



ccee

California Collaborative
for Educational Excellence

Direct Technical Assistance

After Systemic Instructional Review (SIR): Path to Attaining Pupil Achievement Outcomes

May 12, 2021

Advancing Achievement

MDUSD and CCCOE Team Members

Dr. Adam Clark
Superintendent

Jennifer Sachs
Chief of Education
Services

Dr. Lisa Gonzalez
Chief Business
Officer

Dr. Wendi Aghily
Director of Special
Education

Lynn Mackey
County Superintendent of
Schools

Marsha Tokuyoshi
Senior Director,
Educational Services

Nicholas Zefeldt
Director, Curriculum
and Instruction



Thomas Armelino

Executive Director
tarmelino@ccee-ca.org



Dr. Karla Estrada

Deputy Executive Director
kestrada@ccee-ca.org



Dr. Matthew Roberts

Sr. Advisor, Systems
Improvement & Innovation
mroberts@ccee-ca.org



Jennie Wright

Senior Manager, Instructional
Systems & Innovation
jwright@ccee-ca.org



Craig Wheaton

Professional Expert



Nicolas Mize

Professional Expert



Sharla Berry

Professional Expert

Agenda/Overview



- Continuum of Support
- MDUSD SIR SWOT Analysis, Findings and Recommended Actions
- After SIR Activities
 - Progress Monitoring
 - Ongoing Support
 - Next Steps
- Questions

Continuum of 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.

Meaning, three or more students groups had two or more indicators in 'red' or 'not met' for three out of four consecutive school years.

Continuum of Support

As stated in 52072 (b) The **Superintendent shall only intervene** in a school district that meets **both of the following criteria**:

(1) The school district meets the criteria established pursuant to subdivision (g) of **Section 52064.5** 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.

(2) **The California Collaborative for Educational Excellence** has provided advice and assistance to the school district pursuant to Section 52071 and submits either of the following **findings to the Superintendent**:

(A) That the school district has **failed, or is unable, to implement the recommendations** of the California Collaborative for Educational Excellence.

(B) That the **inadequate performance of the school district**, based upon an **evaluation rubric** adopted pursuant to **Section 52064.5 (CA School Dashboard)** is either so persistent or acute as to require intervention by the Superintendent.

Continuum of Support

(c) For school districts identified pursuant to subdivision (a), **the Superintendent may, with the approval of the state board, do one or more of the following:**

(1) **Make changes to a local control and accountability plan** adopted by the governing board of the school district.

(2) Develop and impose a **budget revision, in conjunction** with revisions to the **local control and accountability plan**, that the Superintendent determines would allow the school district **to improve the outcomes** for all pupil subgroups identified pursuant to **Section 52052** in regard to state and local priorities.

(3) **Stay or rescind an action**, if that action is not required by a local collective bargaining agreement, that would prevent the school district from improving outcomes for all pupil subgroups identified pursuant to Section 52052 in regard to state or local priorities.

(4) **Appoint an academic trustee** to exercise the powers and authority specified in this section on his or her behalf.

(d) The **Superintendent shall notify** the **county superintendent of schools**, the **county board of education**, the **superintendent of the school district**, and the **governing board of the school district of any action** by the state board to direct him or her to exercise any of the powers and authorities specified in this section.

LCFF Assistance Status

Mt. Diablo 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
African American Students	5 (Pupil Engagement), 6 (School Climate)
Homeless Youth	4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate)
Foster Youth	4 (Pupil Achievement), 6 (School Climate), 8 (Outcomes in a Broad Course of Study)



