

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.



Toolkit for
Tutoring
Programs



Tutoring
Quality
Improvement
System (TQIS)



District
Playbook



Research to
Date



Tutoring
Database

Generating Traction with Continuous Improvement

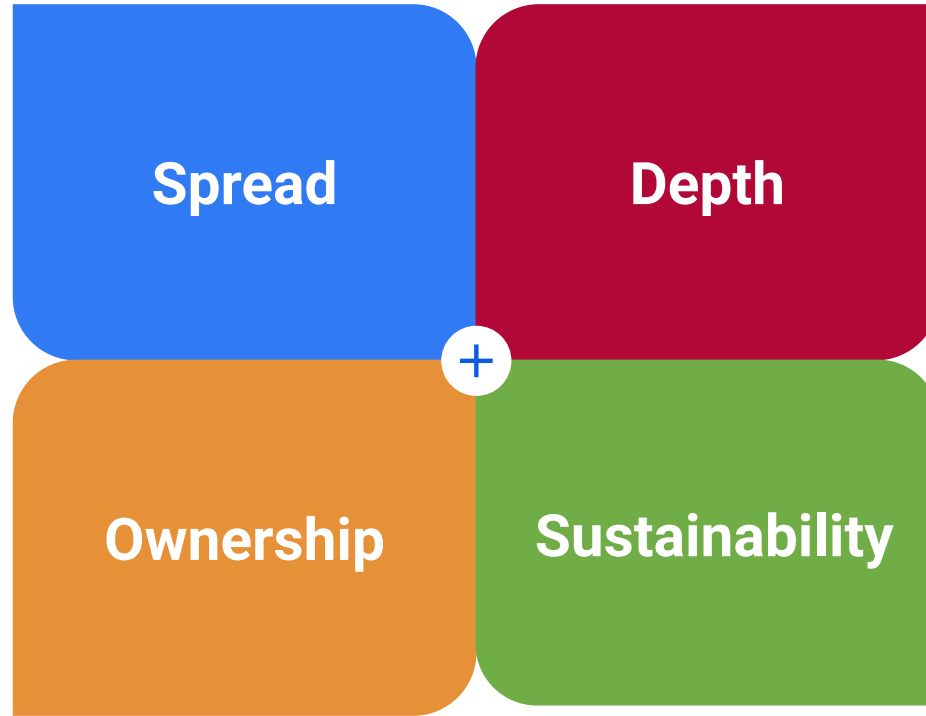
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Identifying and scaling systems to improve student outcomes

- 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



Zones of Traction

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

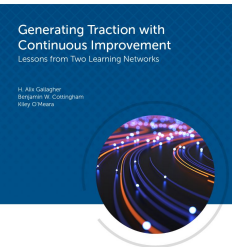
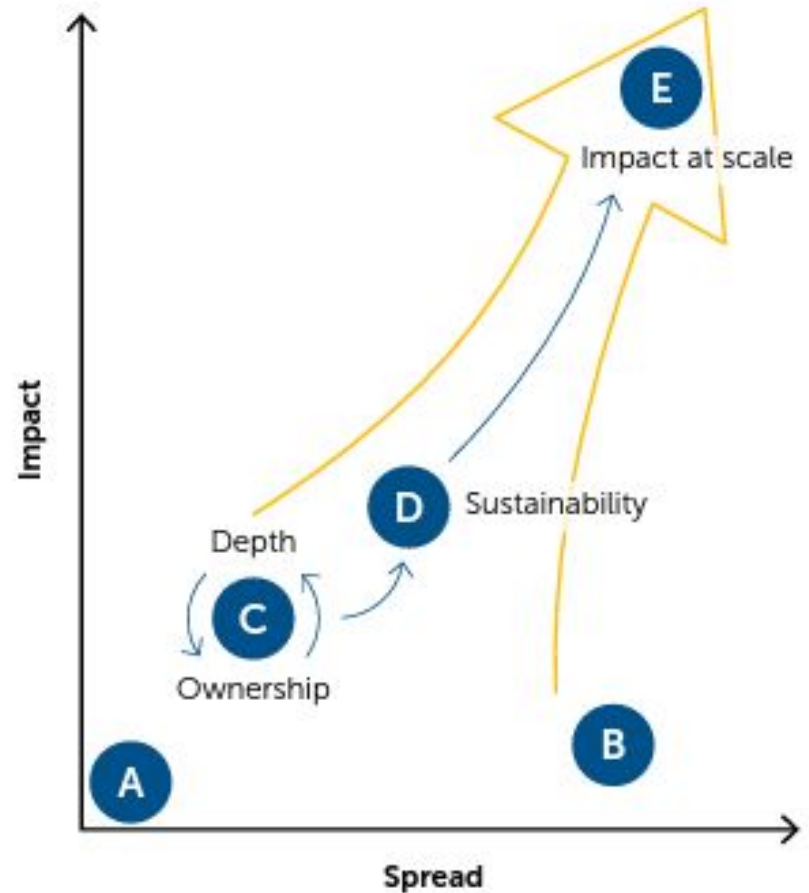
Zone A - No evidence of reform

