Board Office Use: **Legislative File Info.**	
File ID Number	20-1585
Introduction Date	8/26/2020
Enactment Number	-
Enactment Date	-

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
	L. Karen Monroe, Superintendent Alameda County Office of Education
	Tom Armellino, Executive Director, California Collaborative for Educational Excellence (CCEE)
	Chelsea Kang-Smith, Director, CCEE
	Héctor Rico, Director, CCEE
	Susan Tandberg, Professional Experts, CCEE
	Natividad Rozsa, Professional Experts, CCEE
Board Meeting Date	August 26th, 2020
Subject	CCEE Systemic Instructional Review (SIR) Support

Action	Discussion
Background	OUSD 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 groups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard. Those student groups include African American, English learners, and students experiencing homelessness.
Discussion	The Systemic Instructional Review (SIR) report is projected to be completed by December 2020, before the winter break. From the SIR recommendations OUSD, ACOE and CCEE will work collaboratively to create an action plan to implement then and progress monitor.
Fiscal Impact	None.
Attachment	Powerpoint presentation, SIR 2+ Handout, SIR Instructional Components

CCEE SIR: LEVEL 2+ SUPPORT

Educational Codes: 52071 , 52072, 52074 and 52064.5

What does initial engagement with the CCEE look like?

Team Planning and Support (Approximately 4 weeks)

PHASE 1 **Getting to know the team...**	Listen and Learn: LEA, COE, State Agencies engage as a team	The LEA, COE, state agencies team identifies priorities & coordinates support	The team establishes targets & monitors progress

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)

PHASE 2 **Diving deep into the organization...**	Design Process & Data Collection begins	SWOT* Analysis of Instructional Components conducted	Action steps & problem of practice priorities identified in collaboration with the LEA and COE
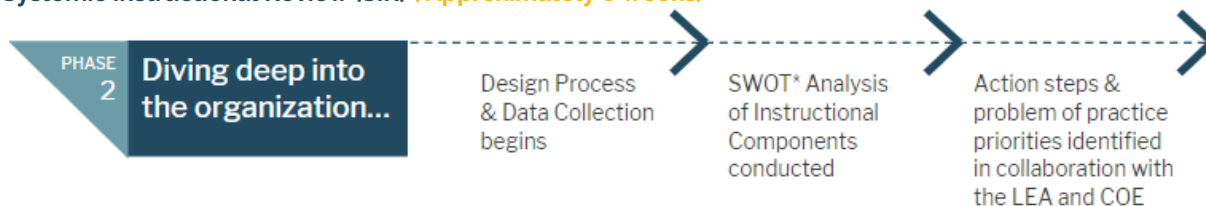
In this second stage the LEA, COE, and CCEE team works together to design the comprehensive instructional assessment or Systemic Instructional Review (SIR). CCEE identifies the SIR team tasked with completing the SIR, and works with the LEA to identify the artifacts to be reviewed, stakeholders to interview, 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.
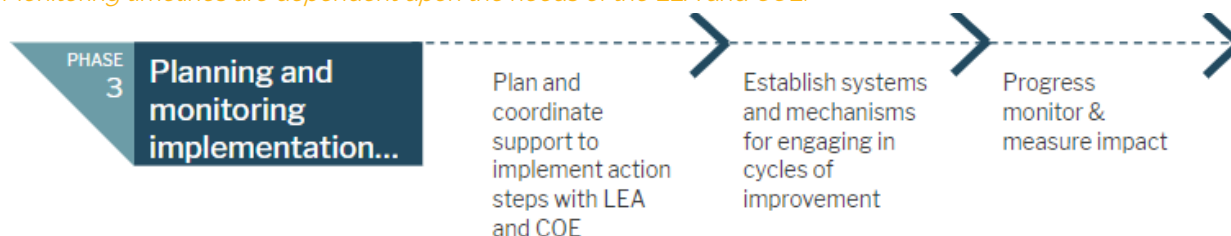
*Components adapted from New York State Education Department and Massachusetts Department of Elementary and Secondary Education review processes.

