

A photograph of three people in a meeting. On the left, a Black woman in a light-colored blazer is looking towards the center. In the middle, a woman with curly hair and glasses is smiling and holding a document. On the right, a man with grey hair is smiling and has his hand on the shoulder of the woman in the middle. They are sitting at a table with a laptop and a cup of coffee. The background shows a large window with a view of a building.

ccee

California Collaborative  
*for* Educational Excellence

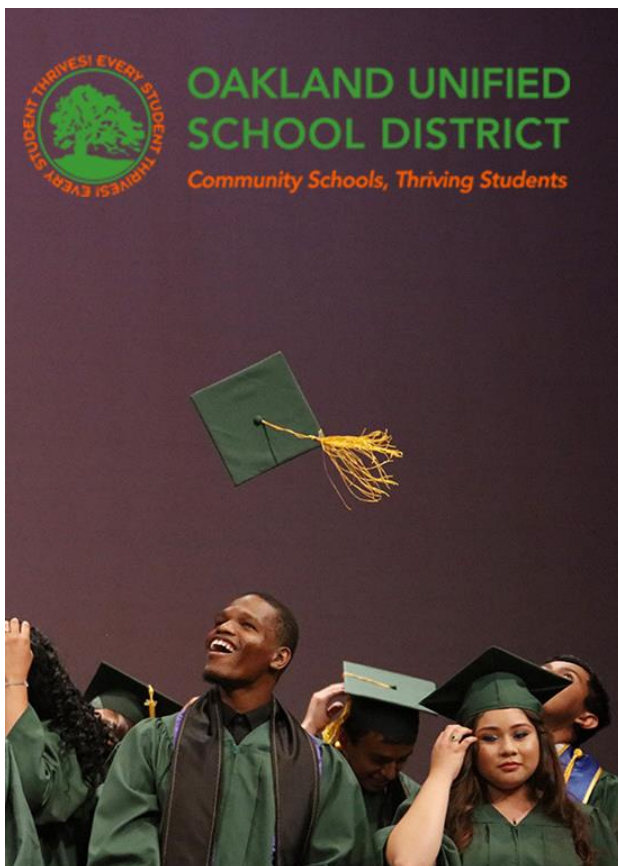
Direct Technical Assistance

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

February 24th, 2021

**Advancing Achievement**

# Agenda/Overview



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

# OUSD CCEE SIR Team



**Thomas Armelino**

Executive Director  
tarmelino@ccee-ca.org



**Dr. Karla Estrada**

Deputy Executive Director  
kestrada@ccee-ca.org



**Nick Mize**

Professional Expert



**Susan Tandberg**

Professional Expert



**Nati Rozsa**

Professional Expert



**Rocio Gonzalez-Frausto**

Senior Manager  
rgonzalez-frausto@ccee-ca.org



**Steven Sterling Mitchell**

Senior Manager  
smitchell@ccee-ca.org

# 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.



# 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)

# 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.

# LEAs in SIR Support: The Process







# Data Gathered and Activities

ccee

California Collaborative  
for Educational Excellence

- **43** Empathy and Individual Interviews
  - coordinators, board directors, instructional network superintendents, cabinet, union leads, etc.
- **11** Virtual School and Classroom Observations
- **12** Focus Groups
  - 1 All City Council (students)
  - 2 Principal
  - 2 Families
  - 1 Community School Coordinators
  - 1 Committee to Empower Excellence in Black Students Education (CEEBSSE)
  - 1 Latino Education Network (LEN)
  - 1 Californians For Justice and Faith in Action (students and family)
  - 1 Parent and Student Advisory Committee (PSAC)
  - 2 Teacher
- **OUSD Artifacts**

# OUSD SIR Themes and Findings

## 3 Themes Emerged

1. **Coherence:** “shared depth of understanding about the nature of the work” (Fullan & Quinn, 2016, p. 30)
2. **Autonomy:** a question of what the central office holds tight and what is more loosely held
3. **Accountability:** refers to both 1) internal and external accountability, 2) the conditions that maximize accountability reinforced with benchmarks, outcomes and selective interventions that increases accountability to oneself and to the group.

**Implementation** of the multiple plans is a through line across the themes and can be found throughout several components of the OUSD SIR report. Implementation or lack thereof impacts coherence, autonomy and accountability structures.

