



School Design Cohort 2016

Program Implementation Planning
Intensive Support Schools

Playbook

DRAFT v9.0



Purpose

So now your Quality School Development proposal has been approved, what happens next?

This Playbook (guide) is intended to provide an overview of the District's School Design Cohort for Intensive Support Schools scheduled to open newly re-designed school programs as of Fall 2016.



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Preface:



"How Many Do You Need to See? How many effective schools would you have to see to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that pupil performance derives from family background instead of school response to family background.

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

- Ron Edmonds, Harvard educator and researcher

KEY QUESTION: *"How does this quote align to your beliefs?"*



Vision:

Oakland Unified School District

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success.

KEY QUESTION: *"In what ways does your school's vision align?"*



Oakland Unified School District Pathways to Excellence



The School Design Cohort is aligned to each of the three major priority areas of the District as outlined in the *Pathways to Excellence* Strategic Plan.

o Effective Talent Programs

The School Design Cohort will focus on the development of highly effective educators, staff and leaders through the use of the LGDS and TGDS of the Oakland Unified School District. Design principles of collaborative planning and data-driven cycles of inquiry will be reinforced in the School Design Cohort process. Building capacity in all staff to assume responsibility for school quality will be a focus. This will help to reinforce the Professional Capital of teachers, leaders and support staff in Cohort schools.

o Accountable School District

The School Design Cohort will focus on the use of systems for continuous improvement. These systems will include consistent progress monitoring of plans and performance in order to adjust and refine practices. This will include a focus on the School Performance Framework indicators, as well as school quality standards. The School Design Cohort will leverage the District / Charter Compact to bridge collaboration and knowledge sharing between the sectors, as well as leveraging the Strategic Regional Analysis done annually to help guide program design elements.

o Quality Community Schools

The School Design Cohort will focus on the development of Quality Community Schools. This will include a focus on Rigorous Academics, Increased Time on Task, Personalized and Linked Learning, as well as Strong School Cultures. These Pillars of Quality Schools will be reinforced throughout the school design and implementation support process.

EXPLORE MORE:

OUSD: Pathways to Excellence

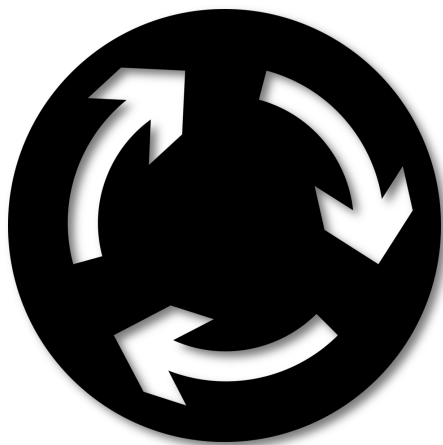
<http://www.ousd.k12.ca.us/domain/3>



1

Quality School Development

What is the Continuous Improvement Process?
How are ALL schools supported to become quality?



- Networks
- School Improvement Partners
- Cycles of Inquiry
- Data-Driven Decision-making
- Communities of Practice

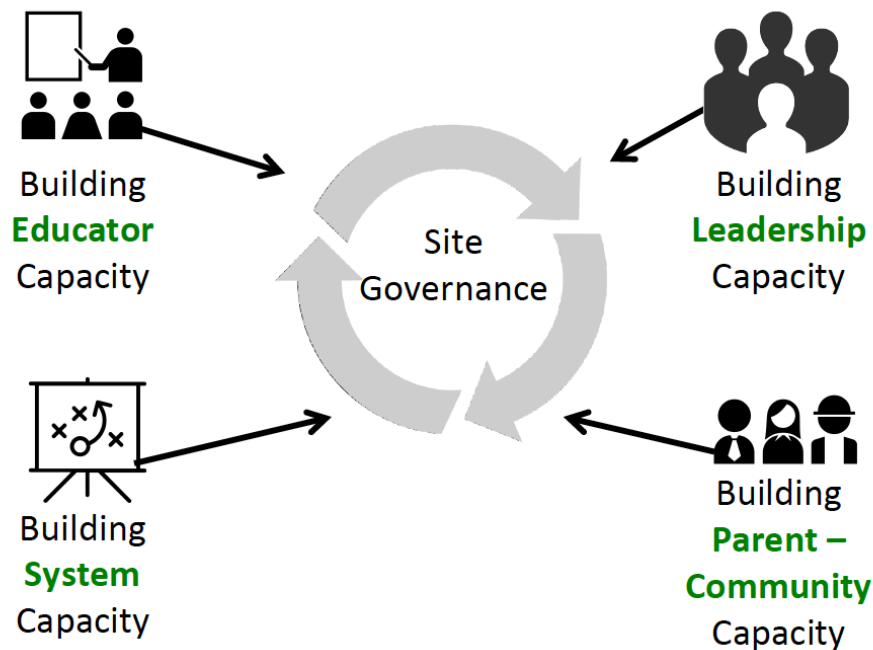


Quality School Development

Ensuring all students have access to a quality school in their neighborhood is a core function of the District. In order to ensure the continuous development of school quality, the district is implementing a set of inter-dependent and coordinated set of structures, supports and services.

CONTINUOUS IMPROVEMENT PROCESS

Continuous School Improvement must be the priority at all levels of the organization. In order to do so, the District must build the capacity of Site Governance.



Capacity for Continuous Improvementⁱ

What does the research say about Continuous Improvement in Schools? The following excerpt from the Science of Continuous Improvement research tells the story of what needs to be true.

The factors related to a school's capacity for continuous improvement are organized into 3 domains: 1) **Leadership Practices for Instructional Improvement**, 2) **Organizational Processes**, and 3) **Efficacy Beliefs**. The connections among these domains are supported by recent quantitative research. Goddard found that principals' instructional leadership was a significant, positive predictor of teacher



collaboration, higher levels of teacher collaboration predicted stronger teacher collective efficacy beliefs, and these efficacy beliefs were a significant, positive predictor of student achievement.

Leadership Practices

School leaders can drive improvements in instruction and student performance by communicating a vision for teaching and learning, creating a safe environment for teachers to talk openly about instruction, and fostering opportunities for professional. When school leaders develop a compelling vision for teaching and learning and provide the support needed for teachers to realize this vision, teachers are more motivated to contribute to school-wide improvement efforts.

Although school leaders play an important role in initiating improvement efforts, researchers find that school leaders are more likely to share leadership with teachers as their schools develop higher levels of capacity for improvement. Schools with principals who work collaboratively with teachers toward shared improvement goals and support the teacher professional growth needed to meet these goals are associated with higher quality instruction and higher levels of student achievement than schools with principals who do not engage in these practices.

The collaborative nature of these leadership practices demands a “psychologically safe” environment, one in which people acknowledge the dynamic nature of knowledge, encourage experimentation, and consider failure a part of the learning process. School leaders can actively cultivate a psychologically safe learning environment by acknowledging the limits of their own knowledge and encouraging teachers to speak openly about their instructional practice.

Organizational Processes

School leaders can establish organizational processes that foster teacher involvement in instructional decisions at the whole-school and team level. Whole-school processes can serve as opportunities for negotiating beliefs about effective instruction and aligning work with school-wide improvement goals. Team processes that focus teachers’ work on the specific issues of instructional practice and student learning are also essential for improvement.

In schools with high levels of internal coherence for continuous improvement, whole-school structures, such as faculty meetings, and team structures, such as grade-level or content meetings, can support the process of learning for improvement; however, in schools that lack coherence, processes for collaborative work may be disconnected from goals for improving teaching and learning.

Efficacy Beliefs

While school leaders cannot directly influence teachers’ efficacy beliefs, they can create a psychologically safe environment for learning and put in place processes for collaboration. Teacher collaboration can encourage teachers to experiment with new approaches, reflect on their instruction, enhance teachers’ efficacy beliefs, and, ultimately, lead to improved student. Teachers’ individual and collective efficacy

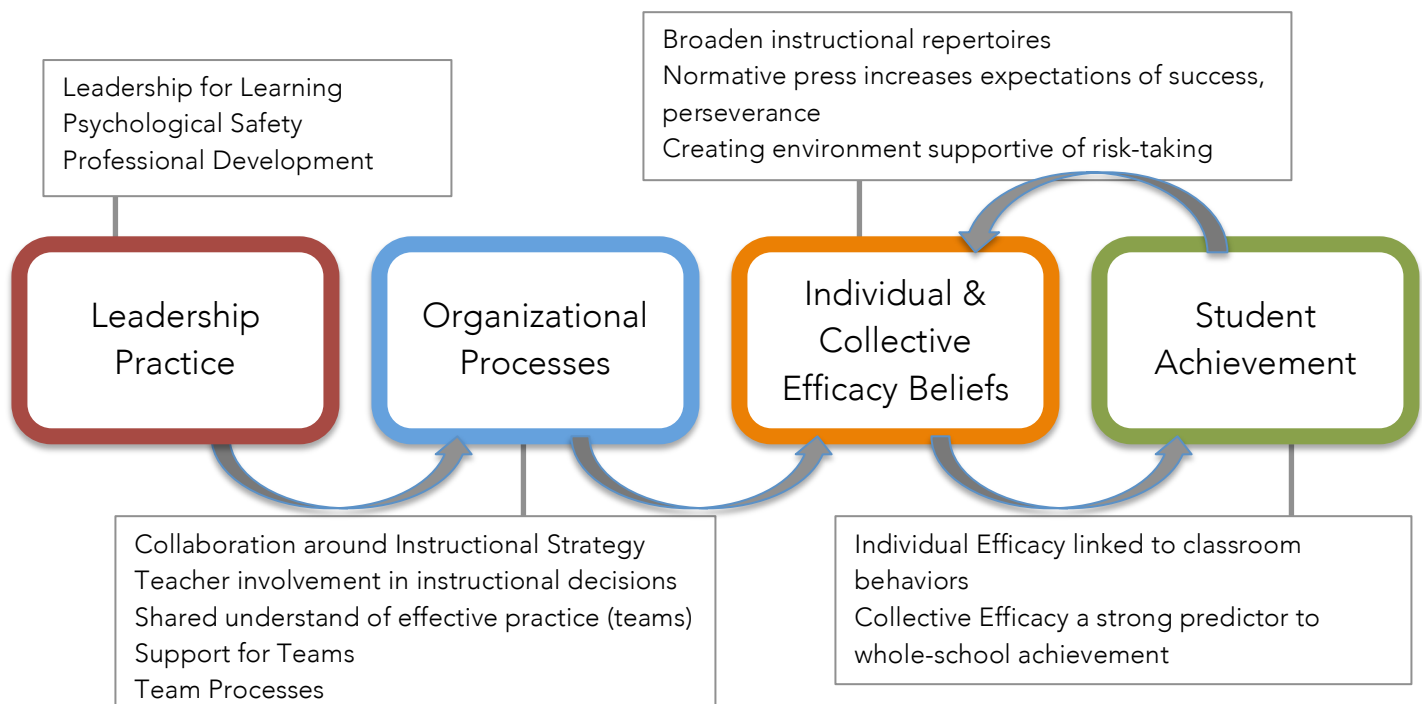


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beliefs measure their perceptions of their ability and the ability of the faculty as a whole, respectively, to plan and execute effective instruction. Positive efficacy beliefs are fostered through experiences of mastery—trying a new instructional strategy and witnessing improvements in student learning—and encouragement from colleagues to experiment with new practices. Teachers with high levels of individual efficacy are more likely to exert sufficient effort to improve, implement effective teaching practices, and foster higher levels of student achievement.

While individual efficacy is an individual trait, collective teacher efficacy resides in the school, which makes it essential for continuous improvement. Schools with high levels of collective efficacy have greater potential for meeting improvement goals because these beliefs establish shared expectations for success that make teachers more likely to experiment with new practices and persevere in the face of challenges.

Citation: Elizabeth Leisy Stosich (in press). *Measuring School Capacity for Improvement: Piloting the Internal Coherence Survey*. **BASED** on the research of Richard Elmore and Michelle Forman.



Research on various attempts to “turn around” low-performing schools suggests that there are no quick fixes. The causes of low-performance are deeply rooted in the beliefs, knowledge, and skill of adults, in the content and pedagogy present in classrooms, and in the organizational processes by which educators decide how to coordinate their work. In most instances, the patterns of practice that are producing low performance are invisible to the people who work in low-performing schools, even when they acknowledge the need for improvement. Challenges like whole-school improvement require organizational responses, and therefore their success depends not only on the knowledge and skill of the people in the organizations but also on the integrative structures and processes of those organizations.