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



California
Education
Partners



CORE
DISTRICTS

CCEE

California Collaborative
for Educational Excellence

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.



California
Education
Partners

Discernible Impact for On-Track Collaborations

A System to Monitoring On Track to A-G Graduation

System for Equitable Placement of Students in A-G Courses

A System to Increase Students' Skills and Knowledge Through Timely Interventions

A System to Build Teacher and Administrator Capacity for Improvement



Building System Capacity for School Improvement and Learning Acceleration

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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

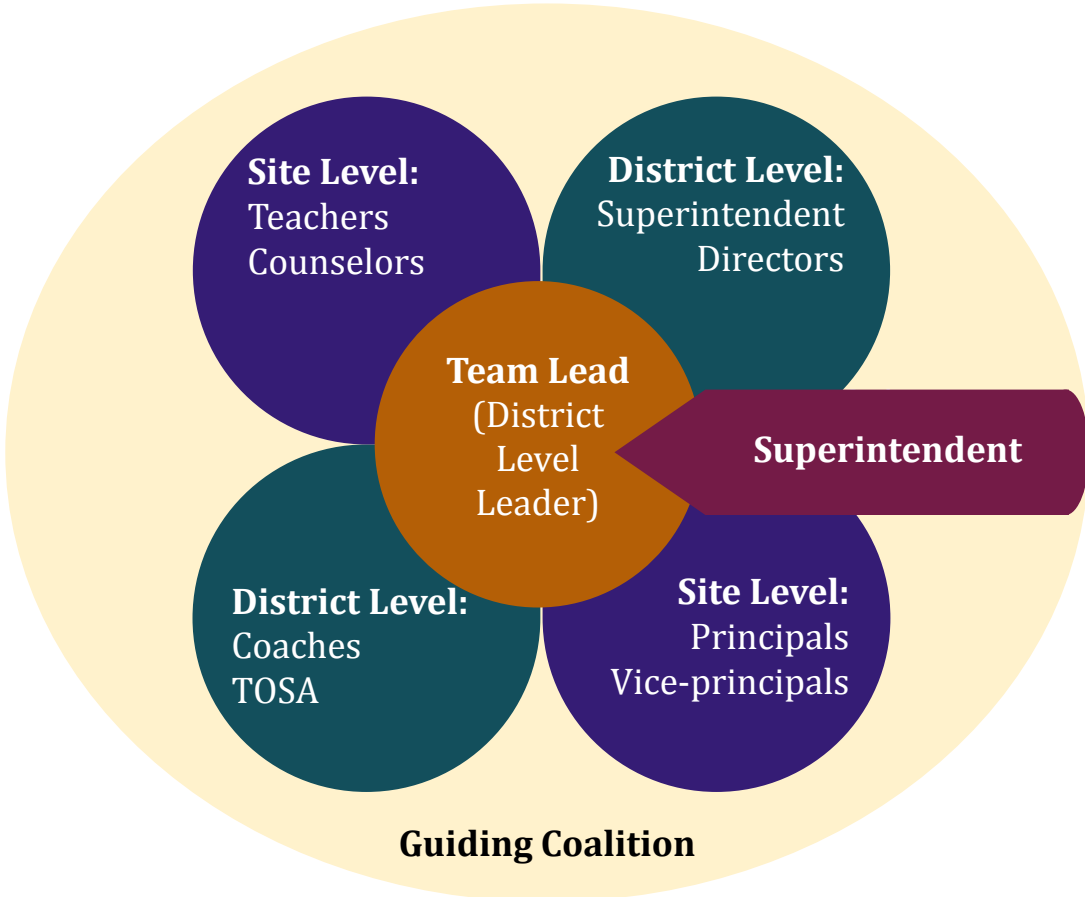
 <p>Pre-K to 3 Coherence Collaboration</p>	 <p>ON TRACK COLLABORATION</p>	 <p>CALLI California Language and Learning Innovation Collaborations</p>	 <p>MATH in common</p>
 <p>CORE DISTRICTS</p>	 <p>California Education Partners</p>	 <p>CCOEC CALIFORNIA COUNTY OFFICES OF EDUCATION COLLABORATION</p>	
<p>13 Years</p>	<p>75+ Districts</p>	<p>Primarily focus on districts 2,000 to 20,000 enrollment: 40% of CA districts representing 48% of CA Students</p>	 <p>SCALE Up</p>