Data Gathered and Activities Completed

ccee

California Collaborative
for Educational Excellence

- 21 Empathy and Individual Interviews:
 - directors, board members, superintendent, cabinet, union leads, curriculum specialists, etc.
- 18 Focus Groups:
 - 1 CAC
 - 1 Equity Advisory
 - 2 Family
 - 1 African American Families
 - 2 Student
 - 1 PAC
 - 1 DELAC
 - 2 Principal
 - 2 Teacher
 - 1 MD Black Educators Association
 - 1 School Counselors
 - 1 TOSA
 - 1 Behaviorists
 - 1 Social Workers
- 14 Virtual Site Visits:
 - 6 Elementary Schools
 - 5 Middle Schools
 - 3 High Schools
- [MDUSD Artifact Folder](#)

[SIR Instructional Components](#)

MDUSD SIR Themes and Findings

4 Themes Emerged

1. Coherence
2. Equity
3. Accountability
4. Autonomy

Strengths

Weaknesses

Opportunities

Threats

S

Strengths

- There is an **atmosphere of hope** about the new superintendent.
- MDUSD has an **Equity Department** that has actively **facilitated professional learning** in multiple venues .
- There is an acknowledgement of the need to develop **more coherent systems** for **deepening teaching, learning, and leadership development.**
- With teacher input, MDUSD has **developed priority standards** for TK-5, MS ELA and math, and HS ELA, math, HSS, and science.
- There is a written **TK-12 plan of prioritized standards, scope, and sequence.**

W

Weaknesses

- There is **not a shared understanding and agreement** on the **district's instructional priorities, goals, or vision.**
- A **culture of school autonomy** exists that includes a belief that district initiatives are optional,
- **Student achievement data is not regularly discussed** and used with cycles of inquiry
- There is a **lack of systemic assessment and data review practices** to evaluate teaching and learning,
- There is a **lack of dialogue at the board level** using district **student achievement and academic outcomes data**, to support board policies that support a clear instructional vision to guide teaching and learning.

T

Threats

- **Declining enrollment**, (34,116 students in 2010-11 to 31,037 in 2019-2020) may exacerbate budget shortfalls
- The historic and ongoing **perceptions of distrust between bargaining units and the central office** hinders progress towards district goals
- The **history of superintendent turnover** is viewed by stakeholders as an impediment to reform
- The current **state of technology infrastructure**, e.g., bandwidth and aging devices, impacts the district at multiple levels

O

Opportunities

- The current superintendent and board leadership team have an opportunity to **establish strategic actionable district and LCAP goals**.
- Build on identified priority standards and scope and sequence to **develop a unified instructional plan**, grounded in continuous improvement practices and processes.
- **Set the expectation** that MDUSD is continuing to **build a culture of accountability** that considers the whole child and is grounded in MTSS.
- **Standardize expectations on the use of data to drive cycles of improvement** throughout the system

MDUSD Actions

- **Approximately 70 actions** developed based on the findings, discussion, SWOT and triangulation of evidence for each of the 12 instructional components.
 - Actions range from larger grain size to more specific and descriptive
 - Many actions naturally complement or cascade to other action steps.
- **4 themes emerged:** **1)** Coherence **2)** Equity **3)** Accountability **4)** Autonomy

Examples of MDUSD SIR Actions

Coherence

1A. Craft and share an **instructional plan or framework that connects to other district plans** and initiatives, **grounded in continuous improvement practices and processes**, that places its focus on implementation of district-wide professional learning opportunities that **teach, promote, and practice inclusivity**.

Equity

9C. Establish **professional learning opportunities** that focus specifically on the **needs of homeless and foster youth and African American students**.

Accountability

5E. Set the expectation for the **use of benchmark assessments** at all levels to capture a clear **understanding of student learning** at a minimum of **quarterly**.