NETWORKS

In order to organize school for Continuous Improvement, the District established **five networks**. They represent one High School, one Middle School, and three Elementary Networks. Schools of similar type have been grouped in the same network such as new K-8 schools together, and dual language schools together in the same networks. Previously middle schools and elementary schools were in the same network, and schools of similar type like those named above were spread out across several different networks.

SUPERVISION

The District has established not only a **Network Superintendent** (previously a Regional Network Officer) to supervise the network of schools, but the network structure now includes a **Deputy Network Superintendent**, so that the supervision of schools can be divided within the network and thus provide more attention and focus to each individual school. The high school network includes a Director of Alternative Education, supervising a number of Alternative Education high schools. The average supervision load is approximately 9 schools. Previously a single Regional Executive Officer may have supervised as many as 26 schools alone.

SCHOOL IMPROVEMENT and DATA ASSESSMENT PARTNERS

The District has introduced **School Improvement Partners and Data Assessment Partners** within each network. The District has launched this new and exciting role to support schools in their continuous school improvement efforts. These positions report directly to their assigned Network Superintendent and work as part of the core Network Leadership Team. This is essential, because it ensures that partners are pushing into schools without having first been integrated into the vision and goals for their network team.

Two Partners are assigned to each network. Their roles and responsibilities are equitably distributed to support school based on a collaborative analysis of needs to ensure all schools are developing on pace towards becoming high quality community schools.

School improvement Partners will assist in the following ways:

- ☐ Strong instructional (pedagogical and curriculum) knowledge.
- ☐ Strong communication skills.
- ☐ Has the ability to build relationships and work collaboratively.
- ☐ Understands or has the ability to learn continuous school improvement.
- ☐ Understands the school site plan process.
- ☐ Has the capacity to help schools keep track of their school site plan on the tracker, as well as think through documentation.



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- ☐ Ability to think critically.
- ☐ Serve as a thought-partner to principals (and ILT's) and Network and Deputy Network Superintendents.
- ☐ Serve as critical friends to school leaders and ILT's to help them improve overall API and school/student performance.

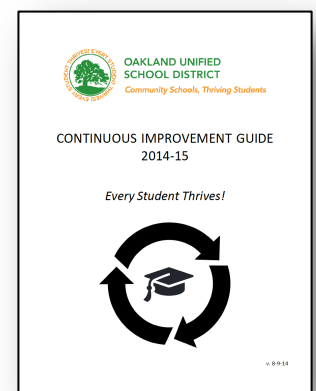
* ILT = Instructional Leadership Teams

Data Assessment Partners will assist in the following ways:

- ☐ Ability to gather needed data and present it in a clear way to stakeholders, including but not exclusive to school leaders, teachers, and community.
- ☐ Ability to inform and support schools use of formative and interim assessments to inform instruction and improvement strategies.
- ☐ Ability to analyze trends and suggest ideas to improve performance based on academic data, student engagement data, educator effectiveness data, social/emotional data, and college and career readiness data.
- ☐ Should understand the continuous improvement process and have the ability to learn more about it.
- ☐ Strong ability to work vertically and horizontally in the organization.
- ☐ Serve as thought partners and critical friends to school leaders and ILT's to help them improve overall API and school/student performance.

GUIDE

These changes include the introduction of a **Continuous School Improvement Guide**. This guide was developed by almost 20 principals and an additional team of central office leaders during the summer 2014 and introduced at the August Leadership Institute. The guide asks a Big Question each month that is intended to be grappled with by all schools. No matter where they are in the Cycle of Inquiry that month, the question should act as a guide to consider what the school's ongoing needs are and/or what progress the school is making towards its goals. Previously a guide like this, used uniformly across the district, did not exist.



INQUIRY & PLANNING

These changes include an **Inquiry and Planning Tool**. This is a web-based Google Doc tool designed to support schools in documenting their analysis of data and information about student performance; record likely root causes; and action plan any changes they intend to make to their improvement plans as a result of



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their analysis. The tool is designed to be used at least on a monthly basis to record their engagement of the monthly Big Question, but may also be used under any circumstance. It may be that the principal, teacher collaboration teams, ILT, SSC, or other small or large groups are looking at data and information to determine what is needed or how things are going. Previously a consistent tool accessible broadly and used across the district to capture and record this part of the improvement process did not exist.

CYCLES OF INQUIRY

"There are too many moving pieces in a school year to expect effective data-driven instruction to just happen; schools must consciously craft a calendar that lays the foundation for genuine progress."

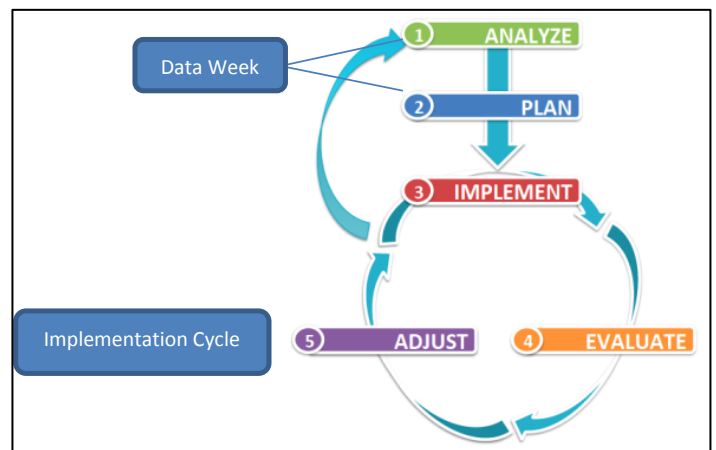
-- Paul Bambrick-Santoyo, *Data Driven Instruction*

Across all schools in every network, schools will incorporate a **Cycle of Inquiry** process to implement Continuous School Improvement. That process includes:

- Looking at data and information to assess what is working and not working;
- Identifying areas to focus; planning strategies for improvement;
- Implementing and monitoring the implementation of those improvement strategies; and
- Reflecting on the results to make adjustments to the improvement plans

Previously only a handful of schools engaged such processes effectively and consistently. Not all schools were expected nor supported to engage in cycles of inquiry. Today, the Cycle of Inquiry is the primary focus of school site planning and school improvement.

Effective leaders leverage the power of teams to engage in cycles of continuous improvement. A critical practice of these leaders is the strategic use time and resources to build a calendar that prioritizes data-driven collaboration above all else. The District has developed a "roadmap," which guides leaders in planning the course their schools will travel to implement plans and meet goals for the year.



This tool is designed to

- Break the year into 6 approximately **six-week cycles** (5 cycles prior to state testing).
- Provide time for teachers to score, analyze, and plan from assessments by placing protected "**data weeks**" around district PD days and using minimum days to increase collaboration time.



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- **Clarify what is tight**—district required assessments, **and what is loose**—site choice assessments. We recognize that too many assessments can limit schools' ability to focus and use data to drive change. Assessment plans must be owned by school leaders and teachers to impact achievement at sites.
- **Focus collaboration on Common Core Writing**—narrative, informational, and opinion writing in elementary, and text-based argumentation in secondary
- **Align curriculum** to assessment cycles so teachers can plan backwards from benchmarks and evaluate student learning of the Common Core Standards they are teaching.
- Guide schools in aligning **professional development** to a focus for each cycle so teachers are able to go deep in one area and share learning during and at the end of the cycle.
- Align **district supports** to school assessment cycles by providing professional development, coaching, and support to schools in implementing their plans

Example of a single secondary Fall Cycle (grades 6-12)

Screening/Diagnostics		Cycle 1					DATA WEEK
Aug 25	Aug 31	Sep 7	Sep 14	Sep 21	Sept 28	Oct 5	Oct 12
<u>Required:</u> Reading: SRI Math: SMI <u>Site Choice:</u> Site-based diagnostics F&P: Focal Students Minimum Days		1-1 Data Conferences			<u>Required:</u> Reading: SRI 6-8 only Writing Task: SBAC task Math: Curr. Embedded Performance Task <u>Site Choice:</u> SBAC Interim Block(s) Site-based unit assessments Reading: Fountas & Pinnell CELDT Grade Reporting (Oct. 9)		Scoring & Analysis Planning PD Day 10-16

COMMUNITIES OF PRACTICE AND PAIRING STRATEGIES

Communities of Practice are small groups of 3-4 schools that have a common focus area of improvement. They work together over the course of the year to collaborate around the school improvement process. A focus area may be the improvement of reclassification rates of English Language Learners; or an increase in the active engagement of African American families in the school's activities; or it may be developing common practices for the use of evidence in student writing.

Communities of Practice meet in teams comprised of teachers, leaders, site support staff, and possibly parents. These Communities of Practice will have opportunities to meet as teams in at events sponsored by the District, such as the Site Governance Summits, which are scheduled to occur at least three times this school year. Additionally, principals of schools working together in a Community of Practice will meet with one



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another independent of their teams to get additional support and guidance. Beginning 2014-15, all networks are sponsoring time and supports within their Monthly professional learning structures so that every school is a member of a Community of Practice focused on at least one of their Priority improvement areas.

Additionally, resources permitting, school teams schedule additional opportunities to come together as Communities of Practice in order to work collaboratively on a common focus of improvement. This can include a shared reading; a presentation by an expert; and protocol to look at common data or student work; or conduct structured site visits at one another schools or a model school. Communities of Practice are one of the strategies outlined in the ESEA Waiver to be used with Focus Schools and AMO Schoolsⁱⁱ.

Pairing is the program in which schools that are identified under the ESEA Waiver School Quality Improvement System as Priority Schools are paired with Partner schools from other ESEA Waiver Districts. These Partner schools have been designated as Reward schools under the Waiver because of their successful outcomes. The goal is to provide collaborative support and real world examples of how to address the specific priority improvement areas designated by the school. A Facilitator is identified; in the case for Oakland the facilitator is the Network supervisor for that school, who assists the school in their participation in the program. The program includes a sponsored Institute in the fall to learn strategies for effective Pairing practices. Schools are supported to have monthly interactions, typically virtually or tele-conferencing, as well as at least two site visitations at one another's schools over the course of the year.

A website with key information has been created and can be access
<http://qualitycommunityschools.weebly.com/esea-waiver-support.html>

DATA ACCESS

The District has made dramatic improvements in the **accessibility of data**. Currently the district has launched a data website at www.ousddata.org. Located there are internally and publicly accessible data reports for all schools and the district. These reports link back to the Balanced Scorecard and provide a wealth of information about student and school performance. Previously most of this information was not publicly accessible and often very difficult for school leaders and school communities to access. The increased access to data on student performance and school quality reported here is still not where the District needs to be and the procurement and development of more real-time dashboards and data tools will remain a priority.





OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

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2

Pillars & Indicators of Success

How do we Measure Progress?

What are the Priorities Driving School Design?



- Outcome Indicators
- Equitable Outcomes
- Program Component Pillars
- Lessons Learned



OUTCOME INDICATORS - Priority Drivers of School Design Cohort

The School Design Cohort work begins with the end in mind. Using a rigorous backwards design planning approach, the School Design process will emphasize key goals and outcomes for each school at the outset of the planning process. These indicators will be inter-connected and help to create a whole-child, whole-school approach.

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you will better understand where you are now, so that the steps you take are in the right direction."

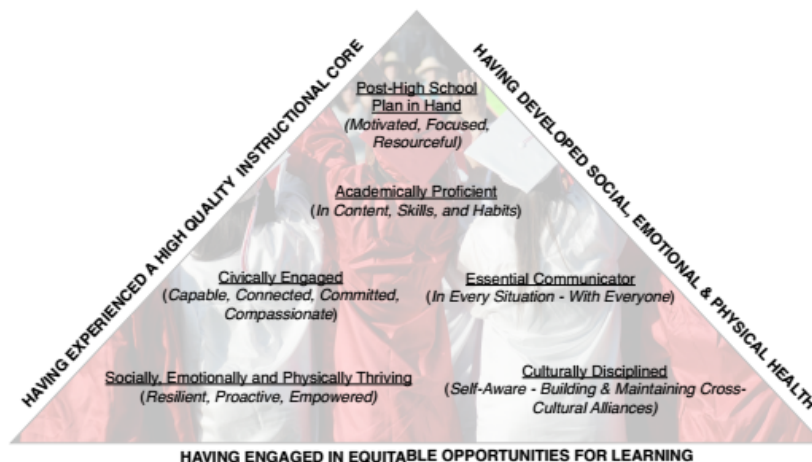
- Steven Covey

Emphasis will be placed on:

- Pathways to Excellence Goals and Targets
- School Performance Framework Indicators
- Balanced Scorecard Goals

OUR NORTH STAR

Oakland Unified School District Graduate Profile



"Our graduates are college, career, and community ready!"