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

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.

PHASE 3 Planning and monitoring implementation...

Plan and coordinate support to implement action steps with LEA and COE

Establish systems and mechanisms for engaging in cycles of improvement

Progress monitor & measure impact

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.

California Collaborative
for Educational Excellence

Instructional Components	Characteristics
1. **Culture, Coherence, and the Planning Process** *LCFF/LCAP:* *Priority 6: School Climate (Engagement)*	The local educational agency (LEA) demonstrates a strong value on culture and climate for all stakeholders through the implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity and diversity. LEA members implement culturally reflective practices and policies that are designed to create coherence around an inclusive instructional mission and vision achieved through continuous improvement practices and processes. This is evidenced by the following characteristics: - A supportive and engaging culture and climate that is visible for stakeholders (e.g., teachers, leaders, staff, parents, students) and cultivated and evident across all district efforts. - A culture of accountability that considers the whole child (e.g., academic, social, and emotional developmental) and provides students multiple opportunities and alternatives for developing learning strategies that result in improved achievement and school performance. - A commitment to developing and refining a culture of teaching and learning that is based upon clear learning targets consistently assessed across multiple measures. - A clear understanding of the importance of using achievement outcomes to guide coherent and collaborative work while fostering knowledge of expectations around teaching, learning, and accountability. - Practices and planning processes that reflect an inclusive instructional vision and mission using a multi-tiered system of support that is sensitive to the diverse student community (e.g., gifted, students with disabilities, English learners, homeless and foster youth). - Professional learning opportunities are provided, from the boardroom to the classroom and home, that create and sustain a district-wide culture of inclusivity and celebration of diversity and language, as well as include culturally reflective practices and policies. - Student diversity is celebrated and recognized in a variety of units or school/district-wide awareness campaigns (e.g., May is National Foster Care Month, October is Disability Awareness Month, November is National Homeless Youth Awareness month, and one week is designated as National Hunger and Homeless Awareness Week). - Continuous improvement practices and processes are utilized and shared to determine whether the instructional mission and vision are being attained. - Support and development of the use of technology that promotes effective pedagogy and student engagement in an adaptive world (e.g., blended learning, hybrid, flipped classroom). - A culture of clarity around the roles and responsibilities of central office and schools in planning and engaging in activities that deepen the commitment to ensuring all students attain educational success. - A District Leadership Team provides direction, guidance, differentiated support, and oversight for ensuring the health and wellness of the district.

Instructional Components	Characteristics
2. **Curriculum, Learning, and Support** _LCFF/LCAP:_ _Priority 2: State Standards_ _Priority5: Pupil Engagement_ _Priority 8: Other Pupil Outcomes_	The LEA has an MTSS framework that documents and assesses the implementation of all standards-aligned materials, curricula, learning, and social-emotional and behavioral supports (e.g., differentiation options, tiered support options, integrated aligned ELD supports). This is evidenced by the following characteristics: ● A coherent, standards-aligned curriculum, instruction, and assessment system is in place that is culturally and linguistically responsive and meets the needs of all learners (e.g., gifted, English learners, students with disabilities, and homeless and foster youth). ● Evidence-based programs, including supplemental and enrichment curricular and instructional materials, are provided and reflect the diverse needs of the student population and provide equitable access for all learners. ● A multi-tiered approach is used to align and allocate district resources and support based on students' and schools' needs across multiple measures (e.g., academics, suspension, attendance, grades). ● A targeted focus on ensuring teachers hold high expectations for their students and have positive student-teacher relationships. ● Clearly articulated learning goals, across all grade levels and content areas provide students a path to mastery of the strategies, skills, and concepts embedded in the curriculum. ● Ensuring teachers are able to clearly articulate their concept of student progress and appropriately challenge surface, deep, and conceptual knowledge and understanding. ● Assessment components of the curricula and instructional practices clearly support the evaluation of the learning of all students across multiple measures. ● A written continuous improvement process exists and includes reviewing academic and social-emotional and behavioral performance data to identify and make decisions on curriculum and supplemental supports. ● High-quality, stimulating, and rigorous instructional materials that engage English learners (ELs), students with disabilities (SWDs), foster and homeless youth, and accelerate grade-level content and language development. ● A clearly articulated and executed plan that ensures ELs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards. ● An identified curriculum for designated ELD and non-graduation-bound SWDs is implemented with fidelity. ● Continuous improvement processes are used to routinely evaluate the fidelity of implementation of curricula and their respective quality. ● Amply available curricular materials and support are available for all students (e.g., electronic devices, tiered, and differentiated instructional materials).