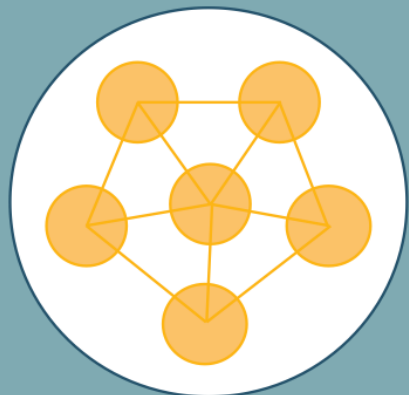
Autonomy

11C. Develop and implement a **policy and framework** to define the **desired level of school site autonomy** and **communicate that expectation** throughout the system

MDUSD SIR Cascading Recommendations/Actions Sample

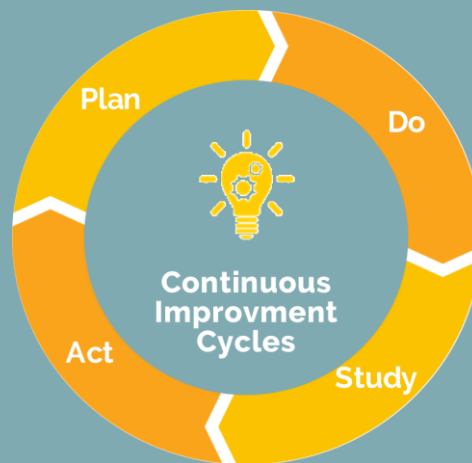
- 1A. **Craft and share an instructional plan or framework**, grounded in **continuous improvement practices and processes**, that places its focus on implementation of district-wide **professional learning opportunities** that teach, promote, and practice **inclusivity**.
- 5D. Create an assessment continuum that identifies **lead and lag metrics** and that defines when they will be analyzed at the central office and school levels and reported to the board.
- 9A. **Determine a professional learning focus** and **create a multiyear professional learning and coaching plan**. This plan should be rooted in the district's instructional plan, outcomes data, and should include implementation benchmarks and progress monitoring tools. MDUSD's highly skilled set of TOSAs should also be included in the professional learning plan to both give and receive support. To the extent possible, this plan should build off previous professional learning efforts to reduce initiative fatigue.
- 3A. Develop **clear expectations for common instructional practices** across grade levels and courses, including expectations around the **regular review of student work**.
- 4C. Ensure that there is a **continuum of social-emotional, behavioral, and mental health supports/resources** in MDUSD and the **process for accessing** it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them.
- 5G. **Implement data and assessment review protocols** that specifically monitor the **academic, behavioral, and social and emotional learning and development** for foster youth, students experiencing homelessness, and African American students.
- 7C. Set the expectation that **ILTs** will be tasked with **facilitating site level professional learning opportunities**, including, for example, leading Professional Learning Communities, Communities of Practice, or short cycles of improvement.
- 8A. **Develop and implement a differentiated model of school leadership development**, coaching, and supervision to support the district instructional vision and plan and take into consideration the needs and experiences of principals to guide their development.

After SIR Activities: Purpose of the Activities



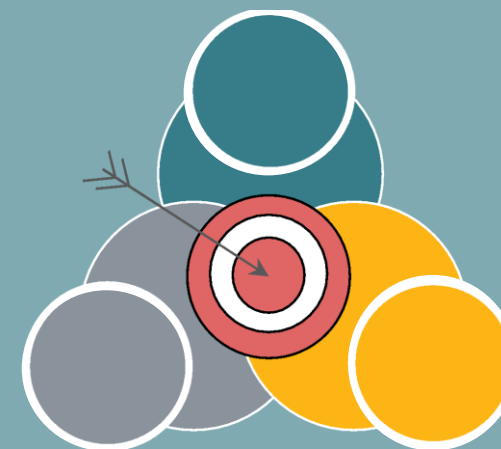
Communication

Purpose: To provide transparency on the implementation progress of the SIR recommendations/actions. Provide easily accessible information on the results of the Systemic Instructional Review to the larger community.



Progress Monitoring

Purpose: To measure the rates of improvement or progress toward implementation of recommendations or actions, and implement continuous improvement cycles that lead to the increase of student outcomes.



Ongoing Support

Purpose: To provide ongoing support and resources that increase district capacity to improve academic systems and programs based on the needs of the LEA.



