Sacramento City
UNIFIED SCHOOL DISTRICT

Building Greater Academic Office Coherence to Improve Student Outcomes

Board Meeting
February 16, 2023
Agenda Item No. 8.2

Presented by:
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Acronyms

B/AA	Black/African American
BOE	Board of Education
ELA	English Language Arts
EL	English Learner
ELC	Early Learning and Care
HQI	High Quality Instruction
MTSS	Multi-Tiered System of Supports
SWD	Students with Disabilities

Agenda for Tonight's Presentation

- Implications of Student Outcomes
- SCUSD Strategic Priority Areas and Academic Office Coherence
- Next Steps
- Questions & Answers

Every system is perfectly designed to get the results it gets

SCUSD Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

You can’t improve what you can’t measure

Student Outcomes

The **achievement gap** between White and Black / African American (B/AA) students persisted in the 2021-22 SBAC ELA and Math results. The percentage of **White students who met or exceeded standards in ELA and Math was approximately 41 and 40 percentage points higher,** respectively, **than B/AA students.** The achievement gap between White students and B/AA students is NOT "explained" by student attendance patterns, behavior patterns, nor socioeconomic differences in SCUSD. **Even when controlling for students with 96+ attendance, no suspensions, and who are not socioeconomically disadvantaged … 36 and 43 percentage point achievement gaps remains in ELA and Math,** respectively.

Student Outcomes

There is an academic readiness **feedback gap** as it pertains to common assessments in SCUSD. If a student is **Asian or White,** they were able to **receive academic readiness feedback about 35% and 27% of the time,** respectively. If a student is **Black or African American,** their feedback opportunity drops to **21% of the time. Students experiencing homelessness** received this feedback **about 10% of the time.**

Student Outcomes

Approximately 77% of secondary English grades earned were in a A, B, and C range. But the secondary English grades “earned” by B/AA students were so low that they were outperformed by students who, by definition as English Learner (EL) students, are still learning English. Nearly **72% of the English grades received by EL** students were in the A, B, and C range. For **B/AA students, only about 68%.** This means that **EL students in SCUSD have a better chance of performing better in English in our district than B/AA students by the time they graduate.**

Student Outcomes

The percent of students receiving office discipline referrals (ODRs) – which is a key indicator for positive behavior implementation as part of MTSS – declined to 2% in 2021-22 from 3.8% in 2018-19. That said, **97% of White students were given 0-3 ODRs in 2021-22 as opposed to about 87% of B/AA students.** In addition to an achievement gap, a feedback gap, and an attendance gap, SCUSD also has a **behavior tolerance gap**.

SCUSD 5 Strategic Priorities

1. High Quality Instruction to Meet the Needs of all Students with a Focus on Students Least Well Served
2. Multi-Tiered System of Supports(MTSS)
3. Culturally Responsive Professional Learning
4. Effective Talent Programs Focused on Recruitment & Retention in Service of High Quality Instruction
5. Network Upgrades and Centralized Workforce Processes; Including HR Enhancements in Service of High Quality Instruction

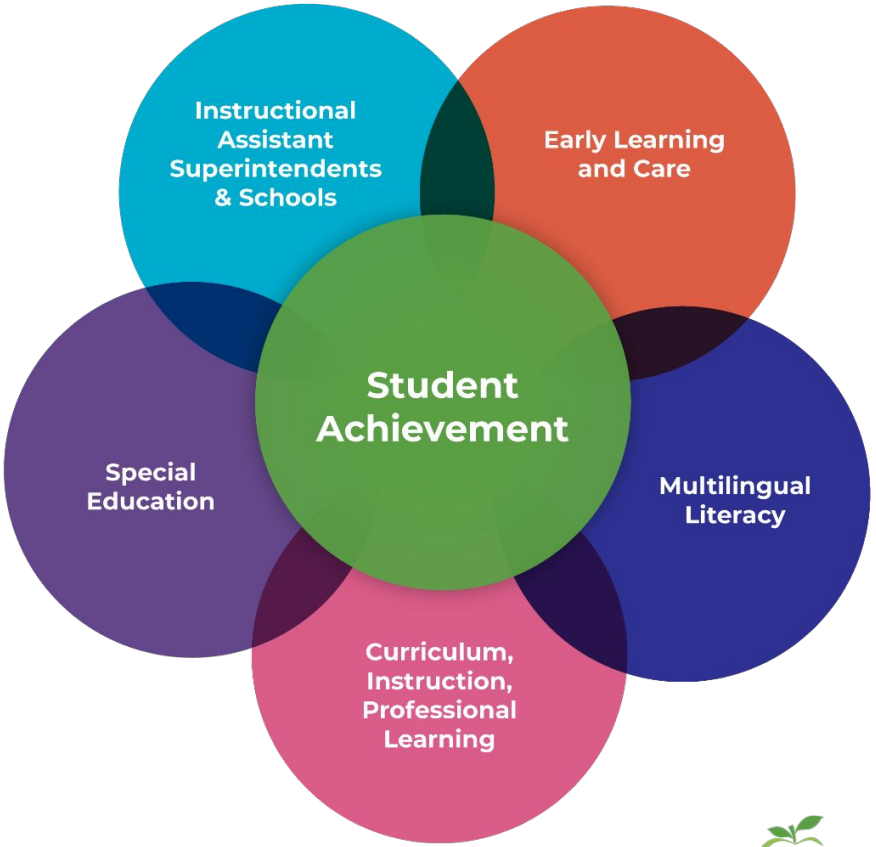
Coherence

There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction.