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Importance of Indicatorsⁱⁱⁱ

It's like an Airplane Cockpit; Imagine the dials and displays inside the cockpit of an airplane. These provide important information to the pilots about the performance status of the plane - its position in relation to its destination, windspeed, altitude, fuel level and much more. Without these indicators, the pilots have very little to guide them on their journey. The pilots don't use all the dials at once, and sometimes it takes a combination of dials and displays to give them all the information they need at a specific point in time. For pilots and project managers alike, Indicators are important for navigation.



There are a variety of data collection methods.

Establish a Baseline

Often called pre and post testing (the pre- test establishes your baseline.) You need to have information before you begin so that you have something to compare your results to. This is how you'll demonstrate there's been a change.

Quantitative Indicators

Express indicators as a ratio, a percentage, a comparison, or a number.

For example:

The ratio of the total population of newcomer boys and girls who enroll in pathways or academies.

Qualitative Indicators

Express indicators as a change or a comparison between two states or situations.

For example:

Changes in perceived levels of self-confidence among newcomer students in the tutoring group.

Gathering data does not have to be a separate activity that everyone dreads. Data gathering will be worked into the Activities we're already doing.

Target Indicators

A target indicator (or success indicator) includes a level that you are aiming to achieve. It's difficult to set attainable targets unless you've been gathering data for years and are repeating activities in a familiar setting.

For example:

75% of suspended students will not return for suspension for the same problem within 12 months of last incident.

KEY QUESTION: "How do you use goals and outcomes to guide your work?"



SCHOOL PERFORMANCE FRAMEWORK

All Intensive Support Schools will pursue measureable growth in student outcomes across several domains that will include the School Performance Framework and other site-specific indicators. **Growth** in student outcomes will be **at least** as important as absolute performance. Thus **regardless** of where students begin, school improvement will be substantially measured by their **impact** on student performance.

Systems

- The problem is systemic, and therefore the solutions must address schools as systems.

Equity

- We must develop a vision that seeks outcomes for every child, no matter where they come from, no matter the color of their skin, the side of town they live on, the language they speak.

Schools

- Schools are not poor because the students in them may come from low-income households. Schools are poor because they have poor policies, poor practices, and inadequate investments.

PERFORMANCE & GROWTH

DOMAINS	VERSION 1.0 SPF INDICATORS	GROUPS	STATUS	GROWTH
Academic	SBAC (state test) (Grades 3-8, 11)	All		
	SRI (literacy assessment) (Grades 2-12)			
	HS Readiness (8 th Grade GPA, Susp, Attend, No D/F)	English Learner		
	Graduation (4 yr Cohort)	Special Education		
	A-G Completion Rate			
	Pathway Participation			
Climate, Social Emotional Learning	Suspension	Low Income		
	Chronic Absence			
	Climate Survey (parents, staff, students)	Lowest Race/Ethnic		
	Socio-Emotional Learning Survey (students)			
	EL Reclassification (All – K-5 / LTEL – 6-12)			

The School Performance Framework will focus on the smallest set of robust indicators to include those indicators most likely to be applicable across all publicly funded schools (District-run and Charter operated.) Indicators additionally tracked and reported will include Parent Academic Involvement, AP Course participation and Performance, CAHSEE, and Drop-out Rates to name a few.

ACCOUNTABILITY ALIGNMENT

The SPF indicators will include all indicators contain in the School Quality Improvement Index established within the District's Federal NCLB Waiver. The SPF indicators, along with several additional indicators tracked and reported, will contain all of the State Priorities outlined in the Local Control Accountability Plan (LCAP). This will ensure the greatest alignment of Local, State, and Federal indicators, while maintaining focus and priorities.



TIERING

Differentiated Supports to achieve Equitable Outcomes

In order to provide **Differentiated Supports** to achieve **Equitable Outcomes** the School Performance Framework will Tier schools. This Tiering will account for individual students groups, Indicators, domains and overall growth and performance. Growth will be weighted at least as much as performance. The **focus** of Tiering will be to support continuous school improvement.

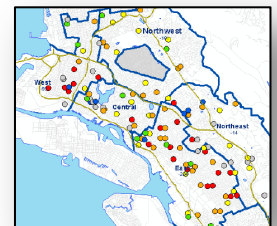
Student Groups		Indicators		Domains		Over-All		Tier
Status	Growth	Status	Growth	Status	Growth	Status	Growth	
Red	Blue	Orange	Green	Orange	Green	Yellow	Green	Yellow
Orange	Green	Orange	Green	Orange	Green	Yellow	Green	Yellow
Yellow	Yellow	Yellow	Yellow	Orange	Green	Yellow	Green	Yellow
Green	Orange	Yellow	Yellow	Orange	Green	Yellow	Green	Yellow
Blue	Red	Green	Orange	Green	Yellow	Yellow	Green	Yellow
Red	Yellow	Green	Orange	Green	Yellow	Yellow	Green	Yellow
Orange	Green	Orange	Blue	Green	Yellow	Yellow	Green	Yellow
Yellow	Blue	Orange	Blue	Green	Yellow	Yellow	Green	Yellow

WHAT TIERING IS...

Tiering will provide guidance to school governance and instructional leadership teams regarding performance goals and targets. Tiering will inform areas of growth, stability, and decline in order to focus improvement efforts. Tiering will be integrated with qualitative assessments of school quality, including Instructional Rounds, Extended Site Visits and School Quality Reviews.

Tiering will assist in guiding the central office in providing consistent and predictable **supports, incentives, accelerations, interventions and flexibilities** to schools. Alternatively, supports provided by the central office are ad hoc and driven by anecdotal and relational factors vs. directly **aligning resources to student performance and school need**.

Tiering will inform **Strategic Regional Analysis** that helps provide a picture of school quality across the city, thus informing strategies to expand quality seats, and decision-making necessary to ensure quality school programs in every neighborhood.



WHAT TIERING IS NOT...

Tiering will not be designed to simply rate or judge schools. Tiering will not use a single indicator, such as state test scores, as the sole measure of school quality. Tiering will not hold every single indicator that is important to school performance and school quality, but instead focus on a **priority set of indicators**, drawing primarily from the **District Balanced Scorecard**. Tiering will not be static, but will evolve over time as we learn more about the influence of different indicators on quality improvement and as priorities evolve.



SCHOOL QUALITY REVIEW PROCESS

The school quality review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to our School Quality Standards. In order to measure this, we must take into account multiple perspectives, and to evaluate both the inputs (schooling process) and outputs (results).

The purpose of including a **school self-reflection** is to allow the school to speak for itself and to describe what it feels is working and not working in relation to the School Quality Standards. A school self study also provides a reflective opportunity for the school to consider its practices to date and to engage in a process of developing a common picture of the school among stakeholders.

The purpose of using **data and results** is to evaluate the extent to which the outcomes of the school are meeting standards set to ensure all students are thriving. Data can include student work samples, presentations, assessment results, survey results, and a variety of other sources of information that help to describe student performance.

The purpose of the **site visit** is to provide a clearer picture of the way in which the school is supporting student learning, supporting adults learning, and supporting the conditions necessary to fulfill the goals of creating Full Service Community Schools.

As part of a key method of ensuring central office interdependence in ISS schools success, ISS schools will undergo Extended Site Visits on a monthly basis during Year One and Year Two, leading to Bi-monthly Extended Site Visits beginning Year three. **These visits will provide ongoing formative feedback for the school team on the implementation quality, while also informing the Central Office support team of the specific support needed by the school.**

A School Quality Review will occur during year three to determine over-all program development progress and areas in which further District support is needed.



EQUITABLE OUTCOMES

Educational Equity: A Definition^{iv}

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

Working towards equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

Mind-Set and Equitable Education^v

"Much talk about equity in education is about bricks and mortar—about having equal facilities and equal resources. Those factors, although extremely important, are relatively easy to quantify. What may be harder to capture are the beliefs that administrators, teachers, and students hold—beliefs that can have a striking impact on students' achievement."

For Each and Every Child - A Strategy for Education Equity and Excellence^{vi}

"As a nation, we eloquently say we are committed to academic excellence, but, without more, we have an insufficient response to challenges at home and globally. Our efforts in recent decades have led to some important progress. But it has not been enough. What steps must we take to finally muster the collective will to ensure that every child in America is prepared to participate fully in our civic and economic life?"

SCHOOL DESIGN COHORT EQUITY FOCUS

The school Design Cohort will emphasize Leading for Equity. This will include providing specific training and professional development through collaboration with the National Equity Project. These will include a focus on Complex Systems, leadership, systemic oppression, as well as using constructivist listening and design thinking approaches that increase empathy and collaboration across race, gender, social class, neighborhoods, and traditional power structures. The objective will be to increase the capacity of Program Implementation Planning Teams to design schools with the explicit goal of interrupting historical patterns of inequity.

KEY QUESTION: *"How has your school embodied a stance around Leading for Equity?"*



"We cannot layer new accountability measures on old educational inequities and expect to get different results."

- Maria "Cuca" Robledo Montecel

Executive Director, Intercultural Development Research Association

EQUITY LENS^{vii}

GOAL #1: Comparably high achievement & other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

GOAL #2: Equitable access and inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs, and activities within the school.

GOAL #3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger, or disregard.

GOAL #4: Equitable opportunity to learn

At a minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional, and psychological supports to achieve the high standards of excellence that are established.

GOAL #5: Equitable resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

GOAL #6: Equitable accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.



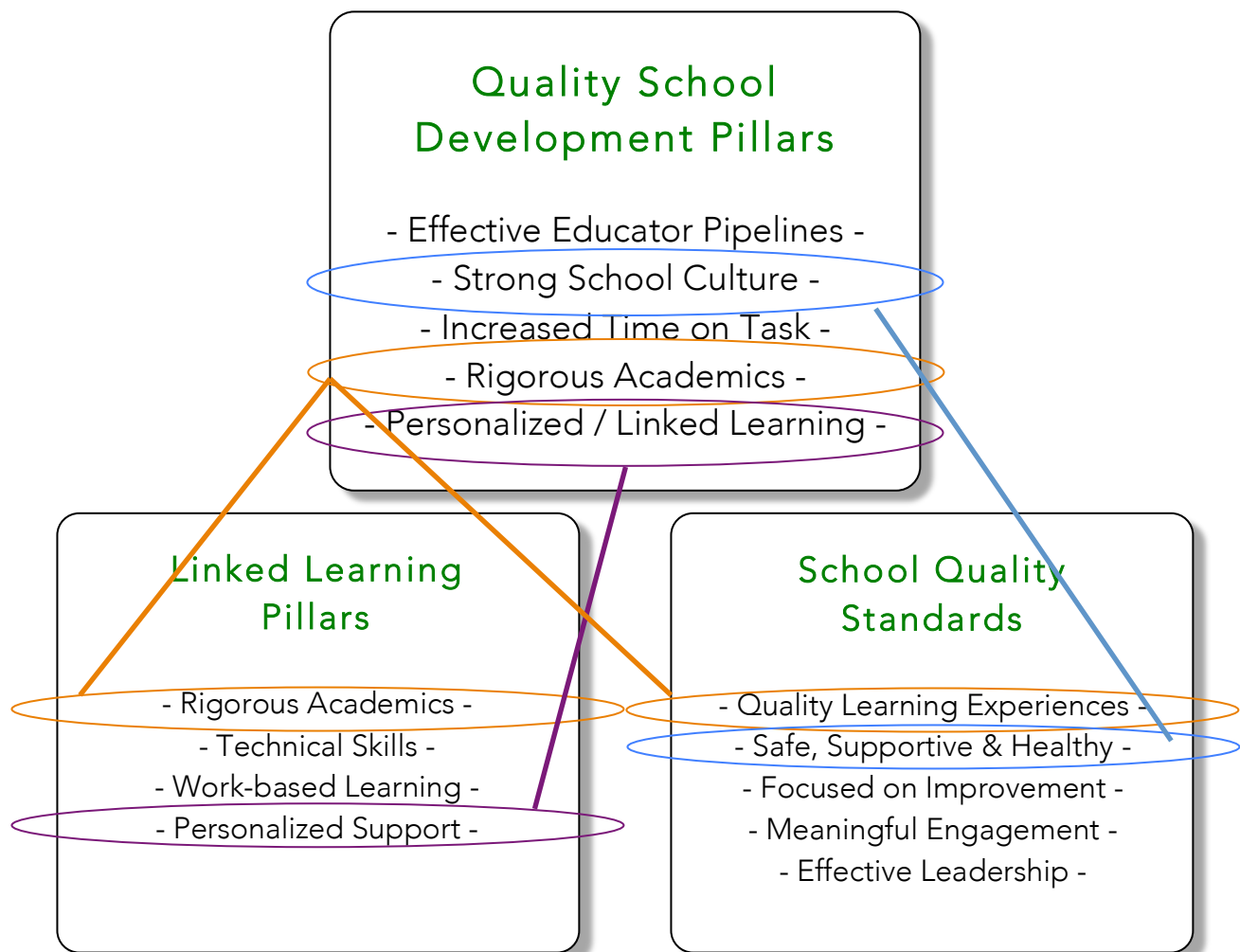
PROGRAM COMPONENTS - Priority Drivers in School Design Cohort

The School Design Cohort will expose and develop the participating school teams in the foundations underlying key program pillars that will undergird and support of all newly redesigned schools. These pillars will be interconnected and help to create a whole-school approach to thinking about high quality schools. These are the inputs. They include professional development, procedures, relationships, activities, and the curriculum.