1

**CCEE SIR
Improvement
Monitoring
(internal)**

2

**LEA SIR
Implementation
Using Cycles of
Continuous
Improvement
(Internal)**

3

**LEA SIR Progress
Monitoring Report
(External)**

4

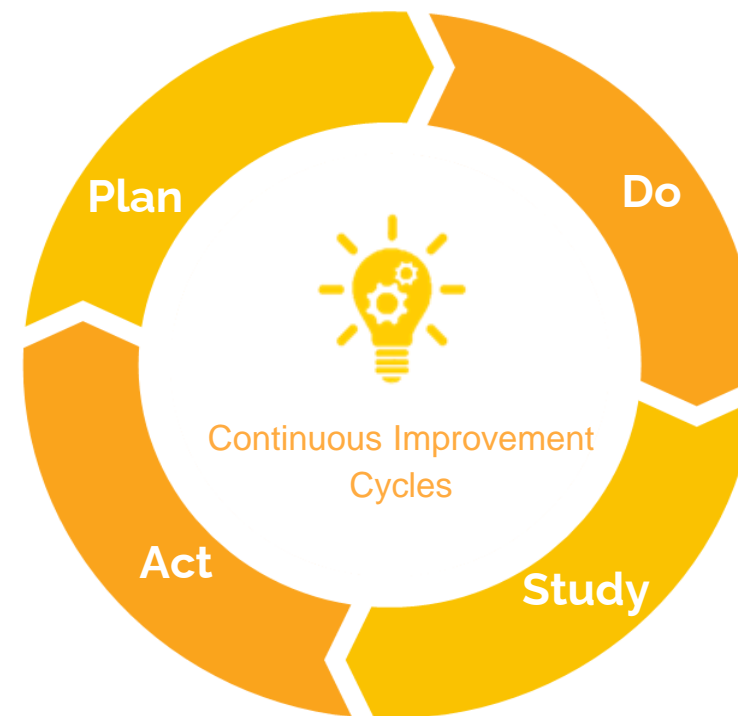
**CA School
Dashboard**

2

Progress Monitoring: LEA Progress on Cycles of Continuous Improvement (Internal)

This LEA activity is the most critical in attaining student outcomes and sustaining these outcomes.

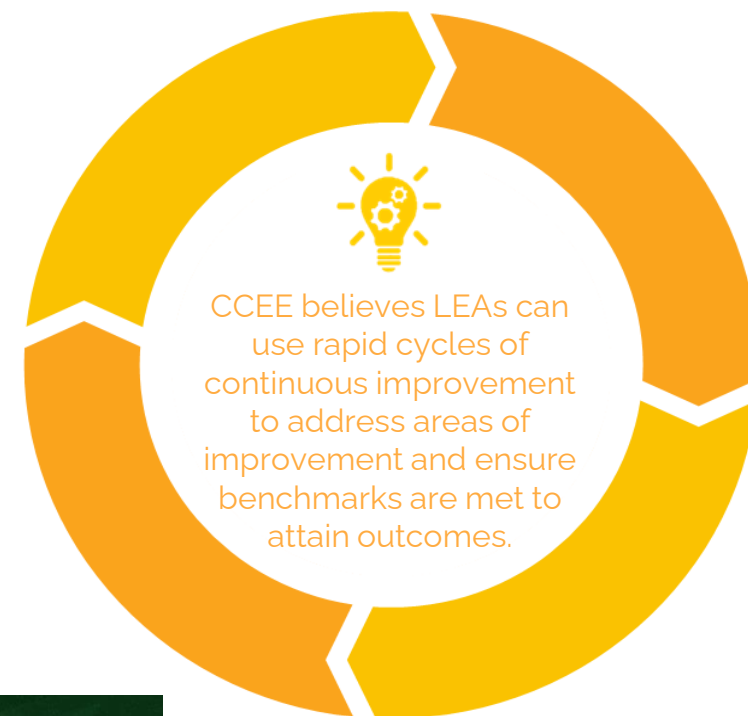
- **Purpose:** For LEA internal leadership team to engage in rapid cycles of continuous improvement that ensure implementation of the SIR recommendations and focus on select priorities and outcomes for a set period of time.
 - LEA, COE, CCEE collaborate and strategize SIR plan of action and priorities
 - LEA, with support from COE, to implement SIR plan of action using continuous improvement cycles
 - CCEE advises and assists LEA and COE, as necessary
- **Key elements:** priorities, performance indicators, time bound benchmarks of success, continuous improvement cycles.
- **Frequency:** LEA implements SIR plan of action and engages with CCEE and COE in progress monitoring meetings (4 times a year at minimum)



