Inglewood Unified School District

Background

In the spring of 2018, the State Administrator for Inglewood Unified School District (IUSD) requested support from the CCEE in reviewing the district's strategic plan and the implementation strategies, and also to help develop stronger, collaborative governance processes. In October 2018, the state legislature passed statute AB 1840, which restructured the support mechanisms for districts with outstanding state loans. Inglewood had received a state loan in 2012 to avoid fiscal insolvency. For Inglewood, this resulted in the State Administrator reporting to the Los Angeles County Office of Education (LACOE) instead of the California Department of Education and automatically referred the district to the CCEE for technical assistance to support their instructional systems. This update will focus on providing updates on the latest improvement cycle from **December 2022 to February 2023.**
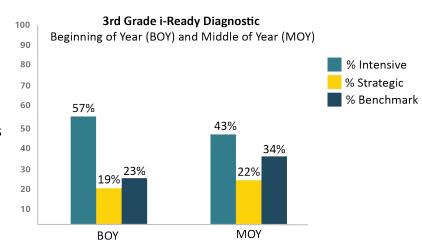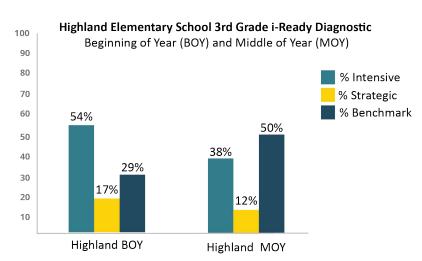
District Areas of Focus

The SIR Actions are organized in the themes of Culture/Coherence/Systemness, Curriculum/ Instruction/Assessment, Accountability and Professional Learning. The team at CCEE is working with the district's Education Services Department and Principal Team focusing on instructional walkthroughs utilizing the districts observation tool for measuring student engagement.

Progress Update

IUSD is actively working on implementing 10 of the SIR actions focused on instruction, walkthroughs, coaching and accountability. The Education Services team is focused on supporting principals with instructional walkthroughs. The data collected with the IUSD walkthrough tool is showing evidence of increased frequency of walkthroughs and increases in principal and teacher coaching sessions and student engagement.

More frequent and targeted walkthroughs are resulting in increases in early literacy. Graphs included here note increases in 3rd-grade students meeting benchmark in literacy as measured by their iReady midyear assessment.

3rd Grade i-Ready Diagnostic — Beginning of Year (BOY) and Middle of Year (MOY). BOY: 57% Intensive, 19% Strategic, 23% Benchmark. MOY: 43% Intensive, 22% Strategic, 34% Benchmark.

Highland Elementary School 3rd Grade i-Ready Diagnostic — Beginning of Year (BOY) and Middle of Year (MOY). Highland BOY: 54% Intensive, 17% Strategic, 29% Benchmark. Highland MOY: 38% Intensive, 12% Strategic, 50% Benchmark.

The Intensive Assistance Model at Highland Elementary School shows gains in student outcomes in the first semester and beyond. The focus of this model is to grow deep professional collaboration structures that prioritize student data for the purpose of improving student achievement. In the chart above, you can see the 3rd-grade iReady results of Highland Elementary and their growth over this year.

Our next steps, as we wind down the 22/23 school year, is to support IUSD with their Plan, Do, Study, Act (PDSA) planning using tools to support gap-cause analysis to design and develop cycles of improvement so the system can respond with precision to student needs.