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



System Shifts

Sustainable Structures

A System for common grade level/course expectations

- Standards-based, aligned across grade level (elementary) and discipline (secondary)

A System for equitable student assessment

- Equitable Classroom-level Grading Practices
- Common district-wide benchmarks

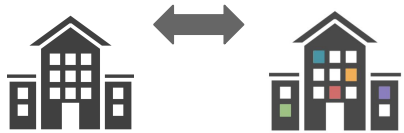
A System to monitor student progress

- School-based, multi-level monitoring team

A System to build teacher and administrator capacity for improvement

- Instructional Coaching
- Focused, aligned Professional Learning

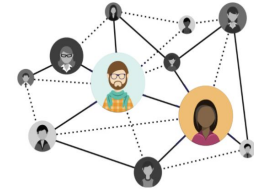
How We Support Our Districts



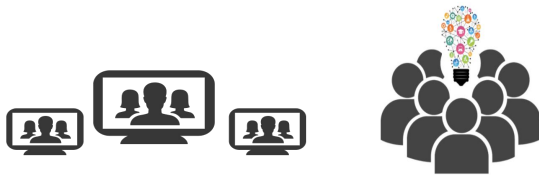
District-to-District
Thought Partnership



Coaching to Improve
Complex Systems



Brokering Knowledge to
Facilitate Change



Virtual and In-Person
Convenings



Common Data to
Accelerate Improvement



Shared Learning
Opportunities

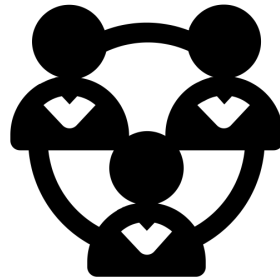
Dinuba's Early Literacy Journey: A Continuous Improvement Story



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Ending Generational Poverty Through Education