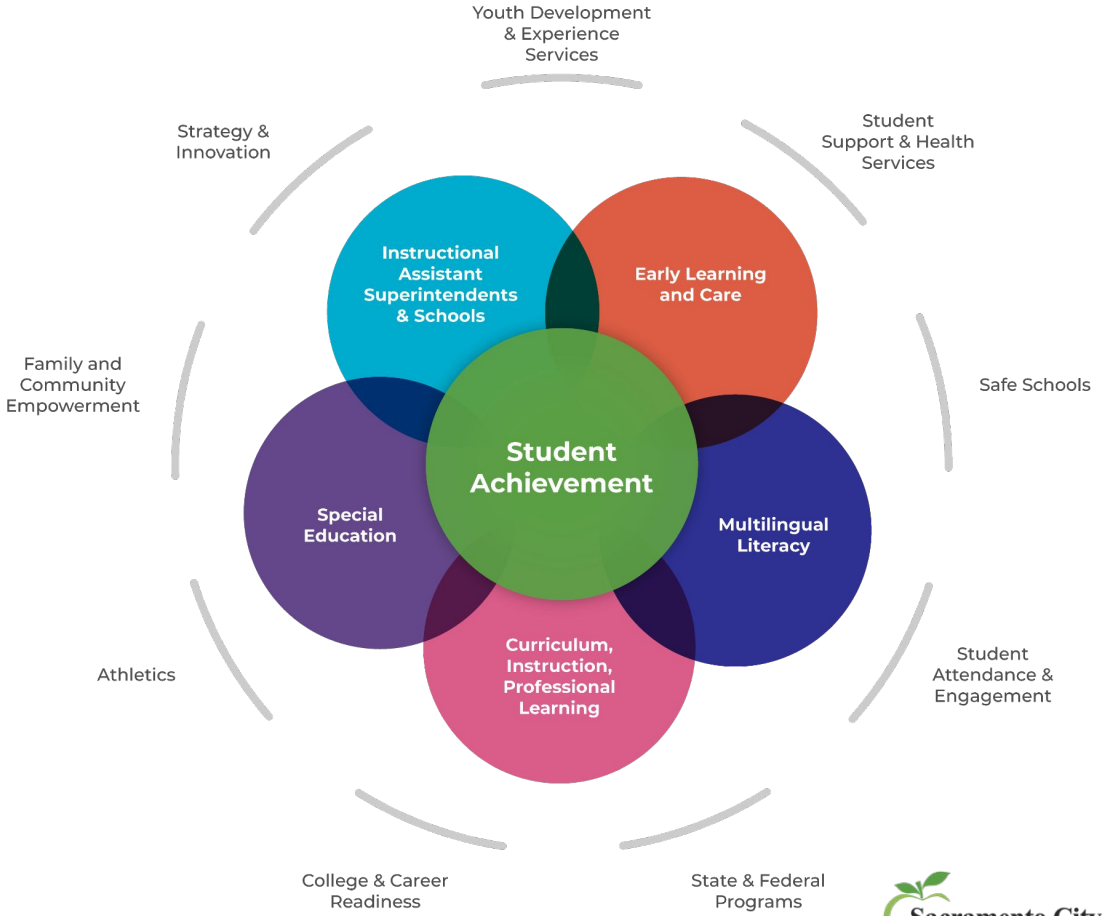
–Fullan, 2016

Academic Office

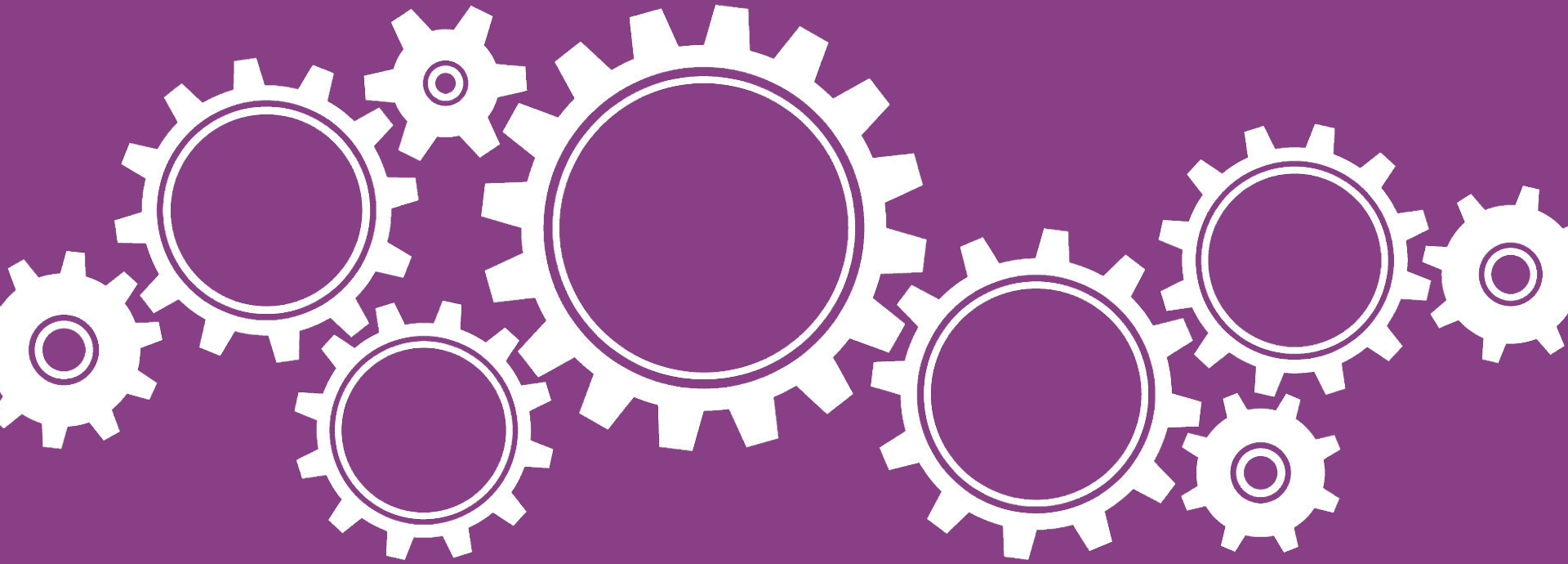
Academic Office



Academic Office



SYSTEMS APPROACH



High Quality Instruction

Curriculum, Instruction and Professional Learning

- Building a common definition and understanding of High Quality Instruction
- Providing culturally and linguistically responsive professional learning
- Multi-Tiered System of Supports

High Quality Instruction
Instructional Assistant Superintendents

Focus on Instructional Supervision

- Supporting schools by spending time in schools visiting classes, assessing implementation
- Coaching principals and providing ongoing feedback on instructional needs, learning environment, how to support instruction/staff
- Meets with groups of principals for collaboration

High Quality Instruction
Special Education

- Ensuring that students are receiving instruction and services in alignment with their IEP goals in the Least Restrictive Environment
- Proper assessment and identification of students for services as part of the SST and MTSS process
- Partners with C&I and ELC to ensure that TK curriculum, instruction, and professional learning address the needs of students with disabilities and build teacher knowledge and skill in providing appropriate instruction
- The Individuals with Disabilities Education Act (IDEA) requires a free appropriate public education (FAPE) in the least restrictive environment (LRE) be made available to children with disabilities by:
    - To the maximum extent appropriate, children with disabilities, are educated with children who are not disabled.
    - Consideration is given to the continuum of program options, which, for many students with disabilities, may include an inclusive setting.