STEP I: Planning with Pillars in Mind

STEP II: Monitoring Implementation with Pillars in Mind

STEP III: Reflecting and Reporting on Implementation with Pillars in Mind



KEY QUESTION: "How do these pillars inform school priorities and planning?"

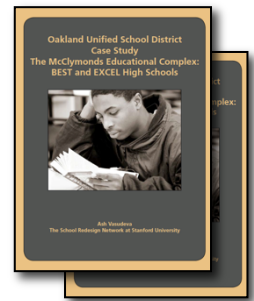


LESSONS LEARNED - Priority Drivers in School Design Cohort

Given Oakland's rich history of school improvement efforts, many lessons learned have emerged to guide the process of proving Intensive Supports to schools with the greatest need. These lessons derive from parents, students, teacher, staff and leaders that have experienced first hand the process of attempting dramatic improvements in school quality and student performance. These lessons reflect the best and the worst of what is possible when attempting significant school improvement. The lessons have been and continue to be collected through several mediums.

CASE STUDIES

A study conducted in collaboration with Stanford University and Professor Linda Darling-Hammond in 2009 provides several powerful case studies of schools that underwent a school re-design process. These examples included stand-alone new school created to serve high need students, as well as existing school being re-designed to improve outcomes for its students.



REFLECTION

Reflection by staff of the New School Development Group, the District's internal new school incubator, which operated from 2004 through 2007; as well as individuals associated with Expanding School Incubation (grade configuration change) from 2011-2014 and the Office of Transformation in 2012; provides additional insight into the supporting conditions and strategies most likely to lead to successful school redesign.

SHARING EXPERIENCE

A series of *Passing the Torch* events, beginning in 2015, have been initiated to convene stakeholders in Oakland that have participated in new school development and school redesign, in order to share their experiences. The first event in this series was filmed and video segments have been published describing deep insight into what works, what needs to improve and what the focus of school redesign efforts ought to be.



"We were not limited in our design process by old thinking. We discarded all notions of "how it has always been done" and "what they might allow us to do". We designed the school, curriculum, structures, and supports that met the needs of our students. We did not ask for permission. We dreamed and built to that dream. It was not an easy or instantaneously successful process. The school evolved over the years as we built out programs. Each year, we got closer to our original vision."

- Carmelita Reyes, Founding Principal, Oakland International High School

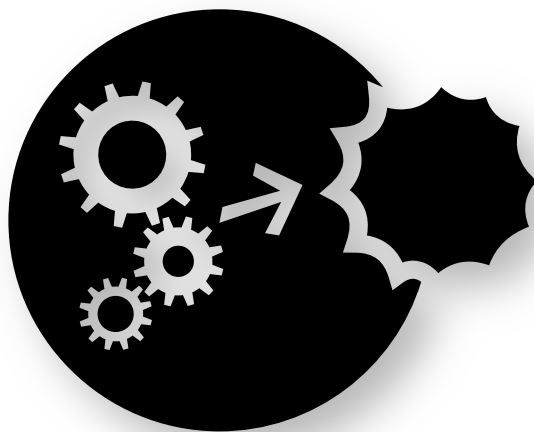
KEY QUESTIONS: "How will you apply the lessons that you have learned?"



3

School Design Process

What Are the Steps to Re-Designing Schools?
What Are the Priority Focus Areas?



- Professional Capital and Collaboration
- Innovation & Design Thinking
- Rigorous Backwards Design Planning
- Community Engagement and Empowerment
- Personalized Learning Structures (beta)



DELIVERY MODEL^{viii}

- ❖ Great School Exposure
- ❖ School Design Planning Assistance
- ❖ Community Outreach and Networking

The 2016 School Design Cohort will follow the delivery model described below. The approach is intended leverage professional capital and collaboration to create the greatest likelihood of success through the use of a “design year” model. Individual components (marked with *) will operate in beta and may be applied to fewer than all Intensive Support Schools as a pilot, dependent on available resources and capacity.

WHAT:

- Site visits to high-performing schools
- Teacher and staff recruitment
- Convening a design team to develop plans for school culture, curriculum, standards and assessments
- Assembling a strong Site Governance Team (SSC)
- Retaining a technical assistance provider or operations manager to develop an operating plan that includes pre-opening costs, a 3 year budget, and a funding development plan*
- Community outreach and student recruitment

Great School Exposure

1. School Visits

Lessons learned from successful school transformers in Oakland and elsewhere have communicated that it is vital for school design teams to be exposed to the school models and best practices of our nation’s greatest urban schools. It is the goal of the School Design Cohort to facilitate site visits for all Program Implementation Planning Teams. These visitations will be assisted by partner organizations supporting the school re-design efforts. These visits will be tailored to the school team’s specific needs, such as data-driven instruction, where the School Design Cohort will arrange for a school visit to a school leading the nation in using data to drive instruction.

2. Project Based Residencies *

The School Design Cohort will assist in facilitating project-based residencies at high performing schools. The residencies will be for a longer duration than site visits (several days to weeks), and will allow Design Team Leaders and select team members to immerse themselves in the operations of a great school. These residencies will be structured to provide both value for the Design Team member and the host school, with the team member agreeing to take on a meaningful project for the school during the residency.



School Design Assistance

1. Leadership Development

(Support: Annie P./ Supervisors/ Aaron T.)

The School Design Cohort will integrate specific District Leadership Dimensions within the cycles of practice, observation and feedback included in the Program Implementation Planning. These selected dimensions, based on Leadership self assessment, will be explored through structures such as mentorships with experienced School Design Leaders, as well as the use of Critical Friends Groups (CFG's) in order to integrate reflection and job-embedded professional learning.

* All Design Team Leaders will be encouraged to attend selected trainings such as; RELAY (locally sponsored), National Equity Projects' Leading For Equity Training, and/or locally design leadership training in school organizational culture and leadership facilitated by leading national experts in school leadership.

2. Instructional Assistance

(Support: Devin D./ Lisa S./ Phil T./ Nicole K./ Chris C./ Kristina T./ Gretchen L. / Preston T./ Laurie P.)

The School Design Cohort will coordinate content experts within & outside of OUSD who will work with all Program Implementation Planning Teams to assist in developing their instructional coaching abilities, as well as their capacity to use data to drive instruction.

Additionally, all Program Implementation Planning Teams will participate in instructional rounds and extended site visit at school exemplifying best practices, designed specifically to use an instructional and operational matrix to help surface supporting conditions for a given school's best practice.

3. Operations Assistance

(Support: Ruth A. / Lance J. / John K. / Jennifer L. / COO)

The School Design Cohort will coordinate expertise in the areas of finance, facilities, technology infrastructure, and nutritional services that will assist all Program Implementation Planning Teams in developing a school budget and sound operational plan. Additionally, Program Implementation Planning Teams will be able to participate in operational school reviews, during which the Department Managers will be evaluating the operational procedures of existing high functioning schools.

4. Teacher & Staff Recruitment

(Support: Aaron / Jeff / Kafi)

The School Design Cohort will partner with the OUSD Talent Office to recruit high quality teachers and other key staff. Pending contract negotiations, Program Implementation Planning Teams will have an opportunity to implement tested methods used across effective schools in Oakland to interview and assess prospective



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teacher and staff quality. These efforts will be monitored centrally to reduce redundancies and confusion in the case of applicants seeking multiple opportunities among Intensive Support Schools.

5. Site Governance Development

(Support: Curtiss S. / David C. / Ryan P. / Marcus S.)

The School Design Cohort will provide targeted training in School Site council recruitment and outreach. With the assistance of the communications and Continuous Improvement unit, schools will develop a campaign to engage stakeholders in site governance. Once established, Program Implementation Planning Teams and Site Governance Teams (SSC) will receive intensive training on roles and responsibilities, including a pre-post annual self-assessment.

6. School Quality Improvement Plan Review

(Support: Academic Review Board)

The School Design Cohort will facilitate periodic review of the School Quality Improvement Plan deliverables throughout the Planning Year. Reviews will be formative in nature and serve to provide feedback for continuous improvement of planning process.

Community Outreach and Networking

1. Neighborhood Outreach

(Support: Andrea B. / Raquel J. / CBO Partners)

The School Design Cohort will assist Proposal Writing Teams in conducting extensive neighborhood outreach. The School Design Cohort is already in contact with numerous community organizations who are interested in assisting quality school development in their neighborhoods, and the School Design Cohort will facilitate meetings between Program Implementation Planning Teams and community groups to ensure that neighborhoods and Teams have a shared vision of the future school program.

2. Educational Networking

The Bay Area and in particular, Oakland represents a national epicenter of education reform – with a dense network of educational entrepreneurs and support organizations. The **Unity Council, National Equity Project, East Bay Asian Youth Center, Youth Together, New Leaders, Envision Learning, Leadership Public Schools, Aspire Public Schools, Alternatives in Action, Oakland Community Organizations**; among many others. The School Design Cohort will assist Program Implementation Planning Teams in making contacts with the Bay Area's education entrepreneurs and support organizations, so as to facilitate continual collaboration and innovation in Intensive Support Schools.



3. Program Implementation Planning Networking

While the School Design Cohort plans to provide a wealth of resources to Program Implementation Planning Teams, ultimately Teams will gain equally as much from their fellow Teams as they will from the School Design Cohort programs. Additionally, the School Design Cohort will put Teams in contact with previous school designers who are interested in mentoring or otherwise sharing their lessons learned in school development.

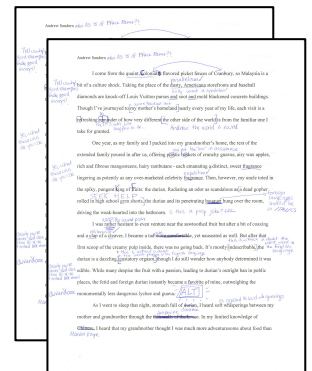
LEVERS: PROPOSAL REVIEW, PROTOCOLS, & COLLABORATORS

The School Design Cohort will work from **two key levers**:

- 1) **Reviewed & Approved Proposals**
- 2) **Facilitated Protocols with District Collaborators**

Reviewed & Approved Proposals

Each Intensive Support School participating in the School Design Cohort will benefit from having produced a Quality School Proposal. The proposal writing process involved multiple points of feedback during its production, the visitation of multiple schools, guidelines, rubrics, and site-based criteria.



As a result of the Proposal Evaluation Process, each proposal, recommended by the Superintendent and approved by the Board of Education, will include substantial and meaningful feedback provided by two review bodies; the Site-Based Committee, and the Academic Review Board. The Feedback will focus on proposal strengths and areas for growth and development. This feedback will serve as a primary resource in the creation of the program implementation plan.

Facilitated Protocols with District Collaborators

OUSD piloted the use of facilitated protocols and events with District collaborators to assist the Proposal Writing Teams in the development of high quality proposals. This took the form of Consultancy protocols, Passing the Torch Storytellers & Discussion, and Tuning Protocols. Each event proved to be extremely beneficial for both the Proposal Writing Team members, as well as the District collaborators.