# OUSD Systemic Instructional Review Findings

Strengths

Weaknesses

Opportunities

Threats

# S

## Strengths

- **Leadership consistency** at the top
- Improving **community engagement**
- **Instructional vision** developed with the Instructional Focus Plan
- Robust **data systems**
- Leadership focus on **aligning values and actions at all levels of the system in service of equity**

# W

## Weaknesses

- **Misalignment** between instructional vision and implementation at school sites
- Limited **accountability** structures throughout the district
- **Lack of common area of focus** among disparate advocacy groups
- A need to **improve and refine** the methods and avenues of delivering **communications to all families.**

# T

## Threats

- Reliance on **one-time funding**
- **Divergent** areas of **advocacy**
- Lack of clear **guidelines and follow through on autonomy**
- **Declining enrollment**
- Lack of consistent districtwide **implementation** of foundational agreements of what is expected of all schools

# O

## Opportunities

- Sharpen expectations on **implementing OUSD's instructional vision**
- Weave leaders' **institutional knowledge with new thinking**
- **Learn from within by:**
  - Scaling experiences with **proven best practices**
  - Using **metrics to evaluate impact** of best practices
  - **Standardizing data practices**
- **Clarify and communicate** the purpose of advisory groups/committees



# OUSD Recommendations/Actions

- **Approximately 58 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.
- **3 Themes:** 1) Coherence 2) Connected Autonomy 3) Accountability

# Examples of OUSD SIR Actions

## Coherence

**7B.** Create **cohesive documents** that integrate the goals from the LCAP, Strategic Plan, and CCEIS plan that can be used to **drive the work of the ILTs at each level of the system**. These documents might include placemats, posters, guiding documents, etc.

## Connected Autonomy

**9B.** Revisit draft “Defined Autonomy” policy to **define and implement a coherent approach to autonomy/accountability for professional learning, cycles of inquiry, and PLCs** that lead to improved outcomes for targeted populations.

## Accountability

**1C. Identify an Instructional Equity Framework** that 1) extends from the instructional plan and, when finalized, the strategic plan 2) **defines what equity and anti-racist practices** look like at the **central, network, school site, and classroom levels**, and 3) includes an equity decision-making matrix for leaders to use in decision-making.

## OUSD SIR Cascading Recommendations/Actions Sample

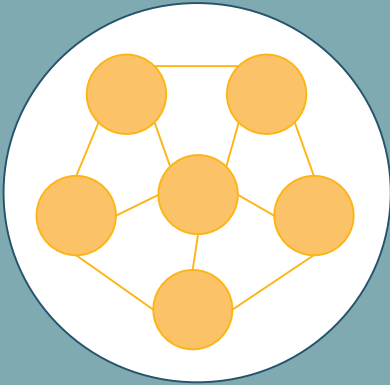
**10C) Continue to build clarity, coherence, and capacity** across the district, central office, and schools **in cycles of inquiry** with a focus on AAs, ELs, and HY by **outlining how cycles of inquiry are used** at the central office, network, and school level.

**10D)** Provide **professional learning on the use of data in a Cycle of Inquiry** to inform instructional practice and define accountabilities for the practices at various levels of the system, teachers, ILTs, networks, and central office.

**10A)** Clearly define, model, and monitor how student-level data is used at the school level to support acceleration, prevention, and intervention. This should include a **review of the purpose and effective use of Cycles of Inquiry** in a continuous improvement model. It is important to include the disaggregation of data to the populations of ELs, AAs, and HY.

**11F)** Set the expectation that **site leaders will lead their teams in cycles of inquiry** and outcome-focused accountability conversations.

## Phase 3 After SIR 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  
(External)**

**4**

**CA School  
Dashboard**

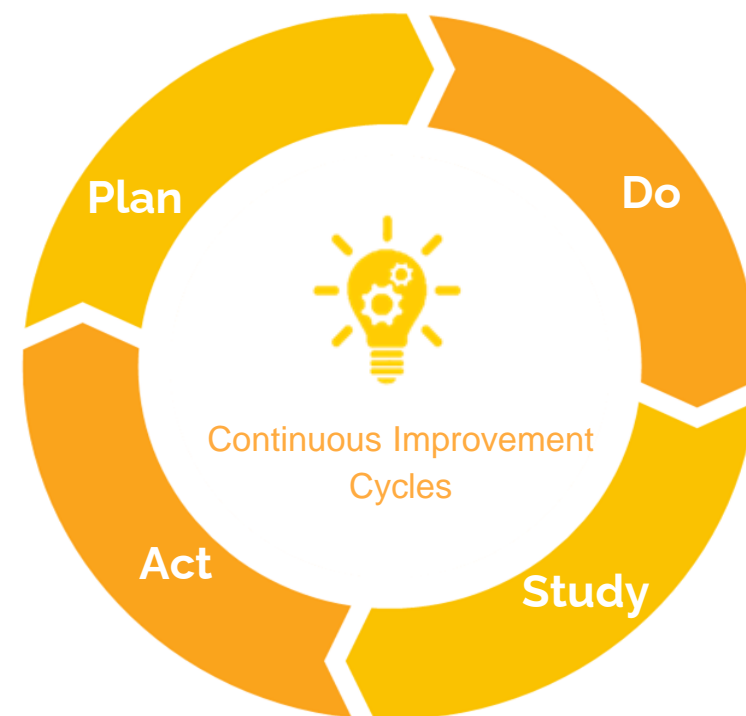


# 2

## 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 OUSD internal leadership team to engage in short cycles of continuous improvement that ensure implementation of the SIR priority recommendations with outcomes for a set period of time.
  - CCEE can continue to advise and assist OUSD and ACOE
- **Frequency:** 4x's a year: August/September, November, March, June)



# 3

## Progress Monitoring: LEA Progress on Implementation of SIR Recommendations (External)

- **Purpose:** External infographic on the progress the district has made on the implementation of SIR recommendations that can be shared with district stakeholders
- **Frequency:** two times a year (Fall and Spring)

## SIR Progress Monitoring Report

**Purpose:** The purpose of this Systemic Instructional Review (SIR) Progress Monitoring Report is to provide the district and its stakeholders an update on the district's progress in implementing the SIR report actions. This progress monitoring report will be updated and available twice a school year (fall/spring).