High Quality Instruction
Multilingual Instruction

- Supporting with Home Language Survey
- Ensuring proper identification of English Learners for services
- Monitoring progress of EL students
- Supporting implementation of integrated and designated ELD instruction
- Providing professional learning on supports for English Learners

High Quality Instruction
Early Learning and Care

The Developmental Continuum of Learning PK-2nd

- Transitional Kindergarten Curriculum
- Developmentally Appropriate Practice
- Social -Emotional Development 18-60 months
- Transitional Kindergarten Learning Environment

Collective Efficacy

“Collective efficacy refers to the shared belief that through their collective action, educators [people] can influence student outcomes and increase achievement for all students”

Academic Office Enduring Question

How can we align our work and build collective efficacy?

“Collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students”

Academic Office Coherence Building Structures

- Direct Reports 1-1's
- Instructional Assistant Superintendent Collaboration
- Direct Reports Collaboration
- Academic Office Team Collaboration
  - Assistant Superintendents
  - Directors
  - Coordinators
  - Training Specialists

"Collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students"

Next Steps

Phase I: Formally integrate the work of Academic Office departments

- Curriculum and Instruction
- Early Learning and Care
- Instructional Assistant Superintendents/Schools
- Multilingual Literacy
- Special Education

Phase II - Formally integrate the work of departments that have operated outside of the Academic Office

Q&A