SIR INSTRUCTIONAL COMPONENTS

Instructional Components	Characteristics
3. **Instructional Practice and Strategies** *LCFF/LCAP Priority: 1 Basic Conditions* *Priority 2: State Standards* *Priority 7: Course Access*	The LEA has established and defined instructional practices and strategies that are culturally inclusive, differentiated, rigorous, coherent, and standards aligned. Instructional technology, project-based learning, and other experiences beyond the textbook are regularly utilized. Instructional practices and strategies positively support students in developing self-agency and building metacognitive skills. This is evidenced by the following characteristics: ● A district-wide intentional focus on providing a rigorous teaching and learning experience that uses Universal Design for Learning (UDL) principles for improving and extending differentiated instructional practices that increase student engagement. ● Evidence-based instructional practices focus on providing students access to and experience with rigorous, relevant, and coherent standards-aligned instruction and are responsive to the needs of all learners, including gifted students, culturally and linguistically diverse students, students with disabilities, homeless and foster youth. ● Teaching practices emphasize the engagement of students in the learning process, clear articulation of the strategies of instruction, learning intentions, and the criteria for success. ● District-wide instructional practices and strategies are actively cultivated, communicated, clearly documented, and evaluated. ● Continuous improvement data are regularly used to celebrate growth and problem solve areas in need of targeted assistance. ● Instructional practice and strategies ensure that the teachers of all student groups (gifted, culturally and linguistically diverse students, students with disabilities, homeless and foster youth) are included and participate in collaborative integrated planning for instruction. ● Teachers regularly meet to share and review student work. ● Instructional support staff provide in-class support for students needing additional support/remediation and extension. ● Intensive support teachers deliver the most targeted instruction for students in small groups. ● Instructional practices support the development of student agency for learning (i.e academic self-efficiency and self-regulation). ● Students with disabilities are educated in the least restrictive environment. ● Digital learning and experiences beyond the textbook (e.g., project-based learning) and the classroom are used to actively engage students in learning, emphasize critical thinking skills, and adapt to a flexible world (e.g. synchronous and asynchronous). ● Systematic frequent and ongoing measurement of student learning allows multiple means and modalities to demonstrate mastery. ● Systematic use of school data to plan, design, and deliver culturally responsive instruction results in an increased rate of student growth across multiple measures (e.g. academic and social emotional and behavioral) ● Teachers are provided with opportunities to serve as a peer resource for teaching and learning. ● Regular communication and engagement provide opportunities for parents/caregivers to support their students' learning.