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



Colleen Gowen
TK-3 ELA Coach
Dinuba Unified School District



Veronica Rodriguez
EL Coordinator/EL Coach
Dinuba Unified School District



Jamila Khalil
3-6 ELA Coach
Dinuba Unified School District



Liz Castillo
EL Coach
Dinuba Unified School District



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

Dinuba Unified School District Preschool–3rd Grade Network Leadership Team



Vicky Armstrong
Chief Academic Officer
Dinuba Unified School District



Gina Ramshaw
Director of State & Federal Programs
Dinuba Unified School District



Adriana Baza
Director of Student Services
Dinuba Unified School District



Liz Gonzalez
Roosevelt Elementary Principal
Dinuba Unified School District



Maria Lichtenwaldt
Wilson Elementary Principal
Dinuba Unified School District



Colleen Gowen
TK-3 ELA Coach
Dinuba Unified School District



Tamara Stegall
Reading Intervention Specialist
Dinuba Unified School District



Sharon Parkin
Roosevelt Site Instructional Coach
Dinuba Unified School District



Lynn Hampton
TK Teacher
Dinuba Unified School District



Gloria Huerta
1st Grade Teacher
Dinuba Unified School District

Partnerships & Networks



Linda Hauser

Building Coherence for Instructional Improvement (BCII)



Mabel Franks



JoDee Marcellin



Amy Williams



Nancy Akhavan

CALLI Early Literacy & Preschool to 3rd Grade Network

Tulare County Office of Education



Alesha Ramirez



Lisa Lemus

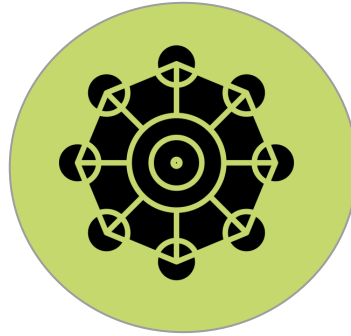


Gayle Frediani

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**



**Grade Level
Standards
Complex Text**



**Main Idea &
Details in
Non-Fiction**

Our Early Comprehensive Literacy Work

The Great Eight!