The School Design Cohort will regularly utilize this approach in order to build off of the professional capital that exists throughout the District. Additionally, and most importantly this approach will reinforce the collective accountability of the entire District to take responsibility for the success of each Intensive Support School's re-design efforts.

KEY QUESTIONS: *"What are the strengths of this Delivery Model and what is missing?"*



SCHOOL DESIGN COHORT WORKSHOP SERIES

Scope and Sequence & Deliverables^{ix}

The 2016 School Design Cohort will be guided to complete a School Quality Improvement Plan, which will serve as the school's Single Plan for Student Achievement (SPSA). The Program Implementation Planning process will include deliverables in each of the areas outlined in the Scope and Sequence below.

Phase I: Planning (2015-16)	Phase II: Start Up (2016-17)
Mission & Purposes of the Proposed School	<ul style="list-style-type: none">• Performance Management (data use/ technology use)
<ul style="list-style-type: none">• Mission & Vision	<ul style="list-style-type: none">• Meeting the Needs of Students with Disabilities
<ul style="list-style-type: none">• Philosophy – Theory of Action	<ul style="list-style-type: none">• Meeting the Needs of English Language Learners
<ul style="list-style-type: none">• Educational Focus	<ul style="list-style-type: none">• Health and Nutrition
<ul style="list-style-type: none">• Educational Needs of the Target Population	<ul style="list-style-type: none">• Staff Evaluation & Support Systems
<ul style="list-style-type: none">• Goals	<ul style="list-style-type: none">• School Site Governance Team (SSC)
Academic Design	<ul style="list-style-type: none">• Facilities Improvement Planning
<ul style="list-style-type: none">• Student Content and Performance Standards	<ul style="list-style-type: none">• Recruiting and Marketing
<ul style="list-style-type: none">• Curriculum Mapping	<ul style="list-style-type: none">• Communications
<ul style="list-style-type: none">• Instructional Methodology	<ul style="list-style-type: none">• Fundraising
<ul style="list-style-type: none">• Strategies for Intensive Academic Support	<ul style="list-style-type: none">• Curriculum Development
Support for Learning	
<ul style="list-style-type: none">• Parent Involvement	
<ul style="list-style-type: none">• Community Outreach & Engagement	Phase III: Implementation (2016-17...)
<ul style="list-style-type: none">• School Organization and Culture	<ul style="list-style-type: none">• Data-driven Decision Making
<ul style="list-style-type: none">• Professional Development	<ul style="list-style-type: none">• Site Governance Capacity Development
<ul style="list-style-type: none">• Structure of the School Day and Year	<ul style="list-style-type: none">• Quality Leadership Development
Performance Management	<ul style="list-style-type: none">• Finance & Resource Management
<ul style="list-style-type: none">• Assessment and Accountability	<ul style="list-style-type: none">• Assessing Teaching Quality
<ul style="list-style-type: none">• Student Information Systems Use	<ul style="list-style-type: none">• Continuous School Improvement Process
<ul style="list-style-type: none">• Meeting the Needs of Students with Disabilities	<ul style="list-style-type: none">• Meeting the Needs of Students with Disabilities
<ul style="list-style-type: none">• Meeting the Needs of English Language Learners	<ul style="list-style-type: none">• Meeting the Needs of English Language Learners
<ul style="list-style-type: none">• Operations & Finance	
<ul style="list-style-type: none">• Facilities	



SUMMER 2015

Summer 2015 School Design Sessions

These sessions would be facilitated by Deputy Chief, Continuous School Improvement, Director Quality Diverse providers, and School Design Manager, as well as partner organizations and central office collaborators. These dates will be All-Day sessions with dedicated Team Time in the afternoon.

School Design Cohort Session Focus

July 7 / 8

1. **KICK-OFF:** Orientation, community building, leadership assessment (Myer-Briggs type), Central Leadership Support, structures & accountability for central office supports, establish online / personalized learning platform for cohort
2. **EQUITY LENS:** Leading for Equity Training - focusing on systemic oppression, and schools as complex systems

July 14 / 15

3. **DESIGN THINKING APPROACH:** Using specific Proposal design challenges to share and train teams in models of Design Thinking - starting with Action Collab model
4. **PROPOSAL FEEDBACK MAPPING:** Analysis of Academic Review Board / Site-Based Committee feedback on Proposal, mapping gaps to 2015-16 Planning Cycle

August 6 / 7

5. **COMMUNITY LENS:** Training in 1:1's - organizing strategy to support outreach and engagement efforts, Community Asset Mapping - focusing on Industry partners and safe passage
6. **VISION / THEORY OF ACTION:** Crystalizing vision and theory of action to enroll stakeholders in the future planning and implementation of the re-designed school

Eye on the Prize Summer Work:

- ❖ Ready schools for Measure N Planning
- ❖ Ready schools for deep student recruitment in November/December
- ❖ Establishing working relationships, focused on innovation and equity, across dual-leadership model (Design Team Leader & Site Administrator)
- ❖ Tapping the essentials of the District-wide Universal Tier I work: i.e. Assessments, Cycles of Inquiry, Common Core Implementation, and Leadership development



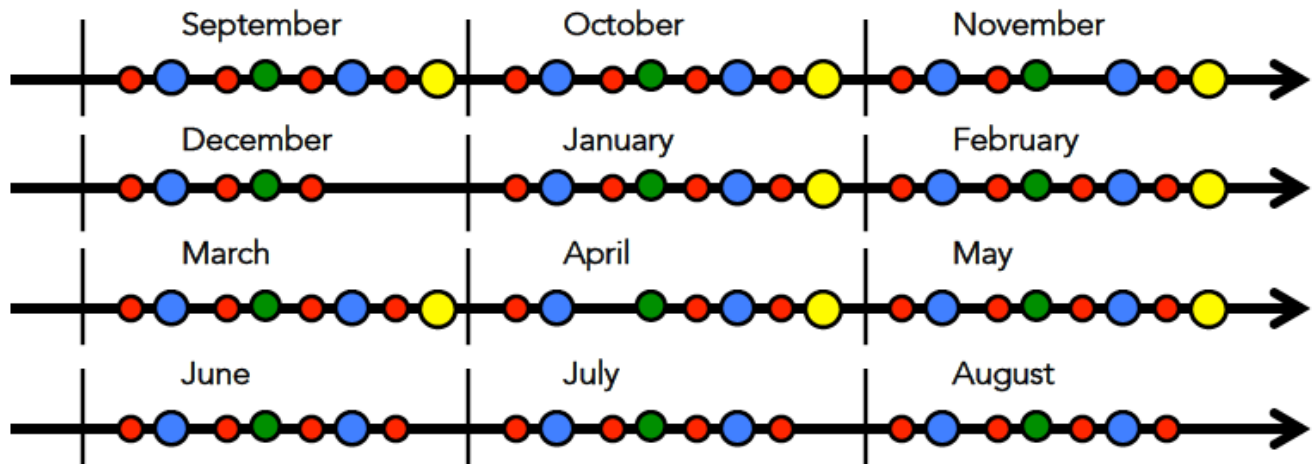
SCHOOL DESIGN COHORT STRUCTURES 2016

In order to maximize the School Design Process for schools undergoing Intensive School Support, the School Design Cohort will be managed and implemented through interdependent circles of teams, driven by a Core Team that will hold the vision and be “R”esponsible for the outcomes under the Chief of Schools, who “A”ccountable for the success of the work.

CORE PROGRAM TEAM <ul style="list-style-type: none">• Deputy Chief, Continuous Improvement• Director, Quality Diverse Providers• Manager, School Design	SCHOOL DESIGN SESSIONS <ul style="list-style-type: none">• Tuesdays (4 hr Site Visits – 2 schools) (Bi-Monthly)• Thursdays (7 hr – School Design Sessions) (Bi-Monthly)<ul style="list-style-type: none">○ Design Team Leader 2x a Month○ Program Implementation Team 1x a Month (up to 4 paid staff, up to 5 additional members) <p>(TENTATIVE) SCHOOL DESIGN SESSION DATES: Sept: 10, 24, Oct: 8, 22, Nov: 12, Dec: 10, Jan: 14, 28, Feb: 11, 25, Mar: 10, 24, Apr: 14, 28, May: 12, 26, Jun: 9, 23, Jul: TBD, Aug: TBD</p>	
SCHOOL DESIGN SESSIONS <p>9am-4pm (Location TBD)</p> <ul style="list-style-type: none">○ Sessions will involve content workshops, collaborative protocols, and work time sessions.○ Sessions will occur 2x a month.○ 1x a month will be dedicated to the Design Team Leaders (DTL).○ 1x a month will be dedicated to the DTL & Program Implementation Team.		
ISS STRATEGY TEAM <p>Monthly</p> <ul style="list-style-type: none">• Network Superintendents• Chief of Communications & External Affairs• Chief of Schools• Chief Academic Officer• Chief Operating Officer• Deputy Chief CCSS• Deputy Chief C & C• Deputy Chief Facilities	ISS TACTICAL TEAMS <p>Bi-Weekly</p> <ul style="list-style-type: none">• Communications• Content<ul style="list-style-type: none">○ Teaching & Learning○ English Language Learner & Multilingual Achievement○ African American Male Achievement○ Programs for Exceptional Children○ Linked Learning / C & C• Data & Analytics• Community Partners• Facilities	ISS SUPPORT TEAM <p>Weekly</p> <ul style="list-style-type: none">• Network Superintendents• Executive Director RAD• Executive Director C & C• Director Linked Learning• Deputy Chief T & L• Director Community Partnerships• Communications Lead• Director Facilities



Year 0: Productivity 2015-16



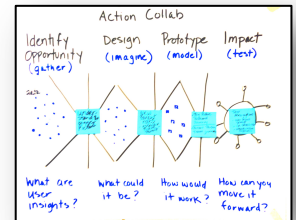
- Bi-Weekly Day-Long Off-Site Program Planning Session (ISS-Led)
 - Weekly Design Team (Implementation Planning Team)
 - Monthly Design Community Engagements (1/2 day)
 - Monthly School Visits (2 day min Visit/Travel/Debrief)
 - Monthly (strand) Deliverables
 - Student Leadership Development throughout
- (Intensive - in partnership with youth leadership organizations – transformational model that mitigates phase-in / phase-out approach)*



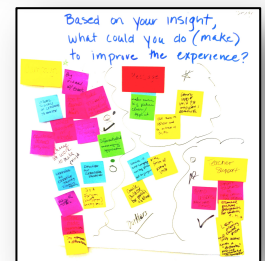
INNOVATION & DESIGN THINKING

If you give people autonomy and community, you get innovation. **Autonomy** in the sense that there is something that they do that is theirs that they have some control over. **Community** in the sense that there is a bunch of people around them that are supportive, whom they can interact with and who can be critical in a relaxed way.

The 2016 School Design Cohort will explore innovations consistently throughout the planning and implementation of their school re-designs. This will include the exploration of new solutions to persistent and nagging problems, as well as breaking new ground in challenges students and adults to teach and achieve in new and exciting ways. School Design Cohort leadership has been trained in **Action Collab Design Thinking** strategies that will be used to facilitate collaborative efforts to address some of the most persistent school design challenges.



Project Innovation describes Innovation as – *a new product, or process, or service that is discontinuous from previous practice; and that challenges some underlying assumptions so that the result may be a new flow of resources or new structures of authority, and in the case of the social sector, a new set of relationships that follow in its wake. It is seen both as a capacity for an organization to possess in order to evolve over time, and as a way to solve big hairy problems. The purpose is to encourage teams to think more critically about the work they do and how they go about doing it.*



The purpose of focusing on Innovation in the School Design Cohort is to allow teams to reframe issues and to see things from different perspectives.

The 2016 School Design Cohort will work in collaboration with the **San Francisco Unified School District's Office of Innovation**, where a multi-million dollar grant has helped to generate an inspiring and impactful innovation space for school teams to explore real problems and find innovative solutions.

