

Systemic Improvement Practices Review (SIPR) District Discussion Guide: Practice Profile (Part 1)

STRATEGY 1: PROMOTE SYSTEM-WIDE LEARNING		
Districts, schools, and instructional teams engage in continuous learning through inquiry processes involving formative assessment, thoughtful reviews of data, and on-going monitoring of agreed-upon actions and their desired outcomes. In other words, they promote system-wide learning through assessment, data use, and monitoring.		
Characteristics of Effective Practice by Districts and Their Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
1. Develop focused improvement strategies	<ul style="list-style-type: none"> • There is one district plan. • At any point in time, it includes no more than three strategies. • All of the strategies fit together coherently. 	<ul style="list-style-type: none"> • Each school has a plan that fits in a coherent way with the one district plan.
2. Monitor the degree of implementation of focused improvement strategies across the system	<ul style="list-style-type: none"> • There is a monitoring tool for each strategy (e.g., a practice profile or rubric). • Acceptable levels of implementation (as measured on the monitoring tool) are set as fidelity benchmarks. • Fidelity of implementation is measured according to a pre-determined schedule. • The DLT reviews findings from measures of implementation fidelity. 	<ul style="list-style-type: none"> • All TBTs use district monitoring tools to measure fidelity of implementation. • All TBTs follow the district schedule for measuring implementation fidelity. • All TBTs share their implementation fidelity data with the BLT. • All TBTs use their implementation fidelity data to improve their use of evidence-based practices. • All BLTs use data from fidelity measures to plan for school-wide PD and other supports.
3. Use data well	<ul style="list-style-type: none"> • Action steps for using data are incorporated into the one district plan. 	<ul style="list-style-type: none"> • All TBTs collect and use data in the ways specified in the one district plan.

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	<ul style="list-style-type: none"> Needs assessments are specified in the data use part of the district plan. Root cause analyses are specified in the data use part of the district plan. The plan specifies indicators for determining improvement in performance. The plan specifies indicators for determining improvement in equity. 	<ul style="list-style-type: none"> All BLTs collect and use data in the ways specified in the one district plan.
<p>4. Select and implement evidence-based instructional practices and monitor their impact</p>	<ul style="list-style-type: none"> The district monitors student progress according to plan. The DLT examines student progress data in consideration of fidelity of implementation data. 	<ul style="list-style-type: none"> All TBTs examine student progress data in consideration of fidelity of implementation data. All BLTs monitor student progress according to plan. All BLTs examine student progress data in consideration of fidelity of implementation data.
<p>5. Involve all educators in the use of a systematic and collaborative inquiry process such as the Ohio Improvement Process</p>	<ul style="list-style-type: none"> The district ensures that all educators understand the steps involved in using a systematic and collaborative inquiry process. The district holds regular meetings of the DLT. The DLT structures its meetings to follow the sequence of steps 	<ul style="list-style-type: none"> All educators serve on one or more inquiry teams. All schools hold regular meetings of their BLTs. All schools hold regular meetings of their TBTs. The BLT and TBTs in all schools structure their meetings to follow the sequence of steps in the in

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Systemic Improvement Practices Review (SIPR) District Discussion Guide: Practice Profile (Part 2)

STRATEGY 2: PRIORITIZE THE IMPROVEMENT OF TEACHING AND LEARNING		
<p>Districts, schools, and instructional teams focus improvement efforts on strategies for improving teaching and learning. Support for focused efforts comes from the engagement of all educators in the process, the instructional leadership of principals, the use of a differentiated system for providing support, and the allocation of relevant human and material resources.</p>		
Characteristics of Effective Practice by Districts and Their Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
<p>1. Establish, communicate, and promote a limited set of district goals and strategies that focus on the improvement of teaching and learning</p>	<ul style="list-style-type: none"> • The district establishes non-negotiables that focus on providing all students with ample opportunities to learn. • The district ensures that all stakeholders understand district non-negotiables. • The district uses its non-negotiables as the basis for identifying a limited set of goals. • The district uses its non-negotiables as the basis for selecting a limited set of improvement strategies. 	<ul style="list-style-type: none"> • All schools adopt district non-negotiables or establish a set that aligns with those established by the district. • All school leaders ensure that stakeholders understand the district and school non-negotiables. • All schools align their goals with those of the district. • All schools select improvement strategies that match up with the districts' limited set of improvement strategies.
<p>2. Use procedures to ensure that all instruction and intervention is evidence-based</p>	<ul style="list-style-type: none"> • The district establishes procedures for identifying evidence-based strategies for instruction and intervention. • The district specifies acceptable and unacceptable strategies for instruction and intervention. • The district adopts instructional materials that fit with its approved evidence-based strategies. 	<ul style="list-style-type: none"> • All school leaders ensure that the strategies for instruction and intervention that are used in their schools are among those the district judges as acceptable. • All school leaders ensure that the instructional materials that are used in their schools are among those the district endorses. • All principals routinely engage their staff members in