Instructional Components	Characteristics
4. **Social-Emotional and Behavioral Health and Development** *LCFF/LCAP:* *Priority 6: School Climate*	Social-emotional and behavioral (SEB) well-being of the whole child is a critical component in the LEA's mission and vision. Identified social-emotional and behavioral skills are integrated into the curriculum, instructional practices, and resources identified for student support and school capacity building. Social-emotional and behavioral health is embedded in LEA policies and practices and is modeled by adults**.** This is evidenced by the following characteristics: • Social-emotional and behavioral health of the whole child is supported/substantiated within the written instructional vision, policies, and practices. • Systemic and strategically embedded instruction that includes explicit teaching of expected student behaviors appropriate to the development level. • Specific and differentiated social-emotional and behavioral strategies address students in Tier I, Tier II, and Tier III. • Specific metrics measure and refine the impact of the SEB instruction. • Rapid formative assessments are available for highly mobile students and are used to assess new students' abilities, recognize emotional needs, employ a variety of teaching strategies, arrange for students to complete homework at school, and provide individual or group tutoring. • Professional learning is provided to enable teachers to understand the nature of homelessness and foster care, to create positive experiences for homeless children, and to provide strategies for discussing this topic in the classroom. • A continuum of resources available at every site provides support to students whose behavior and well-being is of concern. • Meaningful outreach engages families and caregivers with the continuum of available resources. • Planned and intentional professional learning builds staff capacity in the use of Student Success Teams (SST) and Positive Behavior Intervention Supports (PBIS). • Social-emotional, behavioral, and health development is practiced and modeled by adults throughout the district. • A continuum of school-based social-emotional, and behavioral supports are identified and external partnerships are cultivated. • The school site culture among teachers and school leaders engages, challenges, and supports social-emotional, behavioral, and academic development. • Social-emotional and behavioral health and respective curricular programs are routinely evaluated and use data to ensure fidelity of implementation, quality of the selected curriculum, and to inform continuous improvement instructional decisions. • On-going professional learning opportunities provide a safe space for teachers and leaders to learn about the importance of SEB.

Instructional Components	Characteristics
5. Assessment and Accountability *LCFF/LCAP:* *Priority 2: State Standards* *Priority 4: Pupil Achievement*	The LEA has a systemic process to measure and analyze student data—academic, behavior, and SEL—that drives the accountability system for all stakeholders (classroom to boardroom and home) and informs a continuous improvement process. This is evidenced by the following characteristics: - A system of assessment that ensures all students are provided with, know, and understand clear learning targets in all courses and at all grade levels with the goal that each student comprehends precisely what and how to attain mastery of key skills and concepts. - Ongoing, aligned, systemic processes are in place for measuring how, what, and how well a student is learning (e.g., early warning system, universal screening, diagnostic, formative, summative). - Targeted and on-going assessment of ELs ensure they are moving toward advanced levels of English, reclassification, and closing the academic language gap. - The redesignation rate of ELs and the declassification rate and movement of service delivery (e.g., LRE) for students with disabilities are monitored, assessed, shared, and used to make instructional decisions for improved student outcomes. - Measures are used that promote resilience in foster and homeless youth and assess students' soft skills such as motivation, social adaptability, and interpretive abilities. - Assessment data are used to monitor the rate of growth for foster and homeless youth to ensure students are receiving differentiated and well-rounded support for academics, social-emotional, and behavioral health. - District-wide practices include intentional time for teachers and leaders to learn, digest, analyze, problem-solve, and plan for instruction that results in improved student outcomes for academics, behavior, and SEL (e.g., establish Professional Learning Communities, Communities of Practice, etc). - Progress monitoring of district culture, coherence, curriculum, and instructional and professional learning provides two-way communication with stakeholders and ensures district benchmarks and goals are met. - There is an established district-wide process (e.g., problem solving/continuous improvement protocols) for using assessment data to make instructional decisions at the student, classroom, school and district levels. - The district's multi-tiered system of support has established decision rules that articulate entrance and exit criteria for students needing intensified instruction and intervention. - A functional student information system (SIS) is in place that readily provides data to inform continuous improvement and instructional decisions from the boardroom to the classroom. - Assessment and accountability data are regularly collected and shared throughout the school year and align with district formative and/or benchmark assessments (e.g., beginning, middle, and end of year).