Organizations, Books, & Resources

Action Collab Framework

<http://www.iskme.org/services/action-collabs>

Strategies for Facilitating Processes to address Design Challenges

Project Innovation

<http://www.socialinnovationtoolkit.com/home.html>

Tool kit to inspire innovative mindset in an organization



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Design Thinking for Educators

<http://www.designthinkingforeducators.com>

Toolkit to support innovation in education

Getting to Maybe: How the World Is Changed

<http://www.amazon.com/Getting-Maybe-How-World-Changed/dp/067931444X>

Book on what leads to innovation

Splash and Ripple

http://www.hc-sc.gc.ca/ahc-asc/alt_formats/pacrb-dgapcr/pdf/finance/contribution/splash-ricochet-eng.pdf

Using outcomes to design and guide community work

Human Centered Design Thinking

<http://www.designkit.org/resources/1>

Toolkit for human centered design thinking methods and activities

HBR Innovator's Toolkit

<https://hbr.org/product/the-innovator-s-toolkit-10-practical-strategies-to-help-you-develop-and-implement-innovation/an/10113-PBK-ENG>

Practical strategies to develop and implement innovation

Project of How

<http://projectofhow.com>

Methods for problem solving

KEY QUESTIONS: "How do we achieve a state of provocation so that we are not satisfied with the obvious solutions, but instead seek innovative ones?"



SCHOOL QUALITY IMPROVEMENT PLANS

Guidelines for School Quality Improvement Plan for Intensive Support Schools

OUSD is committed to supporting Intensive Support School that is identified under the Quality School Development Policy. The District affirms its commitment to support the development, approval, and implementation of school quality improvement plans for schools identified as Intensive Support Schools to dramatically improve academic achievement.

In supporting the creation, preparation, and evaluation of the School Quality Improvement Plans, the District shall be guided by the following;

- ☐ Demonstrates evidence that the school quality improvement plan will ensure the school meets or exceeds academic standards. Provide evidence that the autonomies proposed in the school quality improvement plan will lead to improved student performance.
- ☐ Demonstrates strong leadership capacity necessary to effectively implement the school quality improvement plan based on the analysis of the school's plan
- ☐ Provides a detailed leadership succession plan which engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the school quality improvement plan
- ☐ Ensures that a robust and participatory school governance structure will provide accountability and support to the school quality improvement plan
- ☐ Describes how the school culture and school management structures will support the professional growth of all teachers
- ☐ Provides evidence that the school quality improvement plan will be leveraged to improve qualitative factors like school culture and parental involvement
- ☐ Provides evidence that the school quality improvement plan will ensure that the school policies and procedures promote the health and safety of the students.
- ☐ Provides evidence that the school quality improvement plan demonstrates strong financial management practices that ensure operational and fiscal sustainability, including ensuring compliance with all state, federal and local laws.
- ☐ Promotes equity of access to high quality support services for all students including English language learners, special education students, and African American and Latino students experiencing disproportionate discipline incidences
- ☐ Demonstrates a spirit of collaboration to promote the dissemination of innovation and best practices throughout the district



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The following is a rubric outlining the core sections of the School Quality Improvement Plan. These criteria align with the Site Planning process for all schools. Intensive Support Schools receive substantially more hours of coaching, feedback and collaborative planning opportunities to develop sections of their School Quality Improvement Plan.

KEY SECTIONS	CRITERIA
SCHOOL GOALS & TARGETS	<ul style="list-style-type: none">• 3-5 goals, for each Improvement Priority, that are about Student Performance/Participation/Opinions, not Adult.• Goals include relevant Balanced Scorecard Goals and are tied to the Superintendent's District goals.• Goals rely on multiple measures.• Goals (and their Targets) are SMARTER: Specific & Strategic, Measurable, Attainable, Relevant, Timely, and Equity-Focused.• The Indicator for each Goal is specifically identified from the drop-down menu (or typed in if not on the menu).• The Indicator is student data that can be easily collected and presented to stakeholders.• The Indicator "Description" explains whether the Targets are about expected proficiency, growth, equity performance of LCAP groups, or specific skills.• The Targets, which are the specific outcomes expected for the goal over time, are completed.
DATA ANALYSIS	<ul style="list-style-type: none">• All indicators identified in the Goals and Targets section are analyzed.• Performance Strengths and Challenges are both identified.• Analysis discusses proficiency, growth, equity performance of LCAP groups, or specific skills.
ROOT CAUSE ANALYSIS	<ul style="list-style-type: none">• Analysis draws on multiple kinds of data, including Extended Site Visits, Instructional Rounds, Observation and Feedback, and School Team(s) Reflections.• Analysis includes reflection on organizational, leadership, and teacher practices.• Identifies causes the school can influence or address. Doesn't assume student/family behaviors are fixed. Draws on "assets" mind-set, rather than "deficits".• Key root causes are identified and connect clearly to the Strategies and Practices in the next section.
MAJOR IMPROVEMENT PRIORITIES	<ul style="list-style-type: none">• The Major Improvement Strategy (MIS) is stated as a strategy adults will implement, not as a goal statement.• The MIS is specific, but not so specific it can be listed as a practice.• The MIS is broad enough to encompass many related key practices.• The MIS and its practices specifically address the root causes identified in the section above.
KEY PRACTICE	<ul style="list-style-type: none">• Key Practices address specific root causes—identified in the section above—in teaching, leadership, and organizational effectiveness.• Key Practices explain what specifically will be done.• Practices include Title I mandates for Targeted Approaches, Teacher PD, K Transition, Extended Learning Time, and Parent/Family Engagement.• Practices capture all that should occur for effective implementation of the MIS, independent of whether the practices are funded.
BUDGET ACTIONS	<ul style="list-style-type: none">• Budget Actions are specific funding actions needed to implement the practice.• The row for each Key Practice & related Budget Actions is completed ...• Except for Key Practices with no Budget Actions. These have just the "School Goal Indicator" and "Targeted LCAP Student Group" columns completed.• A variety of Targeted LCAP Student Groups, who will be monitored to assess the impact of the Strategy, are selected across the different practices.• The budget calculator shows no funds remaining.



RIGOROUS BACKWARDS DESIGN PLANNING APPROACH^x

In our daily lives, think of all the ways we imagine something first (the end) and then next do the planning. Here's an example:

You have vacation time coming up. Do you want *The Experience* to be a whirlwind, stimulating, possibly educational one, or maybe tranquil, low maintenance, and stress free? If you pick the latter, you're probably heading for the countryside or to a beach. If you are all about the first one, you are gearing up for a city trip with many sites, museums, galleries, and possibly even a little night clubbing. Either way, you will plan accordingly: the mode of travel, accommodations, food, and any outings. The desired end result, the experience, will influence your planning.

Backward design, also called *backward planning* or *backward mapping*, is a process that educators use to design [learning experiences](#) and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals. In most public schools, the educational goals of a course or unit will be a given state’s [learning standards](#)—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

The basic rationale motivating backward design is that starting with the end goal, rather than a starting with the first lesson chronologically delivered during a unit or course, helps teachers design a sequence of lessons, problems, projects, presentations, assignments, and [assessments](#) that result in students achieving the academic goals of a course or unit—that is, actually learning what they were expected to learn.

Backward design helps teachers create courses and units that are focused on the goal (learning) rather than the process (teaching). Because “beginning with the end” is often a counterintuitive process, backward design gives educators a structure they can follow when creating a [curriculum](#) and planning their instructional process. Advocates of backward design would argue that the instructional process should serve the goals; the goals—and the results for students—should not be determined by the process.

While approaches may vary widely from school to school or teacher to teacher, a basic backward-design process might take the following form:

1. A teacher begins by reviewing the learning standards that students are expected to meet by the end of a course or grade level. In some cases, teachers will work together to create backward-designed units and courses.
2. The teacher creates an index or list of the essential knowledge, skills, and concepts that students need to learn during a specific unit. In some cases, these academic expectations will be called [learning objectives](#), among other terms.
3. The teacher then designs a final test, assessment, or [demonstration of learning](#) that students will complete to show that they have learned what they were expected to learn. The final assessment will measure



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whether and to what degree students have achieved the unit goals.

4. The teacher then creates a series of lessons, projects, and supporting instructional strategies intended to progressively move student understanding and skill acquisition closer to the desired goals of the unit.
5. The teacher then determines the *formative-assessment strategies* that will be used to check for understanding and progress over the duration of the unit (the term *formative assessment* refers to a wide variety of methods—from questioning techniques to quizzes—that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course, often for the purposes of modifying lessons and teaching techniques to make them more effective). Advocates typically argue that formative assessment is integral to effective backward design because teachers need to know what students are or are not learning if they are going to help them achieve the goals of a unit.
6. The teacher may then review and reflect on the prospective unit plan to determine if the design is likely to achieve the desired learning goals. Other teachers may also be asked to review the plan and provide constructive feedback that will help improve the overall design.

Reform

As a strategy for designing, planning, and sequencing curriculum and instruction, backward design is an attempt to ensure that students acquire the knowledge and skills they need to succeed in school, college, or the workplace. In other words, backward design helps educators create logical teaching progressions that move students toward achieving specific—and important—learning objectives. Generally speaking, strategies such as backward design are attempts to bring greater *coherence* to the education of students—i.e., to establish consistent learning goals for schools, teachers, and students that reflect the knowledge, skills, conceptual understanding, and work habits deemed to be most essential.

Backward design arose in tandem with the concept of learning standards, and it is widely viewed as a practical process for using standards to guide the development of a course, unit, or other learning experience. Like backward designs, learning standards are a way to promote greater consistency and commonality in what gets taught to students from state to state, school to school, grade to grade, and teacher to teacher. Before the advent of learning standards and other efforts to standardize public education, individual schools and teachers typically determined learning expectations in a given course, subject area, or grade level—a situation that can, in [many] cases, give rise to significant educational disparities.

EXPLORE MORE:

For a more in-depth look at *Backwards Design Planning*, see:
https://www.fitnyc.edu/files/pdfs/Backward_design.pdf



CONTINUOUS IMPROVEMENT SCIENCE: SIX CORE PRINCIPLES

The School Design Cohort will begin exploring the concepts of Continuous Improvement Science^{xi}, born out of the work of Anthony Byrk from the Carnegie Foundation for the Advancement of Teaching. This approach to continuous improvement is based on core principles compatible with the District's Quality School Development policy and the District's current approach to Continuous School Improvement processes. The School Design Cohort will explore these concepts during the Program Planning and Implementation Phases of Intensive School Support. The question of an Equity Lens will continuously be raised.

CORE PRINCIPLES

Make the work problem-specific and user-centered.

It starts with a single question: "What specifically is the problem we are trying to solve?"

It enlivens a critical orientation: engage key participants early and often as co-developers.

Data-driven root cause analysis leading to Focused Annual Plans outlining key priorities

Variation in performance is the core problem to address.

The critical issue is not what works, but rather what works, for whom, and under what set of conditions. Aim to advance efficacy reliably at scale.

Frequent Observation and Feedback to increase consistency and quality of implementation

See the system that produces the current outcomes.

It is hard to improve what you do not fully understand. Go and see how local conditions shape work processes. Make your hypotheses for change public and clear.

Extended Site Visits, self-evaluations and school community report-outs

We cannot improve at scale what we cannot measure.

Embed measures of key outcomes and processes to track if change is an improvement.

We intervene in complex organizations. Anticipate unintended consequences and measure these too.

Progress monitoring, interim reports, and the use of implementation trackers

Anchor practice improvement in disciplined inquiry.

Engage rapid cycles of Analyze, Plan, Implement, Reflect, Adjust (Cycle of Inquiry) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

Continuous Improvement Cycles of Inquiry

Accelerate improvements through networked communities.

Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

School Design Cohort, District Collaborators, and Communities of Practice



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COMMUNITY ENGAGEMENT & EMPOWERMENT

o Program Implementation Planning Team & Design Community

No matter how strong the leadership, one or even two people cannot possibly have the requisite array of experience, expertise, and resources that the school design process requires. While in some cases replication is undertaken by a group of people already involved in the current school, they, too, will need to assess their strengths and weaknesses and reach out to others who can maximize their capacity for success.



Coliseum College Prep Academy (CCPA)
Design Team; circa 2006





PROGRAM IMPLEMENTATION PLANNING TEAM COMPOSITION

This spreadsheet allows Program Implementation Planning Team leaders to keep track of the traits and skills that their current members possess and enables them to focus on pursuing people who can fill important gaps in order to create a robust and diversely qualified team. This tool helps Program Implementation Planning Teams in the planning phase think strategically about the makeup of their Team, encouraging them to look beyond their current circle of friends or acquaintances to create a balanced team. Teams who build their group thoughtfully and deliberately are able to widen their sphere of influence and increase their chances for success in all phases of growth and development.

Role	Experience	Gender	Diversity	Age	Socio-Economic	Resident	Employee	Urban Experience	Teaching	Leadership	Marketing	Governance	Social Emotional	Language Acquisition	Fund Raising	Youth Development	Content Expertise
Leader																	
Teacher																	
Teacher																	
Teacher																	
Parent																	
Feeder Parent																	
Feeder Parent																	
Student																	
Student																	
Counselor																	
Coach																	
Specialist																	
CBO																	
CBO																	
CBO																	
Other...																	