**Background:** In December 2019 the district met the criteria for support outline in Educational Code 52064.5, where three or more student groups have not made progress for 3 out of 4 consecutive years. As a result, the CCEE conducted a Systemic Instructional Review that results in a SIR Report that outlines the strengths, weakness, threats, opportunities, and recommended actions.

### What is the SIR?

The SIR is a comprehensive PK-12 academic and social-emotional assessment of the district's instructional systems and progress of state requirements. To learn more about the SIR and view your districts' full SIR Report and Executive Summary, visit <https://ccee-ca.org/services/systemic-instructional-review/>

### XXUSD SIR Report

### SIR Instructional Components

Total Actions	Total Not Started	Total In Progress	Total Completed
66	7	45	14

KEY ■ Not Started ■ In Progress ■ Completed

### 1 Culture, Coherence, and the Planning Process (6 actions)

**Objective:** The school district strongly values inclusivity and diversity. The culture of the district is unified in supporting and engaging every member of the school community.

5 In Progress 1 Completed

### 2 Curriculum, Learning, and Support (12 actions)

**Objective:** The school district uses a standards-aligned curriculum and a comprehensive assessment system that is culturally and linguistically appropriate for the learners in its community and meets the needs of all learners.

2 Not Started 8 In Progress 2 Completed

### 3 Instructional Practice and Strategies (7 actions)

**Objective:** The school district has implemented evidence-based teaching methods that are rigorous, standards-aligned, culturally inclusive, and meet the needs of all learners.

5 In Progress 2 Completed

### 4 Social-Emotional and Behavioral Health and Development (2 actions)

**Objective:** The school district supports the social-emotional and behavioral well-being of every learner through the curriculum, specific instructional practices and resources, and intentional modeling by adults in the school community.

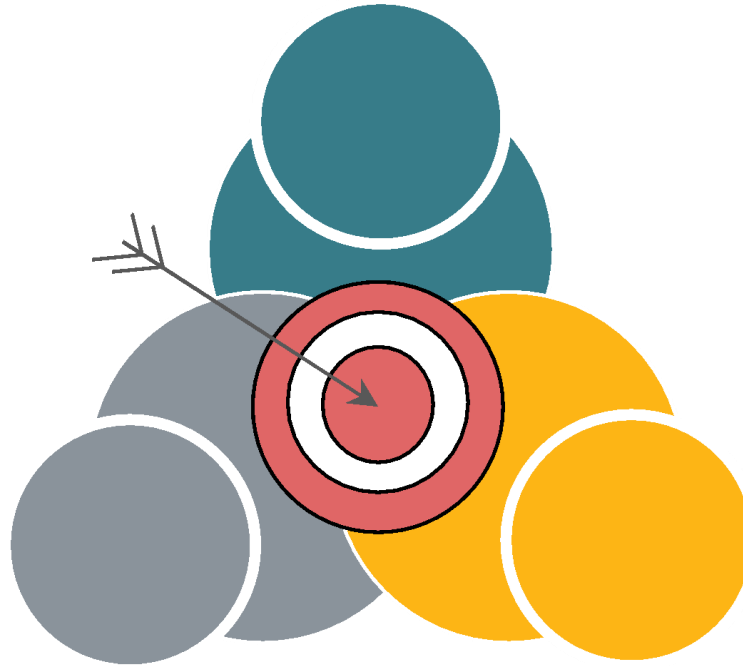
2 In Progress

### 5 Assessment and Accountability (5 actions)

**Objective:** The school district has a cohesive process to measure and analyze student data, which includes data on academic, behavior, and social-emotional learning. The data is used to support accountability and continuous improvement.

2 In Progress 3 Completed

# 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.

# How can the OUSD 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 students, English learners, 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 students, English learners, and students experiencing homelessness.
- Review the report and in particular recommendations related to governance.



# OUSD SIR Action Implementation Next Steps

- CCEE and ACOE will be engaging with OUSD to determine ongoing support to the Superintendent, CAO and team on implementation of SIR recommendations.
- Quarterly Progress Monitoring Meetings: March (baseline), June, August/September, November
- OUSD 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 ACOE.

# Questions?

---

Thank You

# Appendix

---

## Additional Details

# Systemic Instructional 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: (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

# References

AdvancED. (n.d.). *Index of Educational Quality (IEQ) (White Paper)*. Retrieved from Overview of the Index of Education Quality: <https://www.advanced.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](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.