Instructional Components	Characteristics
6. Student and Family Engagement *LCFF/LCAP:* *Priority 3: Parental Involvement (engagement)* *Priority 5: Pupil Engagement*	The LEA practices two-way communication that reflects the cultural and linguistic needs of families in the community and provides resources and activities that give students agency, promotes student leadership, and provides a space for active family and community engagement. This is evidenced by the following characteristics: **Student Engagement:** ● Student agency and voice are fostered to promote critical thinking and leadership that contribute to decisions being made. ● Students are able to articulate what they are learning and why. ● Students are able to identify and use self-regulatory strategies for learning. ● Students are able to self identify instructional strategies for their learning. ● Students are provided with opportunities to self-assess. ● Students are provided equitable access to digital learning platforms and devices. **Family Engagement:** ● The LEA actively seeks and acts upon two-way communication with students, families/caregivers, and underrepresented groups. ● There are written protocols that delineate strategies and practices that promote and engage students and families. ● The district has both systems and supports in place to successfully engage families and students in an adaptive learning environment (e.g., distance learning, blended learning, flipped classroom), internet connectivity, devices, orientation, and guidance on hybrid learning environments. ● Clear two-way communication is used with families and cultivates a clear understanding of steps and progress required for students to show mastery of skills, concepts, and grade-level and graduation requirements. ● The cultural and linguistic needs of the community are reflected in the resources, engagement activities, and curriculum. ● Families/caregivers are active participants in PTA/PTO, school site council meetings, and other forums. ● The LEA provides support to schools to ensure family/caregivers and students are actively informed members and decision makers within the district system of support and school community. ● Parent groups engage and collaborate with school and district leaders in prioritizing goals and providing LCAP input and feedback. ● Universal use and provision of language translation and interpretation (e.g., written, oral language) is provided.

Instructional Components	Characteristics
7. **School-based Instructional Leadership Teams (ILTs)** *LCFF/LCAP:* *Priority 6: School Climate*	Instructional Leadership Teams (ILTs) exist in every school and are representative across grades and disciplines with members that make culturally responsive data-driven decisions to design instruction for all students and their needs. ILTs facilitate site-based professional learning and support the implementation of district and site programs and efforts. This is evidenced by the following characteristics: ● Written expectations exist for ILTs roles, responsibilities, and team membership. ● ILTs exist in every school and meet regularly with organized agendas and minutes. ● ILTs are provided professional development on the purpose, process, facilitation, and outcomes for leadership teams. ● ILTs reflect cross grade and disciplinary representation of student groups including EL, gifted, homeless, foster, and students with disabilities. ● ILTs have a clear vision that aligns with the LCAP goals, student needs, and data. ● ILT members are capable and empowered to use data to design instruction based on the needs of each and every student. ● ILTs include a focus on supporting all educators in developing assessment literacy. ● ILTs are actively involved in facilitating culturally responsive data-driven decision making and creating the instructional supports necessary to deliver best first instruction that results in improved school-wide student outcomes. ● ILTs facilitate site-based professional development and coaching on instruction, assessment, and data-driven decision making.

Instructional Components	Characteristics
8. Administrative Coaching and Leadership	Infrastructures across the LEA support, promote, and enhance a collaborative culture for district and site administrator effectiveness in management and instructional leadership. Data (academic, social-emotional, and behavioral) are consistently used to monitor instruction and inform stakeholders' engagement. This is evidenced by the following characteristics: **District Leadership:** ● Central office administration ensures expectations of the school site administrators are clear and district infrastructures exist to support, enhance, and develop effective instruction and managerial leadership. ● Principal supervisors spend an extensive amount of time in schools observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders. ● District administrators demonstrate consistent use of qualitative and quantitative school-based data to assess the rate of growth for academic, behavioral, and social-emotional learning and differentiate levels of support. ● District leadership actively cultivates a growth mindset in a trusting and safe environment, in which personnel feel comfortable taking risks and actively contribute to decision making. ● District infrastructures provide professional learning to support site administrators in developing their assessment literacy. ● District leadership provides targeted coaching to site administrators that facilitates growth and development of assessment literacy for their respective instructional personnel. **Site Leadership:** ● District infrastructures exist that support and enhance site administrators' effectiveness in instructional leadership. ● Consistent leadership coaching and mentoring provides principals the opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices to meet the needs of diverse learners. ● Administrators clearly demonstrate a balance of their time between building management and instructional leadership. ● Administrative practices include targeted instructional coaching for staff to support and facilitate effective teaching strategies and practices that span all students—general education, special education, gifted and English learners, homeless and foster youth. ● Administrators spend an extensive amount of time in classrooms, including special education, observing instruction and providing strengths-based and actionable feedback to teachers. ● Administrators demonstrate a consistent use of qualitative and quantitative data to assess the rate of growth for academic, behavioral, and social-emotional learning for all students. ● Administration actively cultivates a growth mindset and a safe environment for personnel to take risks, speak their truth, and contribute to decision making. ● Administrators actively facilitate and engage parents/caregivers as welcomed partners in the school community/family.