PROPOSAL WRITING TEAM

Each approved Intensive Support School entering the School Design Cohort does so through the collaborative strength of a Proposal Writing Team, involving stakeholders in the school community. This team is expected to be the nucleus of the Program Implementation Planning Team (PLPT). The PLPT Lead (referred to as the Design Team Leader) will be designated by the Superintendent, with input from the Proposal Writing Team and Site-Based Committee. The matrix above must guide the ongoing recruitment of team members.



GRASS ROOTS ORGANIZING & PARENT ENGAGEMENT

In order to fully realize the vision of Quality Community Schools, the demand for quality must be cultivated within the community. Parents, caregivers, and students themselves must not only want quality educational options, but they must also advocate and articulate the need for all public schools to be prepared to support each of its students to achieve college, career and community readiness.



This begins with an organizing frame. The School Design Cohort will prioritize collaboration with community partners and community-based organizations to develop school team capacity to build a ground-swell demand for quality schools, as well as contribute to and support the visions of individual school programs.

Community organizing for school reform, also known as education organizing, refers to the actions of parents and other residents of marginalized communities to transform low-performing schools towards higher performance through an “intentional building of power^{xii}.” **Its goals are both building community capacity and reforming schools.** Improving educational outcomes is just part of a broader agenda of creating power for low- and moderate- income communities. This makes community organizing distinctive from other school reform efforts.^{xiii}

Goals

Unlike parent involvement projects whose goals focus on an individual child’s school success, the **goals of education organizing focus on system change and school accountability.** While organizing sometimes involves helping individual children and reforming single schools, organizing groups work toward changing the system for *all children*. Primary issues addressed by community organizing include accountability, parent engagement, school environment, equity, standards and performance, special programs, and quality of instruction.^{xiv}

Community organizing also seeks to transform the way school personnel view parents. Rather than view parents and community members as problems that need to be remedied or contained, organizing influences educators to acknowledge the community as a resource, with its own **“funds of knowledge”** that can enrich student learning and teacher practice.^{xv}

Relationships

Education organizing invests in building relationships among parents as the foundation of action. It focuses on “relational power,” which is the power to act collectively in order to make system change (Cortés, 1993). For example, a student might be faulted for poor performance when in reality the problem also lies in a lack of qualified teachers and instructional materials.

Organizing counters this individualizing trend by bringing people into relationships with one another so that



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they can identify and act on school issues. **Through one-on-one conversations, group dialogue, and reflection, parents and other residents develop a strong sense of community, and learn how to use their collective power to advocate for school change.** In contrast, parent involvement approaches that focus on individual skill building rarely provide opportunities for dialogue about common problems. The absence of these opportunities often precludes parents' working together for school improvement.

Locus of Power

Standard parent involvement avoids issues of power and consigns parents to support the status quo. While school-based shared decision-making gives parents some influence over what happens in schools, educators remain in control (Henderson, 2001). Community organizing, on the other hand, intentionally builds parent power—it **equips parents with the skills to leverage a more even playing field when it comes to tackling educational issues and shaping solutions.** Although some of the changes organized parents propose are common types of parent involvement activities, such as family math sessions and open houses, parents are involved as decision makers, not just consumers.

In addition, parent groups work from a base outside the school, and do not depend on schools for approval and organizational support.^{xvi} This base outside the school typically consists of alliances with community-based entities that provide organizing assistance and support.



MANAGER, SCHOOL DESIGN

A team that includes a Manager, School Design will lead the School Design Cohort. The Team will model collaborative planning and leadership models. The Manager, School Design will represent staff leadership dedicated to scaling the school design process, requiring a background and skills in school turnaround and success in whole-school redesign.

Roles and Responsibilities

- Co-Construct and Implement the curriculum and deliverables for Intensive Support Schools to successfully develop School Quality Improvement Plans during minimum 14 month Program Implementation Planning Process (School Design process)
- Facilitate school design sessions with design team leaders and design team members to collaboratively develop program plan components
- Participate in site-based design team meetings, observe and provide feedback, as well as participate in select community engagement events on behalf of the school design process
- Pursue, develop and leverage partnerships and external resources to support and inform school design process including guest speakers, trainings, school visits and content workshops
- Manage communication strategy including internal and external communication of school design process, objectives and outcomes
- Provide leadership coaching and leadership development support in collaboration with Network Superintendents for participating schools
- Manage budget allocated specifically for school design process and school supports, as well as pursue funding opportunities and engage with funders who support school design efforts
- Incorporate a Design Thinking and Personalized Learning approach to School Design by modeling these structures in the School Design Cohort process, as well as explicitly support school teams to develop these skills for application in their own settings
- Develop a strategy for moving schools from design to implementation that ensures the greatest likelihood of success, including central structure, policies, flexibilities, and support
- Uphold the Pillars of school quality, Standards of school quality, and School Performance Framework indicators to guide and measure the progress and success of School Design process
- Act as spokesperson, together with School Design Leadership Team, for School Design process, objectives, progress and outcomes



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Community Schools, Thriving Students

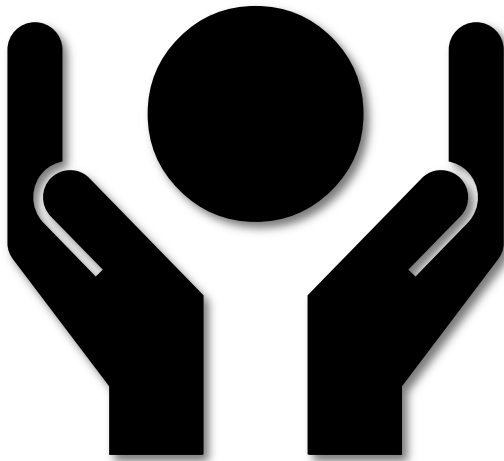
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4

Support Structure

How do we Provide Differentiated Supports
...to achieve Equitable Outcomes?



- Vision: Intensive Support Schools Structure
- Other Districts Nationally
- Ambidextrous Organization
- School Re-design
- Leading Indicators: Establishing & Monitoring



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Intensive Support Schools Structure

The OUSD School Design Cohort is the structure within which identified Intensive Support and Opportunity schools will receive intensive training and professional development in school re-design and school turnaround. The cohort structure will build off of the professional capital provided by the leadership, participants, and organizational partners.

VISION:

*"What is the structure and strategy that will
help protect these schools from us,
...and protect us from us?"*

- Antwan Wilson, Superintendent

Essential Question

Designing ways these schools are situated & supported to innovate and implement change while the system grows and develops to become increasingly responsive to the differentiated needs of Intensive Support Schools and all schools



SCHOOL TRANSFORMATION – OTHER DISTRICTS NATIONALLY

Organizing the District for Successful Turnaround:

Organize district offices, policies, and resources to support, monitor, and expand turnaround efforts.

- District Team or Administrator responsible for management, monitoring, and coordination of Intensive Support activities.
- District staff that work directly with Intensive Support schools, on a weekly basis (to monitor, provided support, facilitate communication, and support implementation).
- Specific processes for monitoring the progress of Intensive Support schools that allows for quick, real-time response

Springfield

- A district level Teaching and Learning Team meets weekly to oversee the districts' Intensive Support work and to coordinate all Intensive Support activity. A dedicated Administrator for Redesign manages the coordination of day-to-day supports and monitoring activities for all Intensive Support schools and each district office has a designated liaison for Intensive Support schools.
- Four Chief School Officers (CSOs) supervise and provide direct support to Intensive Support schools.
- Quarterly learning walks are used to formally monitor the progress of Intensive Support schools and make mid-course corrections, when needed.

Fall River

- The district assigns a School Review Partner from the Office of Instruction to work directly with each Intensive Support School. School Review Partners provide mentoring to the principal, serve as a liaison between the school and the district, and are responsible for helping the school develop a professional learning community within the school.
- A school review visit process (virtual and onsite) is the formal process used by the district to monitor turnaround efforts in each school. School reviews occur every other month, and include a detailed analysis of artifacts (e.g., meeting agendas and minutes) and data from regularly scheduled learning walks. A brief monitoring report is prepared after each visit, outline findings and next steps.

Boston

- District-level Network Superintendents supervise principals and monitor schools in geographic "networks" of 15-17 schools. Across the entire district, schools are grouped in one of three need-based tiers, with Intensive Support schools located in the "transforming" tier.
- A district-level Academic Turnaround and Transformation Unit and DART teams are organized to provide intensive (e.g., 2 to 3 weeks) support to Intensive Support schools, up to three times a year.
- Two review processes are used to assess the progress being made by Intensive Support schools: (1) an annual review of school progress looks at student data and assesses schools' progress in meeting benchmarks for high-achieving schools; and (2) a School Quality Review process that involves a self-study, a 3 day visit by district administrators, and the development of a formal action plan.



AMBIDEXTROUS ORGANIZATION

Oakland Unified School District intends to develop an Ambidextrous Organizational model for purposes of supporting the innovations required of School Design and School Re-Design. It will be critical that the District can **both** exploit its current successes and build off of them to develop quality schools, while also exploring new ways to innovate its approach to developing school quality.

[Contents here adapted from HBR Article: "The Ambidextrous Organization"^{xvii}]

This mental balancing act can be one of the toughest of all organizational challenges—it requires leaders to explore new opportunities even as they work diligently to exploit existing capabilities—and it's no surprise that few organizations do it well. Most successful systems are adept at refining their current approaches to the work, but they falter when it comes to pioneering radically new strategies and services. When thinking about the types of innovations that an organization may need to explore, the following map outlines differences.

Map of Innovation:

Incremental Innovation

Small improvements in existing focus and operations

- Developing meeting structures for collaboration among schools.



Architectural Innovation

Technological or process advancements to fundamentally change a component or element of the organization

- Launching a web-based portal for data and information to guide collaborative inquiry



Radical Innovation

Radical advances that may fundamentally alter the basis for growth and improvement in an organization's work

- Creating a school design cohort that facilitates major school program visioning and re-design with community

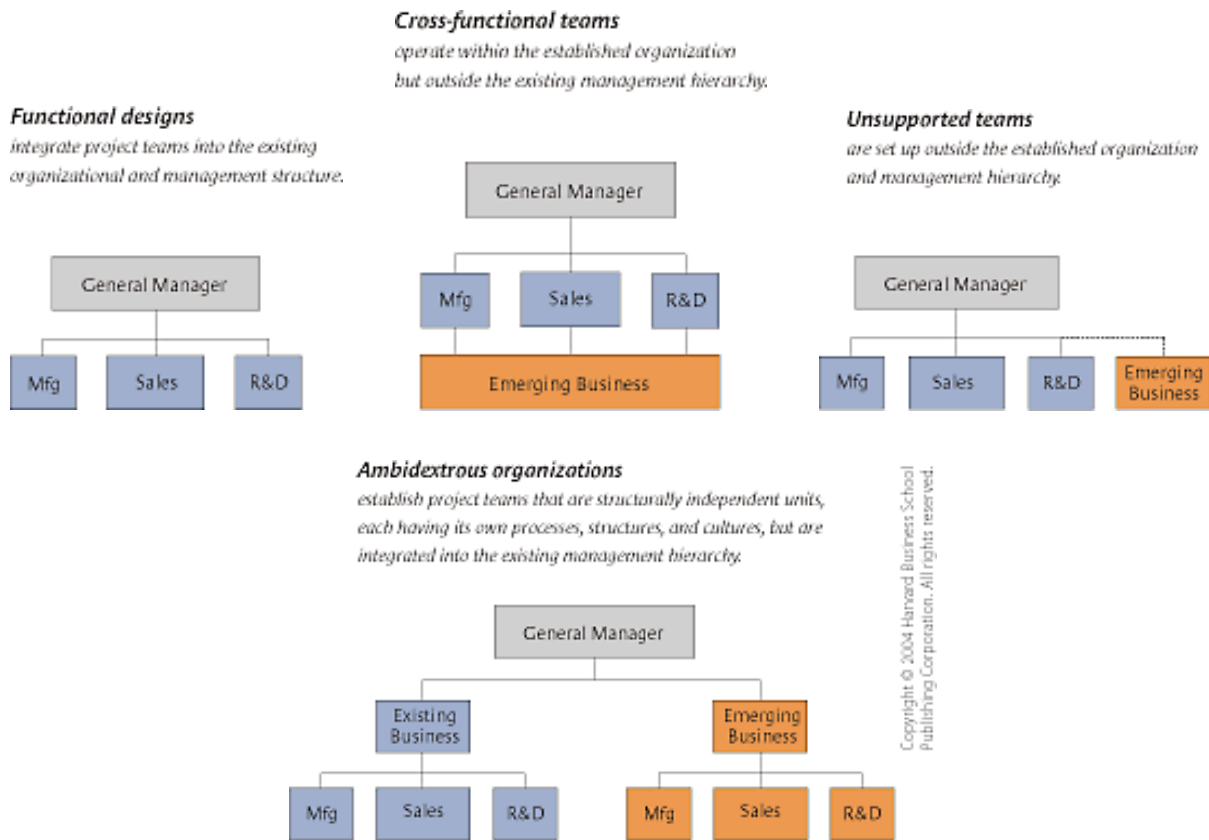
KEY QUESTIONS: What happens to organizations when they seek to explore new innovations, while maintaining their existing strategies and approaches to the work? Do they succeed in achieving breakthroughs? Do their existing strategies suffer? What organizational and managerial structures do they use? What works, and what doesn't?