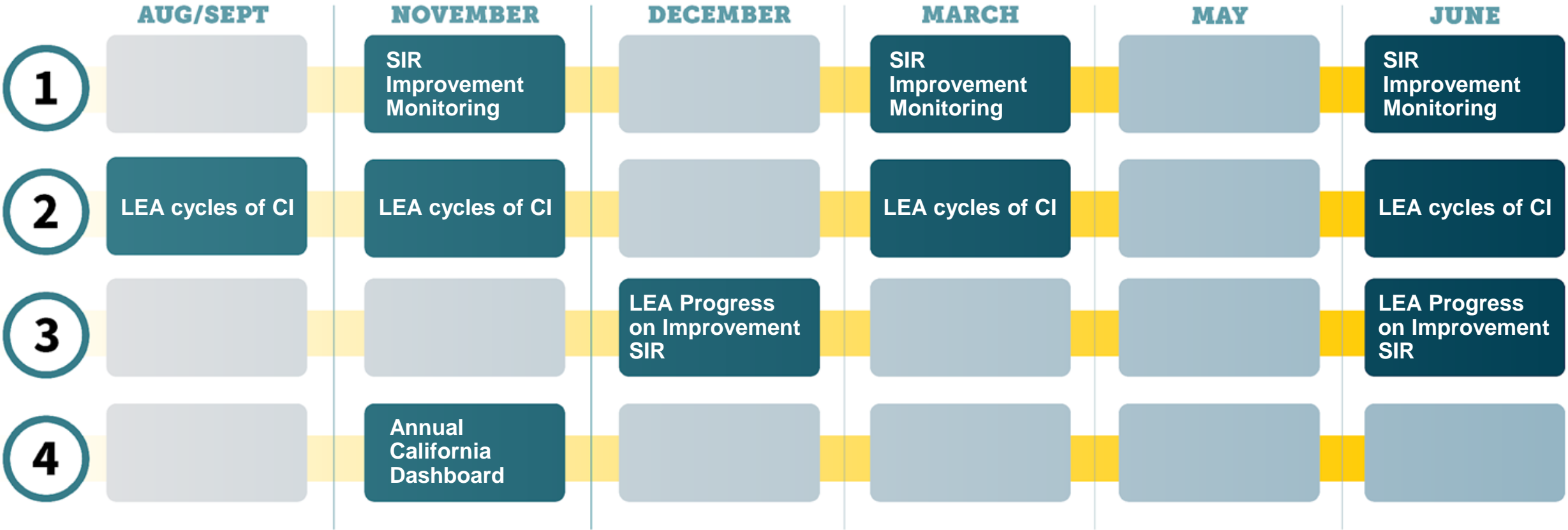
Progress Monitoring: LEA Progress on Cycles of Continuous Improvement (Internal)

Based on the SIR, LCAP, and student achievement data, LEA SIR plan of action should address:

- ✓ 2-3 instructional priorities and how they connect to the SIR, LCAP, and student achievement.
- ✓ Key performance indicators for each priority that are specific and measurable
- ✓ Specific actions that include target dates and demonstrating completion
- ✓ Dates and team members who will be engaged in rapid cycles of improvement at minimum 4 cycles per year.
 - Example: Instructional Priorities



