

# Systemic Instructional Review (SIR) Support

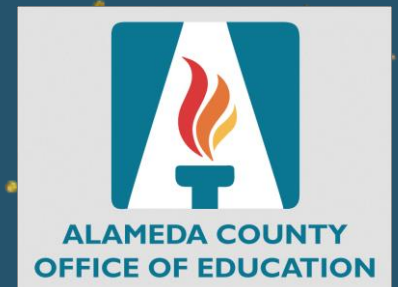
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August 26th, 2020

**ccee**  
California Collaborative  
for Educational Excellence



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*



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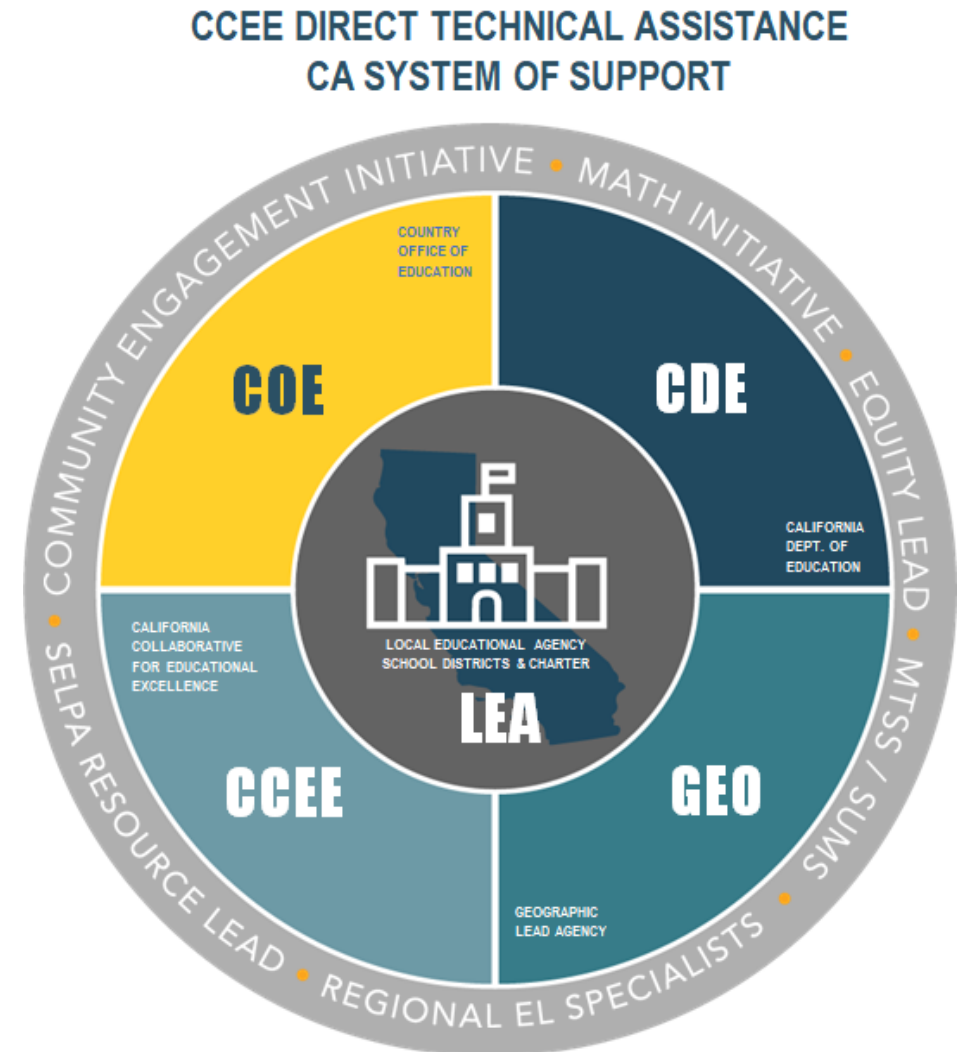
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# Key Roles in the State System of Support