Instructional Components	Characteristics
9. Professional Learning and Coaching *LCFF/LCAP:* *Priority 1: Basic* *Priority 2: State Standards*	There is a professional learning plan that cultivates the development of a teaching and learning culture through the eyes of a student and reflects the needs of all teaching staff. The LEA-wide data-driven professional learning plan designed for all stakeholders focuses on effective instructional practices that improve student academic, social-emotional, and behavioral learning. Instructional coaches support the implementation and improvement of the tiered practices. This is evidenced by the following characteristics: ● There is a written comprehensive multi-year professional learning (PL) and coaching plan based on best practices for improving effective instruction for veteran and new principals, teachers, and staff (classified and certificated) and has clear expectations for implementation and monitoring. ● District-led, highly effective, data-based professional learning opportunities are grounded in student performance and foster collective responsibility for improving student outcomes. ● There is a relentless focus on developing the capacity of all teaching staff to deliver effective lessons that actively engage ELs and SWDs and advance their learning and language proficiency across the curriculum. ● There is intentional focus on developing systemic implementation of Universal Design for Learning (UDL). ● The development of assessment literacy provides for continual analysis of student data that results in effectively raising achievement academically, socially-emotionally, and behaviorally. ● There is a clear focus on digital literacy within an adaptive environment that provides opportunities to practice and build skills in this area (e.g. blending and online learning, flipped classrooms, maximizing the use of digital platforms and resources, synchronous and asynchronous). ● A structure exists for school site professional learning that is focused on collaborative cultures, e.g. PLC, CoPs, ILTs. etc. ● A data-driven professional development plan exists at each school site that is intentional and differentiated for the learning needs of teaching staff. ● Professional learning feedback is regularly collected and shared to support continuous improvement. ● A structure exists to support teachers' reflections and efforts to improve classroom practices for academics, social-emotional, and behavioral learning (e.g., instructional coaches and/or support personnel). ● There is a written multi-year plan for engaging parents and other stakeholders in learning that is aligned to the district's strategies for improving academic, behavioral, and social-emotional learning. ● Regular professional learning and data-driven feedback is provided to the governing board.