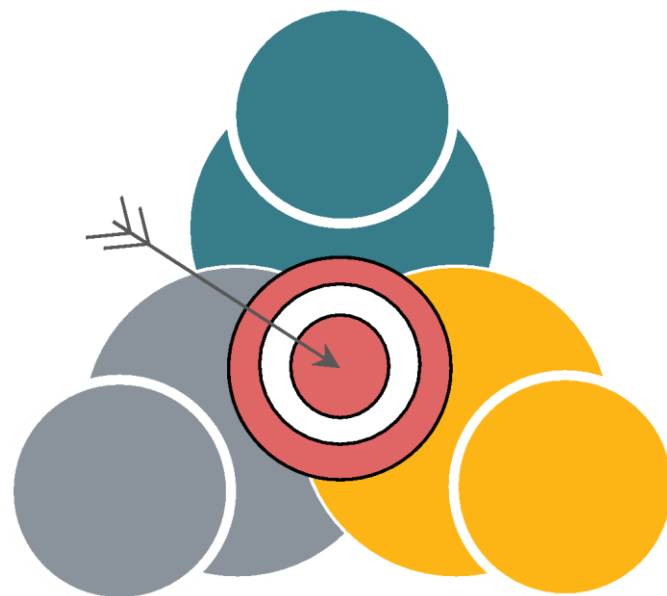
Progress Monitoring Reporting

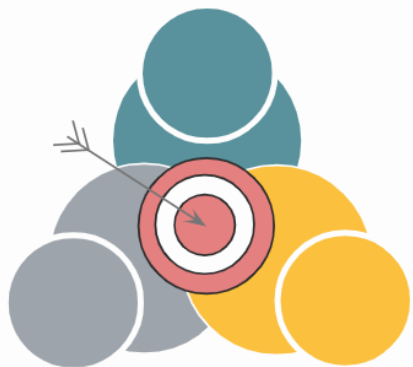


SCHOOL YEAR



ONGOING SUPPORT





Ongoing Support:
CCEE's role is to
advise and assist the
LEA and COE.

CCEE and SIR Team will continue working with the District and COE on the on-going progress monitoring of SIR implementation and support to attain outcomes.

- LEA, COE, and CCEE collaboratively determine the support needed to implement SIR recommendations.
 - Primary focus of support is the SIR recommendations, LCAP goals, and identified student groups.
- Leverage the resources within the COE and CA System of Support.
- CCEE may implement options under EC§ 52072, 52074 or other relevant statutes if there is lack of progress, such as referring LEA to SSPI for additional assistance.

How can the MDUSD Board Support:

The Board plays a critical role in the success of the SIR

As we progress with the SIR process, there are several ways in which the Board can further influence and shape instructional practices. Here are some ways to engage with the SIR process:

- Ensure the LCAP is focused on the outcomes, in particular African American, Foster Youth and students experiencing homelessness, while addressing achievement overall as well.
- Champion policies that integrate the SIR actions/recommendations to support systemic change and student progress, in particular African American, Foster Youth and students experiencing homelessness,
- Review the report and in particular recommendations related to governance.

MDUSD SIR Action Implementation Next Steps

- CCEE and CCCOE will be engaging with MDUSD to determine ongoing support to the superintendent, Chief of Ed Services, and team on implementation of SIR recommendations.
- Quarterly Progress Monitoring Meetings: November 2021(baseline), March 2022, June 2022,
- MDUSD will be:
 - Identifying actions to prioritize
 - Engaging stakeholders on the SIR actions
 - Integrating SIR actions with LCAP and Strategic Plan
 - Working on implementing SIR actions and engaging in progress monitoring internally and with CCEE and CCCOE.

Questions?

Thank You

Appendix

Additional Details

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.



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

🔍 The **instructional components** reviewed:

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

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>
- 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). Retrieved from New York State Education Department: 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.

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.