Comprehensive Literacy the Dinuba Way



Read
Aloud



Shared
Reading



Guided &
Small Group
Reading



Independent
Reading

Writing



Word
Work



ELD

Language
Conventions

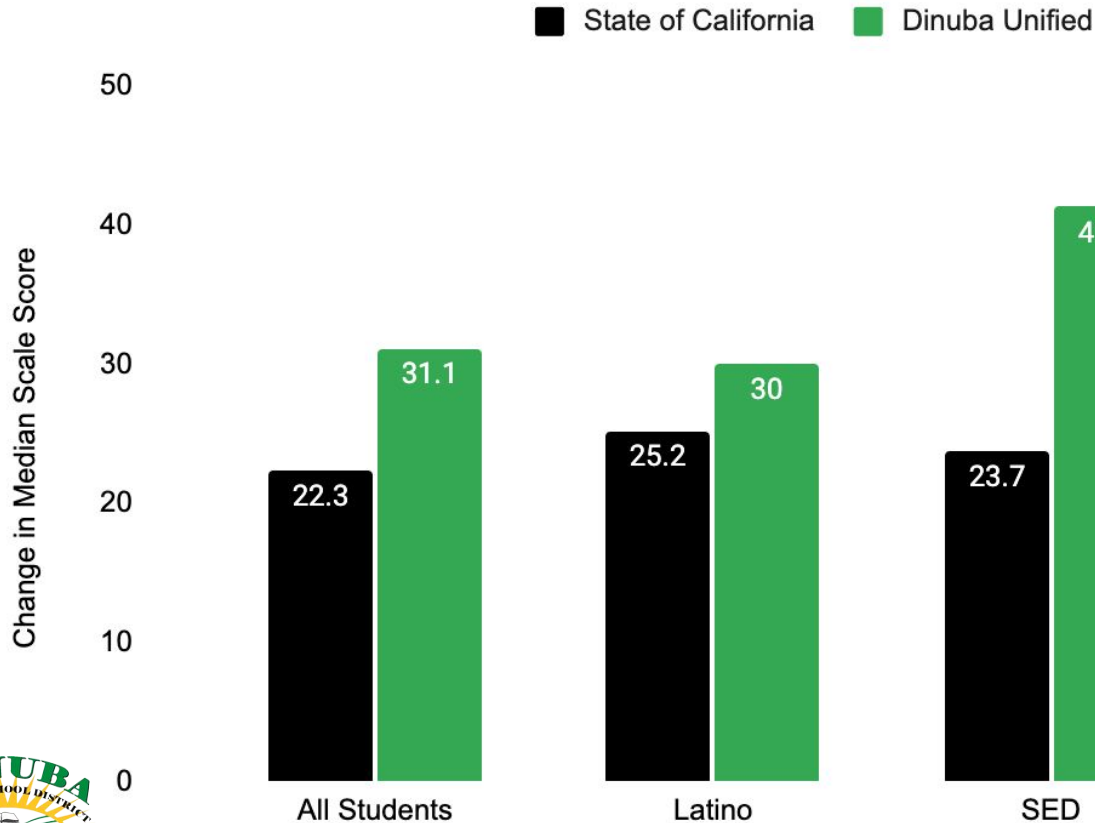


*DUSD students will build the reading, writing, and communication skills
necessary for literate and productive futures*