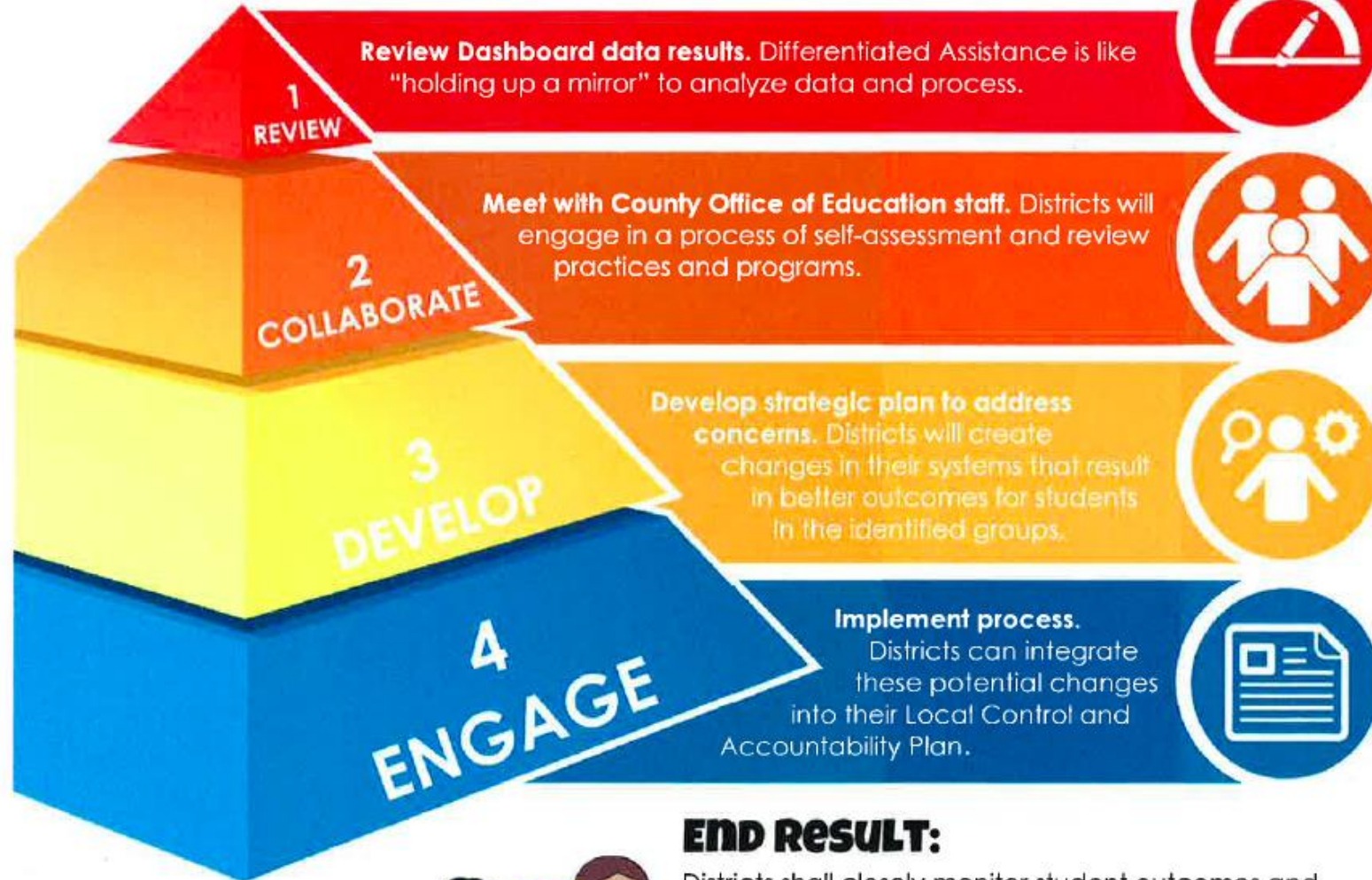
Working together to identify the right support.

- 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**.



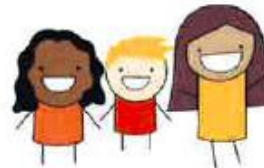


## THE PROCESS



### END RESULT:

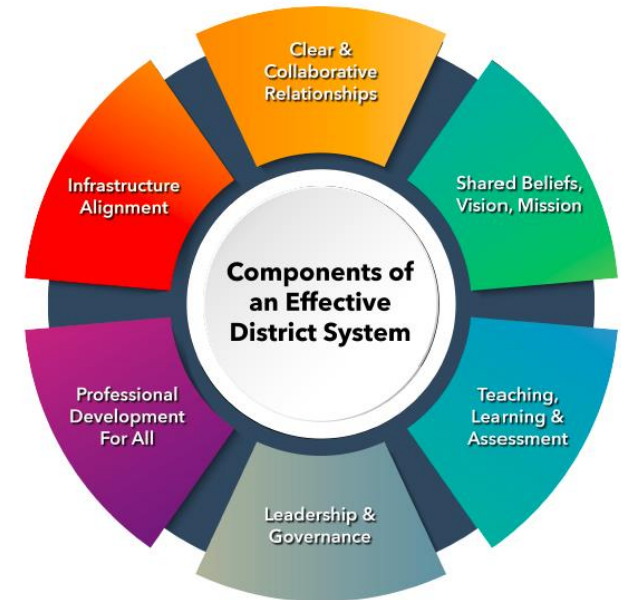
Districts shall closely monitor student outcomes and engage in new practices, based on recommendations from the County Office, with the goal of achieving **improved and more equitable outcomes for all students!**



# CCESA LEA Self-Assessment Tool

## 6 Components

1. Beliefs, Mission and Vision
2. Teaching, Learning, and Assessment
3. Leadership and Governance
4. Professional Learning for All
5. Infrastructure (Data and Resources)
6. Clear & Collaborative Relationships







# Topic to be Discussed

- CA System of Support working together to support OUSD
  - CCEE and ACOE partnership
  - Partnership with OUSD
  - 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

# 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 **OUSD**, in collaboration with **ACOE**.
- **CCEE**, along with the **ACOE**, 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

Oakland 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
English Learners	4 (Pupil Achievement) and 5 (Pupil Engagement)
Homeless Students	4 (Pupil Achievement) and 5 (Pupil Engagement)
African American Students	4 (Pupil Achievement) and 5 (Pupil Engagement)



# 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

# 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 OUSD and ACOE 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 OUSD and ACOE
- **Data Gathering and Analysis: July - November**
  - individual and group stakeholder sessions
- **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 OUSD and ACOE to identify priorities and develop an action plan.
- Identify and coordinate ongoing support for identified priorities.
- Ongoing progress monitoring with OUSD, ACOE, CDE, and State Board of Education.
- Support in determining a communication plan with OUSD and ACOE.

# 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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