Breakout #1a

Building System Capacity for School Improvement and Learning Acceleration

Susanna Loeb, Benjamin W. Cottingham, Steve Kellner, Vicky Armstrong
PACE Annual Conference
Feb 3, 2023
National Student Support Accelerator

Susanna Loeb
Professor of Education, Stanford University
Equalizing Access to Quality Tutoring

The National Student Support Accelerator vision is that every student in need has access to an effective tutor who champions and ensures their learning and success.

The Accelerator provides comprehensive resources for those interested in implementing high-impact tutoring. We introduce a framework for thinking about how tutoring programs should be structured to suit their communities and specific tools for building, expanding, improving and funding such programs. Designed with the needs of tutoring organizations, schools and districts in mind, the Accelerator tools articulate best practices, drawing on an extensive body of existing research. Our goal is to make implementing high-impact tutoring programs at scale as straightforward as possible.
Generating Traction with Continuous Improvement

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PACE
Policy Analysis for California Education
Identifying and scaling systems to improve student outcomes

• Reaching measurable student outcomes via system reform takes time.
• Continuous improvement is not linear.

• How can we understand progress towards this goal?
Rethinking Scale - Coburn

Spread

Depth

Ownership

Sustainability
Zones of Traction

**Traction** - work that is on a trajectory to affect student outcomes at scale

- **Zone A** - No evidence of reform
- **Zone B** - Lots of activity, little impact
- **Zone C** - Classroom/team testing of reform ideas
- **Zone D** - Initial spread of change with proven efficacy beyond initial team, school level
- **Zone E** - Spread with impact beyond initial site, district level
Partnerships
Identifying Traction towards Scale

- Can we use the idea of traction to better serve schools and districts in improvement networks?

- Integrating Zones of Traction with California Education Partners improvement model for On-Track and PreK-3rd Grade Coherence Collaborations.
## Discernible Impact for On-Track Collaborations

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<thead>
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<tbody>
<tr>
<td><strong>A System to Monitoring On Track to A-G Graduation</strong></td>
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<td><strong>System for Equitable Placement of Students in A-G Courses</strong></td>
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<tr>
<td><strong>A System to Increase Students’ Skills and Knowledge Through Timely Interventions</strong></td>
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<td><strong>A System to Build Teacher and Administrator Capacity for Improvement</strong></td>
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Building System Capacity for School Improvement and Learning Acceleration

Steven Kellner, Ed.D
Director of Program Sustainability & Growth
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February 3rd, 2023
California Education Partners Model
Ed Partners’ Belief

It is the professionals already working in our public school system that are the ones most capable of improving outcomes for each student.
Partnering with California Districts

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<tr>
<th>Logo</th>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>[Image]</td>
<td>P3CC</td>
<td>Pre-K to 3 Coherence Collaboration</td>
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<tr>
<td>[Image]</td>
<td>ON TRACK</td>
<td>Collaboration</td>
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<tr>
<td>[Image]</td>
<td>CALLi</td>
<td>California Language and Learning Innovation Collaborations</td>
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<td>[Image]</td>
<td>Math in Common</td>
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<td>[Image]</td>
<td>CORE</td>
<td>Districts</td>
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<td>[Image]</td>
<td>California Education Partners</td>
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<td>[Image]</td>
<td>Scale Up</td>
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| 13 Years | 75+ Districts | Primarily focus on districts 2,000 to 20,000 enrollment: 40% of CA districts representing 48% of CA Students |
Ed Partners’ Promise

At the conclusion of collaborative, system improvement work with California Education Partners, districts and their schools will have the skills and knowledge to further develop, execute, and spread a sustainable improvement approach that is contextually driven and that quantifiably improves student outcomes.
Building Coherent Improvement Teams

- **Site Level:**
  - Teachers
  - Counselors

- **District Level:**
  - Coaches
  - TOSA
  - Superintendent
  - Directors

- **Team Lead**
  (District Level Leader)

- **Guiding Coalition**

- **Superintendent**
<table>
<thead>
<tr>
<th>System Shifts</th>
<th>Sustainable Structures</th>
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<tbody>
<tr>
<td>A System for common grade level/course expectations</td>
<td>● Standards-based, aligned across grade level (elementary) and discipline (secondary)</td>
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<tr>
<td>A System for equitable student assessment</td>
<td>● Equitable Classroom-level Grading Practices</td>
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<tr>
<td></td>
<td>● Common district-wide benchmarks</td>
</tr>
<tr>
<td>A System to monitor student progress</td>
<td>● School-based, multi-level monitoring team</td>
</tr>
<tr>
<td>A System to build teacher and administrator capacity for improvement</td>
<td>● Instructional Coaching</td>
</tr>
<tr>
<td></td>
<td>● Focused, aligned Professional Learning</td>
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</tbody>
</table>
How We Support Our Districts