CAASPP ELA GR3 by Subgroup

Change in Median Scale Score 2015 to 2019

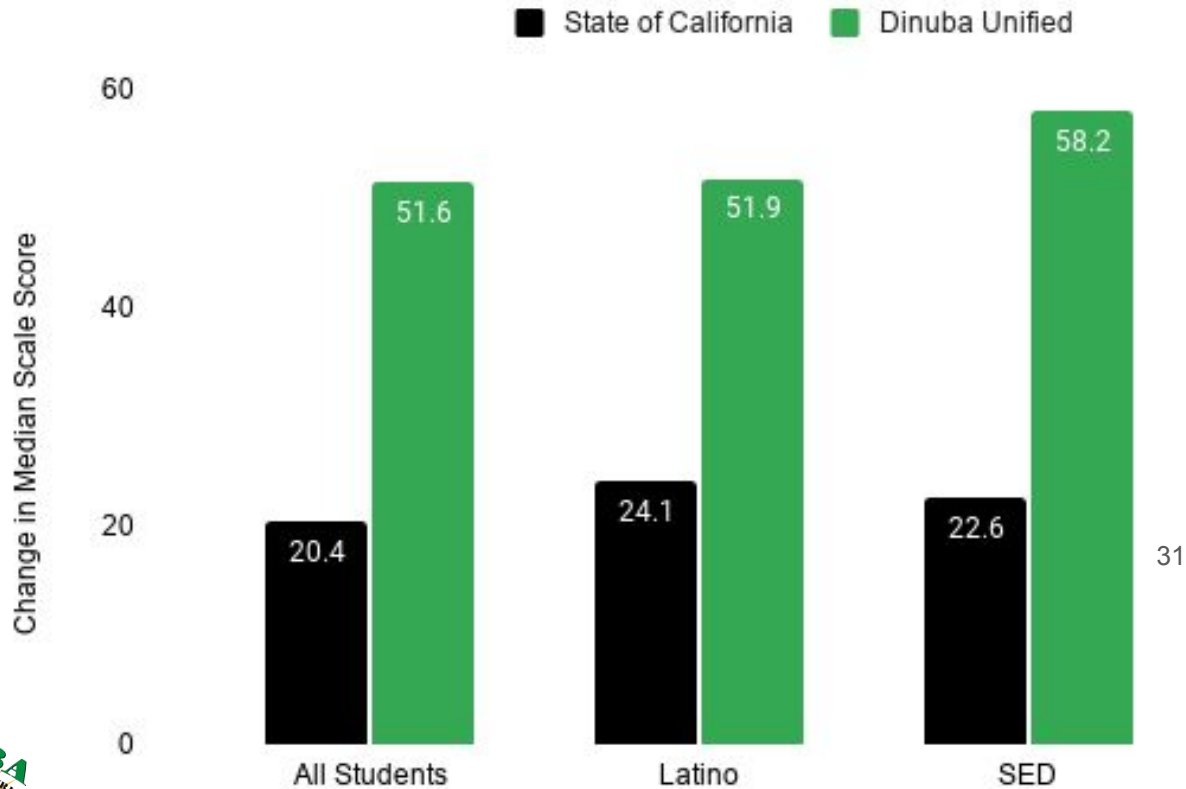
Dinuba Data CAASPP



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

CAASPP ELA GR4 by Subgroup

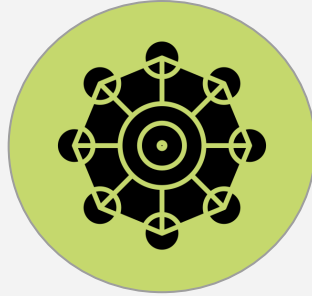
Change in Median Scale Score 2015 to 2019



Subgroup	Students with Scores (n)
All Students	509
Latino	480
SED	427
ELL	203



31

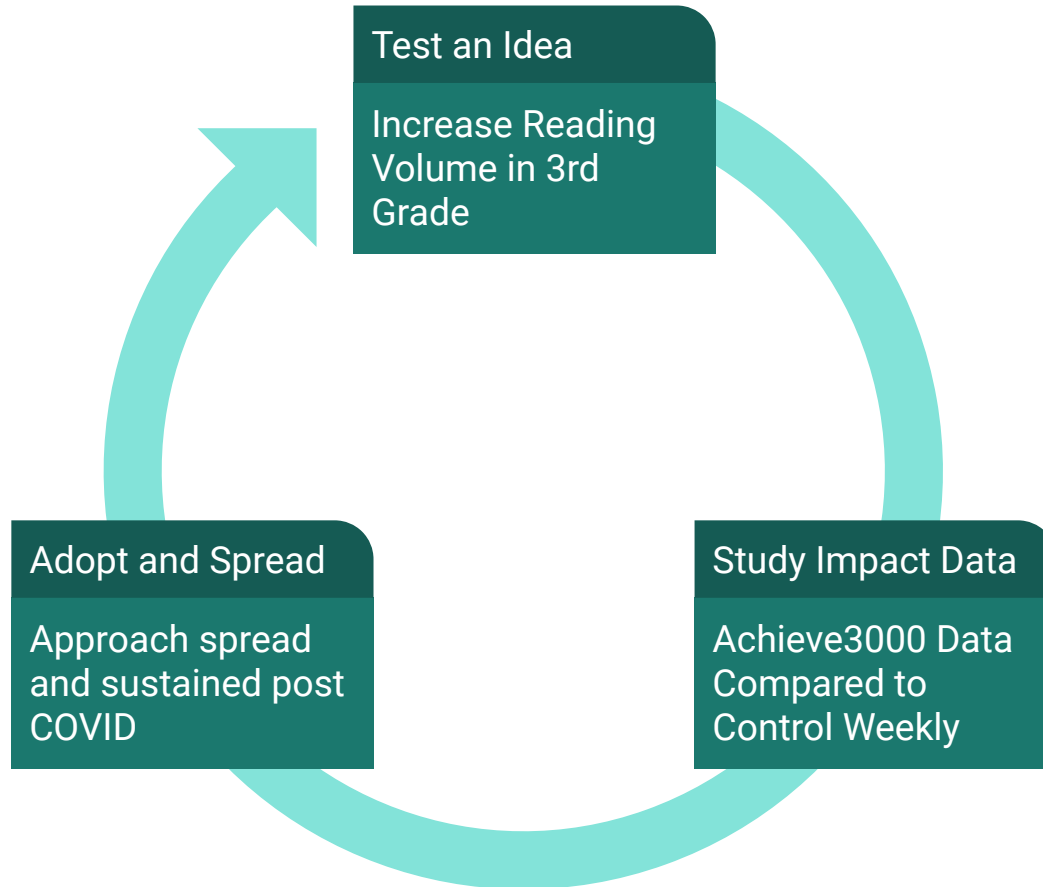


Learning Is The Work:

