

Mt. Diablo Unified School District

Systemic Instructional Review

January 27, 2021

CCEE

California Collaborative
for Educational Excellence



CCEE SIR TEAM



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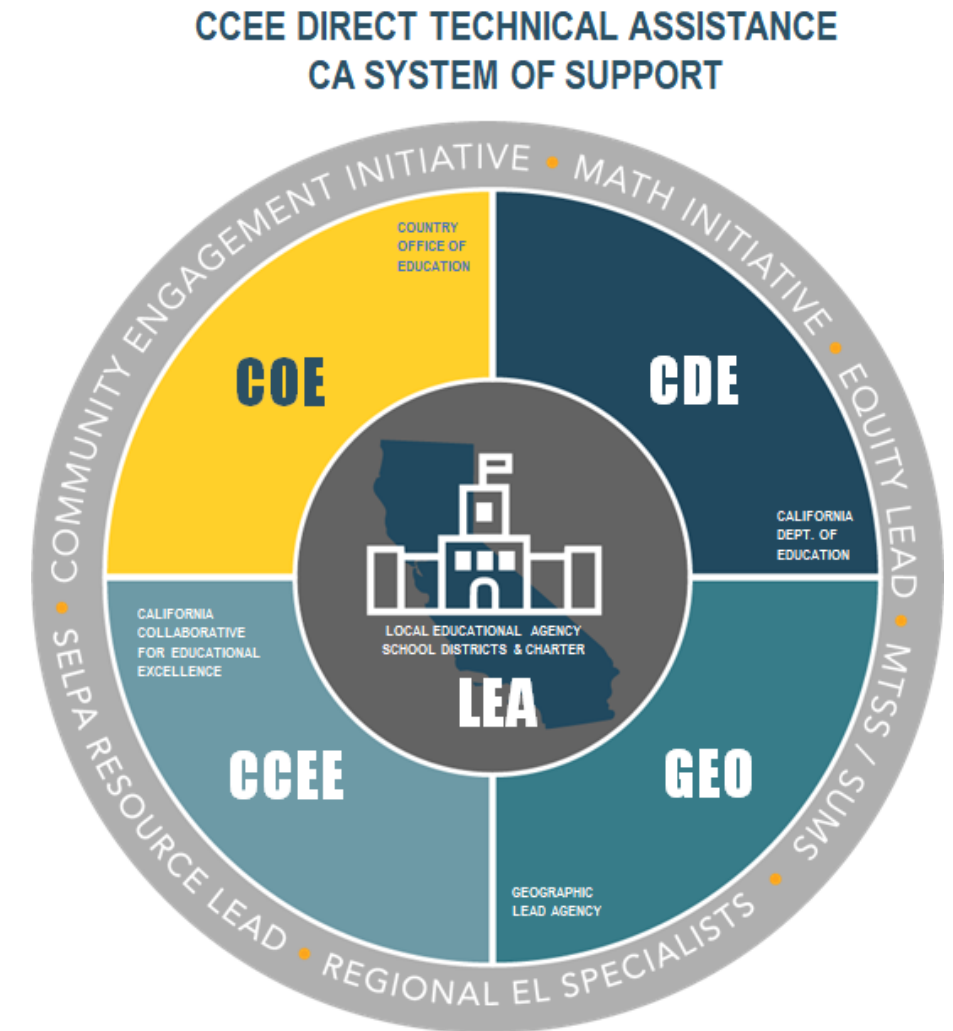
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Key Roles in the State System of Support

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.**



Contra Costa County Office of Education Differentiated Assistance

Customized support rooted in Improvement Science:

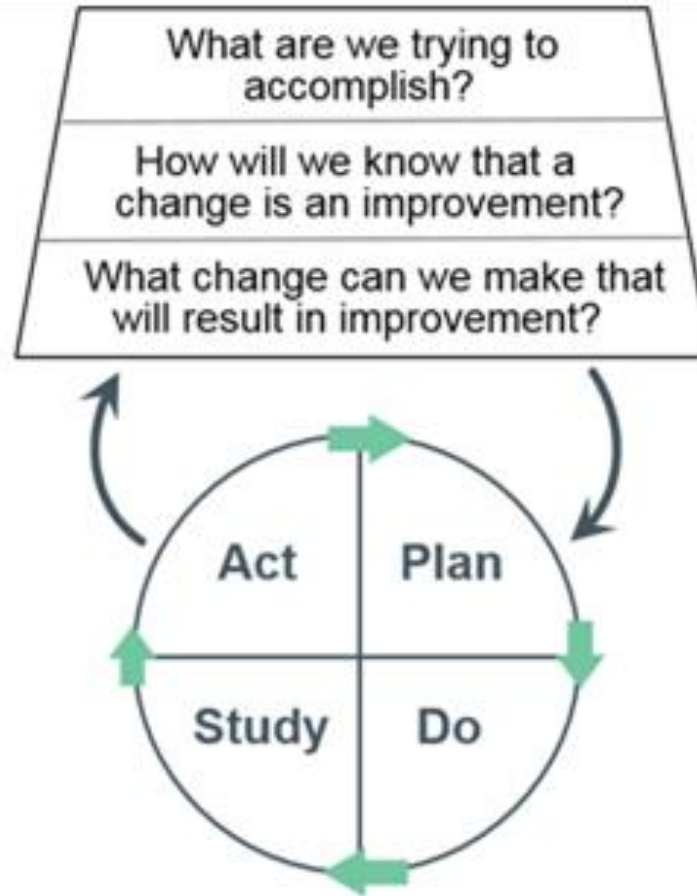
- California School Dashboard Analysis
- Facilitation of the LEA Self-Assessment (LEASA)
- Root Cause Analysis of a System Outcome
- **Theory of Action Development and Implementation Support**
- **Strategic Planning and Scaling Efforts**
- Consolidation of Learning Summary Report and **LCAP Goal/Action Alignment**

All support is designed to build improvement science capacity of LEA team members.



Contra Costa County Office of Education

The Model for Improvement



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Areas of Support and Technical Assistance

Curriculum and Instruction Services:

- Professional Development specific to the Eight State Priorities
- Multi-Tiered System of Support (MTSS) Cohort Trainings
- Customized Professional Development based on the California Standards and Frameworks
- Instructional Materials Adoption Support

Social Emotional Learning:

- Positive Behavioral Interventions and Supports (PBIS) Training and Support
- Restorative and Trauma Practices
- Chronic Absenteeism Support

Technical Assistance:

- Federal Title Program Requirements Support and Advisement
- Title III and English Learner Support

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**.
 - The **CCEE provides advice and assistance (SIR Support)** 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.
 - **The 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 appropriate resources.

Ultimately the aim is to cultivate conditions of growth within the LEA to support the improvement of student outcomes.

LCFF Assistance Status

Mt. Diablo Unified		
2016-17	2017-18	2018-19
Differentiated Assistance	Differentiated Assistance	No Data

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)

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.

Systemic Instructional Review

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: (click for handout)

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

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

General Timelines

SIR Support

- Listen and Learn:
- Data Gathering and Analysis:
- SIR Report Writing and Calibration
 - Review Report draft 1: March 1, 2021
 - Review Report draft 2: March 18, 2021
 - Final Report: March 31, 2021
- Multi-Agency Meetings for updates and coordination of support



Your Role

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:

- Participate as an interviewee in SIR interviews as desired (thank you!!)
- Approve an LCAP connecting and prioritizing district resources to address areas of student need
- Champion policies to support the SIR actions/recommendations for systemic change

Questions

? Thank You

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Appendi

Additional **X** Details

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