- District-to-District Thought Partnership
- Coaching to Improve Complex Systems
- Brokering Knowledge to Facilitate Change

- Virtual and In-Person Convenings
- Common Data to Accelerate Improvement
- Shared Learning Opportunities
Dinuba’s Early Literacy Journey: A Continuous Improvement Story

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Ending Generational Poverty Through Education
Dinuba Unified
TK - 12th Grade
6,640 students

1 comprehensive high school
1 comprehensive middle school
6 elementary schools
1 Alternative Ed, Independent Study & Adult School

81% Socioeconomic Disadvantaged
33% English Learners
93% Hispanic
8.5% Special Education

We Are Here
It Takes a Team to Make the Dream Work
Dinuba Unified School District
Curriculum & Instruction
Language & Literacy Team

Vicky Armstrong
Assistant Superintendent, C & I
Dinuba Unified School District

Veronica Rodriguez
EL Coordinator/EL Coach
Dinuba Unified School District

Liz Castillo
EL Coach
Dinuba Unified School District

Colleen Gowen
TK-3 ELA Coach
Dinuba Unified School District

Jamila Khalil
3-6 ELA Coach
Dinuba Unified School District

Gina Melkonian
7-12 ELA/ELD Coach
Dinuba Unified School District
Partnerships & Networks

Linda Hauser
Mabel Franks
Building Coherence for Instructional Improvement (BCII)

JoDee Marcellin
Amy Williams
CALLI Early Literacy & Preschool to 3rd Grade Network

Tulare County Office of Education

Alesha Ramirez
Lisa Lemus
Gayle Frediani

Nancy Akhavan
Today’s Agenda

Dinuba’s Vision for Literacy in Action

Learning is the Work

Dinuba’s Systems, Structures, & Processes
Dinuba USD’s Vision for Literacy In Action:
Each and every DUSD student will build the reading, writing, and communication skills necessary for literate and productive futures.
Systems to Support the Dinuba Literacy Vision

The Great Eight!
Comprehensive Literacy the Dinuba Way

Pedagogical Approach

Grade Level Expectations

Coherence K-6 Strategy

Main Idea & Details in Non-Fiction
The Great Eight!
Comprehensive Literacy the Dinuba Way

Read Aloud
Shared Reading
Guided & Small Group Reading
Independent Reading
Language Conventions
ELD
Writing
Word Work

DUSD students will build the reading, writing, and communication skills necessary for literate and productive futures

Our Early Comprehensive Literacy Work
CAASPP ELA GR3 by Subgroup
Change in Median Scale Score 2015 to 2019

Dinuba Data CAASPP

Subgroup | Students with Scores (n)
---|---
All Students | 513
Latino | 484
SED | 429
ELL | 189

Change in Median Scale Score

State of California | Dinuba Unified
---|---
All Students | 22.3 | 31.1
Latino | 25.2 | 30
SED | 23.7 | 41.3
ELL | 1.4 | 19.3
CAASPP ELA GR4 by Subgroup
Change in Median Scale Score 2015 to 2019

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Students with Scores (n)</th>
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<tbody>
<tr>
<td>All Students</td>
<td>509</td>
</tr>
<tr>
<td>Latino</td>
<td>480</td>
</tr>
<tr>
<td>SED</td>
<td>427</td>
</tr>
<tr>
<td>ELL</td>
<td>203</td>
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![Bar chart showing change in median scale score for different subgroups.]
Learning Is The Work: Monitoring Student Progress to Inform Our Pedagogical Shifts
How Dinuba Learns: Examples within Our System

- Test an Idea
- Increase Reading Volume in 3rd Grade
- Adopt and Spread Approach spread and sustained post COVID
- Study Impact Data Achieve3000 Data Compared to Control Weekly
All pilot teachers had greater than expected Lexile growth and 5/6 pilot teachers exceeded the growth of the control group.
Dinuba’s Systems, Structures, Processes: Using Our System to Build Capacity
Building Adult Capacity to Meet Students’ Needs

- Grade Level Professional Development
- Coaching with In-class Support
- Professional Learning Community Structures
- Learning Walks
Defining Our Best Practices

- Coaching Support
- Classroom Observations opportunities for new teachers
- PD opportunities
- Deliberate Onboarding for New Teachers

Resources: bit.ly/Dinuba_Way
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