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	<ul style="list-style-type: none"> The district routinely engages all school leaders in discussions of evidence-based strategies for instruction and intervention. 	<p>discussions of evidence-based strategies for instruction and intervention.</p>
<p>3. Communicate the expectation that all adults in the system are learners</p>	<ul style="list-style-type: none"> District leaders support principals as their schools' "lead learners" (that is, leaders who make visible efforts to engage educator colleagues in meaningful discussions about teaching and learning). 	<ul style="list-style-type: none"> School leaders in all school prioritize their own learning and the learning of all staff members.
<p>4. Provide staff at all levels with multiple opportunities to learn</p>	<ul style="list-style-type: none"> The district uses its inquiry teams to provide opportunities for learning (e.g., teachers within a school learning from one another, teachers across schools learning from one another, principals learning from one another). The district provides ample opportunities for personnel to practice evidence-based strategies. The district provides coaching as part of job-embedded PD. 	<ul style="list-style-type: none"> All schools use the BLT and TBTs to provide opportunities for learning. Educators in all schools have opportunities to practice evidence-based strategies. All schools use some form of coaching to support educators' learning of evidence-based strategies.
<p>5. Provide resources to support district-wide PD focused on improving instructional practice on behalf of all students' learning</p>	<ul style="list-style-type: none"> The district allocates resources in ways that give all personnel ample access to high-quality PD (including coaching). 	<ul style="list-style-type: none"> Access to high-quality PD is provided to personnel in all schools. All schools provide sufficient

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	<ul style="list-style-type: none">The district ensures that PD focuses directly on issues relating to student learning and equity.	coaching to enable educators to learn the evidence-based strategies that the district endorses.

**Systemic Improvement Practices Review (SIPR)
District Discussion Guide: Practice Profile (Part 3)**

STRATEGY 3: BUILD CAPACITY THROUGH SUPPORT AND ACCOUNTABILITY		
Districts expand capacity system-wide through a reciprocal system of support and accountability. Efforts to build capacity are intentional, aligned to district goals, based on relevant data, and responsive to the needs of personnel.		
Characteristics of Effective Practice by Districts and Their Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
1. Based on identified needs, establish goals and performance targets both at the district and the school level	<ul style="list-style-type: none"> The district develops action plans specifying goals and performance targets for the district as a whole. The district provides guidelines to assist each school in the district with action planning that aligns with the district’s overall plan. The district shares district and school action plans with stakeholders on a regular basis. 	<ul style="list-style-type: none"> Each school in the district develops an action plan that reflects goals and targets in the district action plan. School leaders share their schools’ action plans with stakeholders on a regular basis.
2. Align human resource management (e.g., recruitment, selection, training, evaluation, and support of personnel) to district-wide goals	<ul style="list-style-type: none"> The district uses recruitment materials that clearly articulate district non-negotiables. The district uses personnel selection procedures that reflect non-negotiables relating to quality and equity. The district ensures that all personnel receive the PD they need in order to perform their jobs competently. The district uses evaluation criteria that reflect district non-negotiables. 	<ul style="list-style-type: none"> Personnel practices at all schools reflect district non-negotiables relating to quality and equity. All schools use agreed-upon district practices for on-boarding personnel and providing support throughout their tenure. All schools use formative evaluation practices that align with the district’s evaluation criteria and procedures.

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	<ul style="list-style-type: none"> The district uses evaluation criteria that document levels of competence with the evidence-based strategies for instruction and intervention that the district endorses. 	
<p>3. Manage human resources to build capacity for effective data use</p>	<ul style="list-style-type: none"> The district presents relevant models showing educators how to use data to inform instructional decision. The district ensures that all educators receive PD and coaching that enables their ongoing use of data to inform instructional improvement. The district employs or contracts with experts in data use who can provide technical assistance to central office leaders and school personnel. The district uses up-to-date and accessible tools for collecting, analyzing, visualizing, and reporting data. 	<ul style="list-style-type: none"> Each school in the district has access to data experts who can help them use district data systems effectively and efficiently. Each school in the district has access to the tools it needs for collecting, analyzing, visualizing, and reporting data.