Monitoring Student Progress to Inform Our Pedagogical Shifts

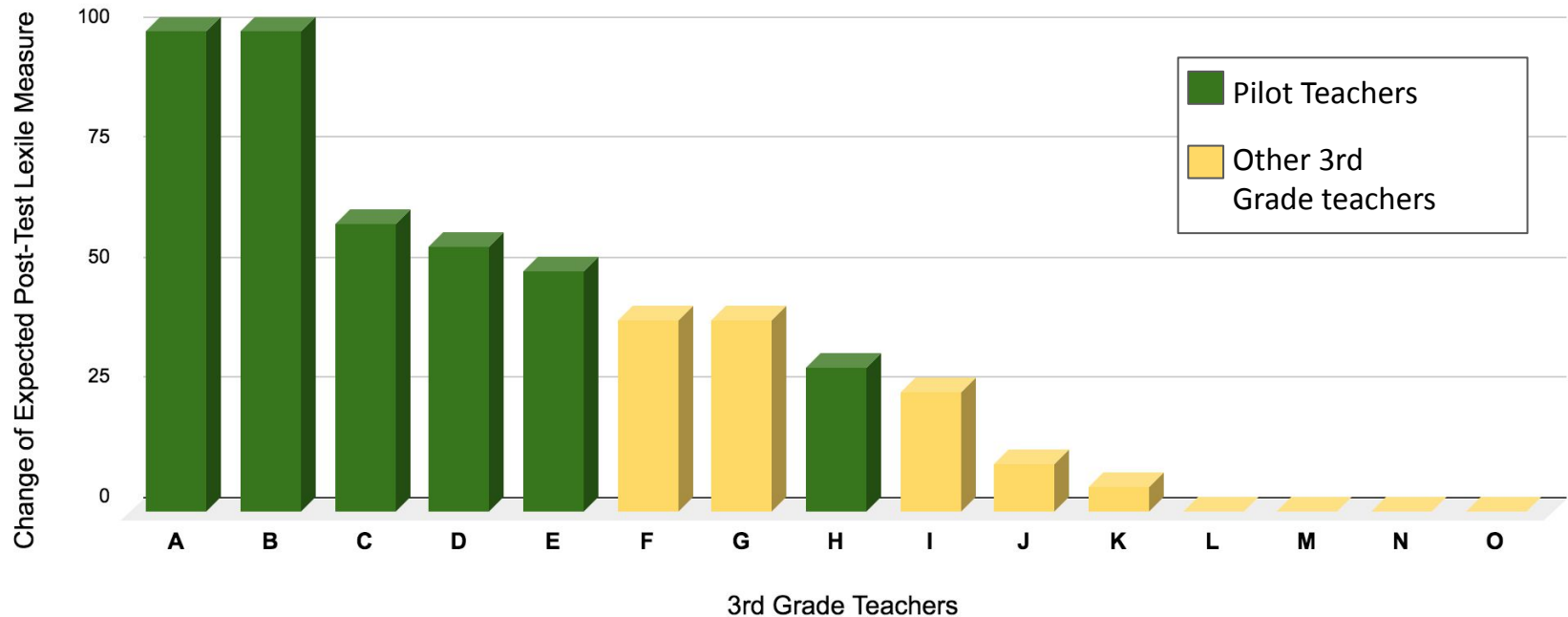


How Dinuba Learns: Examples within Our System



What The Data Showed...

Change from Initial Expected to Current Expected Post-Test Lexile Measure



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

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