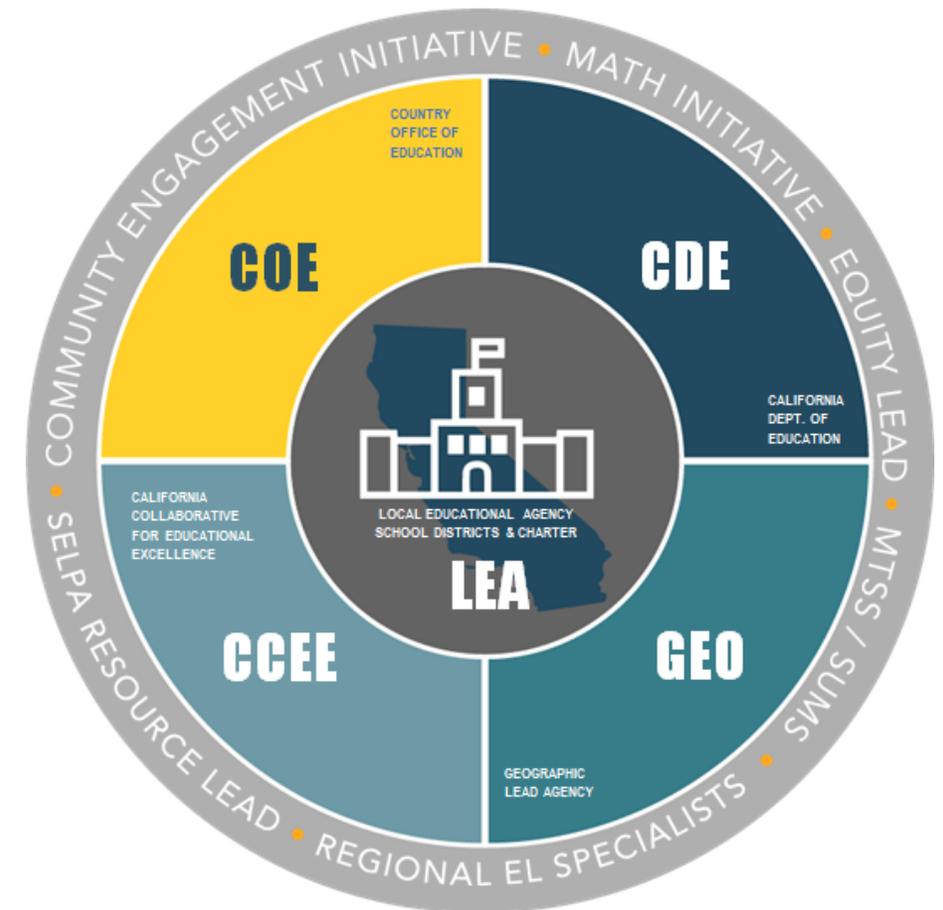


# Key Roles in the State System of Support

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.**

CCEE DIRECT TECHNICAL ASSISTANCE  
CA SYSTEM OF SUPPORT



**ccee**

California Collaborative  
for Educational Excellence

# 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?

---

- 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?

# References

[AdvancED. \(n.d.\). \*Index of Educational Quality \(IEQ\) \(White Paper\)\*. Retrieved from Overview of the Index of Education Quality: https://www.advanc-ed.org/services/overview-index-education-quality](https://www.advanc-ed.org/services/overview-index-education-quality)

Ahlstrom, J. (2014). *How to Succeed with Continuous Improvement: A Primer for Becoming the Best in the World*. McGraw-Hill Education.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (n.d.). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. 2015: Harvard Education Press.

[CCSESA. \(2017\). \*LEA Self-Assessment\*](#).

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

[Comprehensive School Rubric For DTSDE Tenets. \(2015\)](http://www.p12.nysed.gov/accountability/School_Improvement/documents/2015-16DTSDEComprehensiveSchoolRubric.pdf). Retrieved from New York State Education Department: [http://www.p12.nysed.gov/accountability/School\\_Improvement/documents/2015-16DTSDEComprehensiveSchoolRubric.pdf](http://www.p12.nysed.gov/accountability/School_Improvement/documents/2015-16DTSDEComprehensiveSchoolRubric.pdf)

[Darling-Hammond, L., & Cook-Harvey, C. M. \(2018\). \*Educating the whole child: Improving school climate to support student success\*. Palo Alto, CA: Learning Policy Institute](#).

Forman, M. L., Stosich, E. L., & Bocala, C. (2017). *The Internal Coherence Framework : Creating the Conditions for Continuous Improvement in Schools*. Harvard Education Press.

[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 components 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.

Hassel, B., & Steiner, L. (2012 ). *Guide to Working with External Providers, Third Edition*. Naperville: American Institutes for Research.

\*(2016). *How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts*. American Institute For Research.

Improvement, T. C. (2005). *Contracting with External Education Management Providers*. Learning Point Associates.

Montero, J. D. (2009). *Oxnard Elementary School District - Special Education Review*. FCMAT.

Podolsky, A., Darling-Hammond, L., Doss, C., & Reardon, S. (2019). *California's positive outliers: Districts beating the odds*. Palo Alto, CA: Learning Policy Institute.

Redding, S. (2019). *Jump-Starting Instructional Transformation for Rapid School Improvement: A Guide for Principals*. The Center on School Turnaround at WestEd]. San Francisco, CA: WestEd.

\*Research, A. I., & Education, M. D. (2017). *Massachusetts Level 4 and Level 5 School Monitoring Site Visit*. Waltham.

Robbins, J. P. (2014). *Report of the External Review Team for Iowa Falls Community School District*. AdvancEd.

Staff, F. P. (2014). *Self-Assessment of MTSS Implementation (SAM)*.

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