**Systemic Improvement Practices Review (SIPR)
District Discussion Guide: Practice Profile (Part 4)**

STRATEGY 4: SUSTAIN AN OPEN AND COLLABORATIVE CULTURE		
Districts shape their organizational cultures in ways that make those cultures collaborative, caring, ethical, equitable, and amenable to positive change.		
Characteristics of Effective Practice by Districts and Their Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
1. Build a collaborative culture that values the contributions of all members, however diverse	<ul style="list-style-type: none"> • The district elicits ideas and feedback from all stakeholders. • District leaders celebrate the mission-related accomplishments of individuals and groups. • The district uses structures and protocols that enable all members of leadership teams to contribute to the work of the teams. • The district provides on-going, job-embedded PD focusing on diversity (e.g., cultural competence, implicit bias, anti-racist practice, and/or microaggressions). • The district incorporates strategies for reducing disproportionality in the allocation of benefits, restrictions, and punishments. 	<ul style="list-style-type: none"> • The principal of each school ensures the all stakeholders have ample opportunities to contribute ideas and feedback. • Principals in each school celebrate the mission-related accomplishments of individuals and groups. • The principal monitors leadership teams to ensure that they use structures and protocols that enable all members to contribute. • The principal of each school provides school-level follow up to district-sponsored PD focusing on diversity. • The principal of each school monitors school-level proportionality data and discusses patterns showing inequities with the BLT and with district leadership.
2. Extend care to all individuals and groups that interact with the district and its schools	<ul style="list-style-type: none"> • District leaders model openness to stakeholders from all the 	<ul style="list-style-type: none"> • All school leaders model openness to stakeholders from

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	<p>diverse groups within the district.</p> <ul style="list-style-type: none"> District leaders communicate the expectation to all personnel that they need to assume the positive intent of stakeholders who interact with the district and its schools. District leaders establish procedures and enforce norms for treating family members, community members, and visitors to the district with respect. 	<p>all the diverse groups within the community served by the schools.</p> <ul style="list-style-type: none"> All school leaders communicate the expectation to all school personnel that they need to assume the positive intent of stakeholders who interact with the district and its schools. All school leaders follow procedures and enforce norms for treating family members, community members, and visitors to the district with respect.
<p>3. Develop, maintain, and enforce high standards of ethical conduct</p>	<ul style="list-style-type: none"> District leaders engage diverse stakeholders in developing a code of conduct for all personnel. The district’s code of conduct enforces behavior that is sanctioned by federal, state, and local law as well as by the standards of professional associations for educators. The district adopts a code of conduct for students that fits with its non-negotiables and other core values. 	<ul style="list-style-type: none"> The district administers its codes of conduct fairly across all schools. Personnel at all schools endorse the district code of conduct and abide by its rules. Personnel at all schools use the district’s code of conduct for students as the basis for school rules and discipline practices.

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Characteristics of Effective Practice by Districts and Their Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
<p>4. Establish and implement rules and norms promoting inclusion, equity, and social justice</p>	<ul style="list-style-type: none"> • The district’s code of conduct incorporates rules that promote inclusion, equity, and social justice. • The district adopts, communicates, and applies non-negotiables that require the district to use practices that are inclusive, equitable, and just. 	<ul style="list-style-type: none"> • All schools use the district’s code of conduct and non-negotiables as the basis for instruction and PD focusing on inclusion, equity, and social justice.
<p>5. Welcome opportunities to improve</p>	<ul style="list-style-type: none"> • The district adopts protocols the encourage all personnel to engage in self-reflection and critique. • The district adopts protocols requiring leadership teams to use inquiry processes as the basis for improvement work. • District leadership encourages feedback from stakeholders and other external sources. • District leadership makes improvements in response to stakeholder feedback. • The district selects improvement goals and strategies that respond to evidence (from both internal and external sources) of current strengths and weaknesses. 	<ul style="list-style-type: none"> • Personnel in all schools use district-developed protocols for self-reflection and critique. • All school-level leadership teams use district-sponsored protocols to guide improvement work. • All school leaders are responsive to feedback from stakeholders and other external sources. • By aligning their improvement goals and strategies with district goals and strategies, all schools position their improvement efforts to be responsive to evidence (from both internal and external sources) of current strengths and weaknesses.