Instructional Components	Characteristics
10. Data Management and Use and Student Information Systems	There is a student information system (SIS) that actively stores and tracks all individual student data (e.g., grades, attendance, discipline). The SIS provides LEA-wide appropriate access for teachers, administrators, and parents/caregivers, which allows for aggregate data use for school-based planning and also meets federal/state/local reporting requirements. This is evidenced by the following characteristics: ● SIS data that support and align with the district's assessment and accountability system(s). ● An early warning system (EWS) for academics (e.g., grades), behavior (e.g., major/minor events), and attendance is developed, available at the district, school, and classroom levels, and has established criteria for each level. ● A suite of reports that is readily available and customized for the end-user (e.g., principal, teacher, board member, assistant superintendent, parent/caregiver, etc) and reflect the areas identified as needing improvement (e.g., EWS that can be disaggregated by student group, grade, gender, graduation rates, family/caregiver engagement, targeted indicators for ELs and students with disabilities). ● The SIS communicates with other data systems that are required and maintained by other departments (e.g, special education, English learners, foster and homeless youth). ● Regularly provide training on how to use and access SIS data. ● Regular district monitoring and reviewing of data in an effort to support educator access and usage of the SIS. ● Professional learning opportunities that unpack the need for and use of SIS data to drive student, school, and district improvement, inclusive of a continuous improvement problem-solving approach to help consumers analyze and act upon areas of need. ● Data are regularly used, from the governing board to the classroom and parent/caregiver levels, to monitor progress and ensure curriculum, instruction, and tiered support result in positive student outcomes in academics, social-emotional, and behavioral health. ● District leadership utilizes SIS data regularly (e.g., quarterly) to monitor a variety of data points (D/Fs, EWS trends, referral rates for special education, etc). ● School leadership utilizes SIS data on a regular basis to monitor school based EWS indicators (academic, behavior, attendance) and other data to include, but not limited to, SST referrals, the success of Tier 2 and 3 interventions, success of the implementation of curriculum, etc. ● Longitudinal data are regularly provided and reviewed at the school and district level to track and report student progress. ● Readily available data that support cross-departmental, classroom to school analysis to inform continuous improvement instructional decisions. ● Decision rules are developed and socialized with teaching and learning personnel that provide entrance and exit criteria for robust and coherent tiered support for all students, including gifted, at-risk, English learners, and students with disabilities. ● Activities (e.g., PLCs, pairing of schools) that are organized using aggregated data and create opportunities for schools to collaborate and learn from and give each other feedback.

Instructional Components	Characteristics
11. District and Leadership Capacity	The LEA contains strong multi-level (school and district leadership) organizational capacity and processes to make coherent, coordinated decisions that ensure goals and metrics are mission and vision aligned across sites and departments. Established processes ensure each member, regardless of position, is supported and can fulfill their role and responsibilities. This is evidenced by the following characteristics: ● Strong organizational capacity, dynamics, and processes exist to make coherent, coordinated decisions that improve the overall health and wellness of the district. ● District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, and accountability and commitment to equity and excellence across the district. ● On-going assessment of district and school leadership culture, coherence, and professional learning provides two-way communication with the superintendent to ensure district benchmarks and goals are met. ● Performance metrics aligned with district goals and vision are established across all central office departments and regularly reviewed for growth and sustainability using a continuous improvement model. ● Each department's strategic workflow, metrics and benchmarks are verified with data, aligned with district goals and vision, and reviewed regularly. ● Aligned, systemic processes, both qualitative and quantitative, are in place to measure how, what, and how well district and school leaders are functioning in their current roles. ● On-going coaching is provided across the cabinet and superintendent that supports team cohesiveness and provides for individual growth and development. ● School leaders are provided with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities. ● A district instructional leadership team exists that continually assesses the needs of schools and provides differentiated support to sites. ● There are clear expectations and support for current and future leaders in the development of their assessment and technological literacy. ● A written leadership succession plan exists and is executed that works to build the capacity and bench of potential leaders for both the school and district levels. ● Career ladder opportunities are provided that support the development of a leadership pipeline for future leaders.

Instructional Components	Characteristics
12. Governance Support with Instruction	The governing board has clearly established written policies, processes, and protocols to assist in the implementation of strong instructional practices and educational supports for each and every student. This is evidenced by the following characteristics: ● The district's governing board has policies and practices that support the focus that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels. ● The district's governing board has a delineated function and members have a clear understanding of their roles and responsibilities in improving district, school, and student outcomes. ● The district's governing board members demonstrate conflict resolution, effective communication, and interpersonal respect for each other, the district leadership, staff, and the community they serve. ● The district's governing board participates in ongoing professional learning on policy development, leadership, and practices for effective teams. ● The district's governing board meetings provide regular opportunities to engage with staff and departments via presentations and reports. ● Governing board work sessions are held regularly (e.g., 3 times per year) and provide deeper study into various topics of district need and interest and involve appropriate staff.