Researchers have discovered that some organizations have actually been quite successful at both exploiting the present and exploring the future, and looking more deeply at them, found that they share important characteristics. In particular, they separate their new, exploratory units from their traditional, exploitative ones, allowing for different processes, structures, and cultures; at the same time, they maintain tight links across units at the senior executive level. In other words, they manage organizational separation through a tightly integrated senior team. These kinds of organizations are called "ambidextrous organizations."



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In an examination of 35 different attempts at breakthrough innovation, it was discovered that businesses tend to apply one of four organizational designs to develop and deliver their innovations. More than 90% of those using the ambidextrous structure succeeded in their attempts, while none of the cross-functional or unsupported teams, and only 25% of those using functional designs, reached their goals.



Ambidextrous organizations encompass two profoundly different types of functions - those focused on exploiting existing capabilities and those focused on exploring new opportunities for growth and improvement. The two require very different strategies, structures, processes, and cultures.

Alignment of:	Exploitative Functions	Exploratory Functions
Strategic Intent	Sustainability, outcomes	Innovation, Growth
Critical Tasks	Operations, efficiencies, incremental innovations	Adaptability, new approaches, breakthrough innovations
Competencies	Operational	Entrepreneurial
Structures	Formal, routine	Adaptive, loose
Controls & Rewards	Return on investments, productivity	Milestones, growth
Culture	Efficiency, low-risk, quality, scope	Risk-taking, speed, flexibility, experimentation,
Leadership Role	Managerial, facilitative	Visionary, involved

NOTE: The dichotomies are intended to highlight differences. There are in fact many shared qualities.



A clear and compelling vision, relentlessly communicated by an organization's senior team, is crucial in building ambidextrous designs.

The forces of inertia in organizations are strong. However the findings of the research should be heartening to organizational leaders. Not only can an established organization renew itself through the creation of breakthrough outcomes and processes, but also it can do so without destroying or even hampering its traditional focus. Building an ambidextrous organization is by no means easy, but the structure itself, combining organizational separation with senior team integration, is not difficult to understand. Given the executive leadership will to make it happen, **any organization can become ambidextrous.**



SCHOOL RE-DESIGN FOCUS

The following key practices will guide the School Design Cohort process, focus, and allocation of resources. ^{xviii}

Practice Changes

What practices are associated with successful re-design of Intensive Support Schools?

- Expand, alter, or replace the curriculum
- Reallocate budgets or provide additional funding
- Expand school day and/or year and add pre-K, transitional kindergarten, and Summer Bridge
- Include job-embedded professional development for teachers and increase teacher-planning time
- Differentiate compensation of school staff (bargained with union)
- Require all staff to re-apply for employment (pending negotiation)
- Limit, suspend or change 1 or more school district policy or practice related to the school
- Limit, suspend, or change collective bargaining agreements per waiver process or negotiation

Improvement Funding Focus

What is the foci and target of funds?

- Implementation and oversight
- Redesign team planning
- Direct instructional support to students
- Formal professional development
- Job-embedded professional development
- Data (primarily new assessments)
- Materials, including technology
- Social-emotional programs and services
- Parent and community engagement
- Other/misc.

Staffing, Time and Resources

How and where schools allocate funds?

- Direct Staffing: Hiring full/part time staff
- Stipends for required extended time, for teachers and para-professionals.
- Stipends for administrators, teachers and substitutes (not part of required extended time) for professional development
- Consultants
- Materials, including technology
- Other (e.g., Incentives, Travel)

EXPLORE MORE:

Turnaround Practices in Achievement Gain Schools Video Series

<http://www.doe.mass.edu/apa/sss/turnaround/>



PREPARING FOR SUCCESS

Preparation to Increase Likelihood of Successful Intensive School Support

➤ **STEP I:** Assessment of District Readiness

http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/district-readiness-to-support-school-turnaround.pdf

An assessment tool to determine if a District is prepared to support school turnaround

➤ **STEP II:** Community Engagement supporting School Turnaround

<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf>

Guide to school engagement, charting steps and standards

➤ **STEP III:** Guide to assessing progress indicators in Turnaround

http://www.mde.k12.ms.us/docs/school-recovery/leading_indicators_of_school_turnarounds.pdf?sfvrsn=2

Guide to selecting indicators to measure progress of school turnaround

Initial Set of Leading Indicators

Research and experience suggest several common indicators worth tracking in every Intensive Support School, as well as others specific to each school's plan for achieving early wins and later goals.

Monitoring Leading Indicators

Experience from other sectors suggests that education leaders should monitor indicators in turnaround schools early and often, on at least a monthly or quarterly basis.



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Initial Set of Leading Indicators^{xix}

Success Factor	Leading Indicator
Leaders exhibit turnaround competencies	
Competency Cluster (each includes one to four related competencies) <ul style="list-style-type: none">• Driving for results• Influencing for results• Engaging in problem solving• Showing confidence to lead	<ul style="list-style-type: none">• School leader's overall rating on each competency• Leader's rating within each cluster of related competencies
Leaders take specific turnaround actions	
<ul style="list-style-type: none">• Focusing on a limited set of high-priority short-term goals• Signaling the magnitude and urgency of dramatic change• Discarding failed rules and routines and deploying new tactics for early wins• Releasing or redeploying staff not fully committed to the turnaround; bringing in new staff who can help organize and drive change• Influencing stakeholders to support turnaround actions• Quickly trying new tactics and discarding failed ones, investing in what works• Driving decisions by openly reporting staff results and sharing results in open-air sessions	<ul style="list-style-type: none">• Ratings on the degree to which the leader engages in each action
	<ul style="list-style-type: none">• Teacher turnover rates (voluntary/involuntary)
Leaders make a turnaround plan to achieve early wins and later goals	
<ul style="list-style-type: none">• Plan is based on review of data, addresses implementation of turnaround success actions• Plan includes goals (early-win and later) and detailed steps for all• Leader and all staff take steps according to plan	<ul style="list-style-type: none">• Existence of a plan including turnaround success actions• Level of clarity and detail in goals, steps, and timing for all staff• Ratings of timeliness of actions to implement steps in plan• Existence of systems to regularly collect, analyze, and use data
Schools achieve preconditions for learning gains	
<ul style="list-style-type: none">• Improved instructional quality	<ul style="list-style-type: none">• Distribution of teacher quality• Percentage of students taught by highly effective teachers
	<ul style="list-style-type: none">• Number of instructional minutes• Students in AP/IB/dual-enrollment classes
<ul style="list-style-type: none">• Increased participation in school	<ul style="list-style-type: none">• Student attendance• Teacher attendance• Truants• Student turnover rates
	<ul style="list-style-type: none">• Dropout rate• Participation on state assessments
<ul style="list-style-type: none">• Improved school culture	<ul style="list-style-type: none">• Discipline incidents• Student waiting list (if applicable)
	<ul style="list-style-type: none">• Student, teacher, and parent satisfaction
Schools achieve early wins related to high-priority goals	
	<ul style="list-style-type: none">• State test results
	<ul style="list-style-type: none">• Benchmark test results and short-cycle assessments
	<ul style="list-style-type: none">• Other indicators based on school-specific, early-win goals

Monitoring Leading Indicators



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Success Factor	Leading Indicator		
Leaders exhibit turnaround competencies	<ul style="list-style-type: none"> • School leader's overall rating on each competency • Leader's rating in each cluster of competencies 	<ul style="list-style-type: none"> • Competency assessments that rate leader on quantitative scales (e.g., interview, 360-degree review) 	<ul style="list-style-type: none"> • At placement prior to year one • December/January in year one • Annually thereafter
Leaders take turnaround success actions	<ul style="list-style-type: none"> • Ratings on the degree to which the leader engages in each action 	<ul style="list-style-type: none"> • School visits and interviews 	<ul style="list-style-type: none"> • Quarterly
	<ul style="list-style-type: none"> • Teacher turnover rates 	<ul style="list-style-type: none"> • School- or district reported data about voluntary and involuntary turnover 	
Leaders make turnaround plans to achieve early-win and later goals	<ul style="list-style-type: none"> • Existence of a plan including turnaround success actions • Level of clarity and detail in goals, steps, and timing for all staff • Ratings of timeliness of actions to implement steps in plan • Existence of systems to regularly collect, analyze, and use data 	<ul style="list-style-type: none"> • Structured assessment: existence and content of written plan and data systems • School visits, interviews, and surveys to assess plan follow-through 	<ul style="list-style-type: none"> • Written plan by school opening • Action quarterly in year 1; semiannually thereafter
Schools achieve preconditions for learning gains	<ul style="list-style-type: none"> • Distribution of teacher quality • Percentage of students taught by highly effective teachers 	<ul style="list-style-type: none"> • Ratings on teacher evaluation system • Student enrollment data 	<ul style="list-style-type: none"> • Annually
	<ul style="list-style-type: none"> • Number of instructional minutes • Students in AP/IB/dual-enrollment 	<ul style="list-style-type: none"> • School- or district-reported data 	
	<ul style="list-style-type: none"> • Student attendance • Teacher attendance • Chronic absence • Student turnover rates 	<ul style="list-style-type: none"> • School- or district-reported data 	<ul style="list-style-type: none"> • Quarterly
	<ul style="list-style-type: none"> • Dropout rate • Participation on state assessments 		<ul style="list-style-type: none"> • Annually
	<ul style="list-style-type: none"> • Discipline incidents • Student waiting list (if applicable) 	<ul style="list-style-type: none"> • School- or district-reported data 	<ul style="list-style-type: none"> • Quarterly
	<ul style="list-style-type: none"> • Student, teacher, and parent satisfaction 	<ul style="list-style-type: none"> • Student, teacher, and parent surveys • Survey response rates 	
Schools achieve early wins related to high-priority goals	<ul style="list-style-type: none"> • Benchmark test results 	<ul style="list-style-type: none"> • School- or district-reported data 	<ul style="list-style-type: none"> • Quarterly
	<ul style="list-style-type: none"> • Short-cycle assessments 		<ul style="list-style-type: none"> • Weekly, biweekly, monthly
	<ul style="list-style-type: none"> • Other indicators based on school-specific goals 		<ul style="list-style-type: none"> • Quarterly
	<ul style="list-style-type: none"> • State test results 		<ul style="list-style-type: none"> • Annually

LEAD PARTNER – 3RD PARTY EVALUATOR



3rd PARTY LEAD PARTNER

In order to ensure the greatest degree of transparency, public accountability, and objective assessment of the progress and success of the School Design Cohort, the District intends to seek resources to establish a Lead Partner – 3rd Party Evaluator.

3rd Party Lead Partner

- **Ensure Central Office Accountability and Continuous Improvement**
- Facilitate Central Office Team Cycles of Inquiry – *Essential Question*
- Quarterly Focus Groups w/ Program Implementation Teams
- Quarterly Community Report-outs & Engagements
- Provide process development assistance
- Provide content and training in equity-centered leadership
- Stoplight Reports on Planning Progress
- Progress on Pillars implementation
- Board Reports on Strategies & Challenges
- Facilitate monthly Extended Site Visits
- Performance indicator progress reports on growth beginning Year One

Program
Implementation
Planning Teams

Cabinet
Chiefs
Deputy Chiefs

Board of
Education

Advocacy
Groups

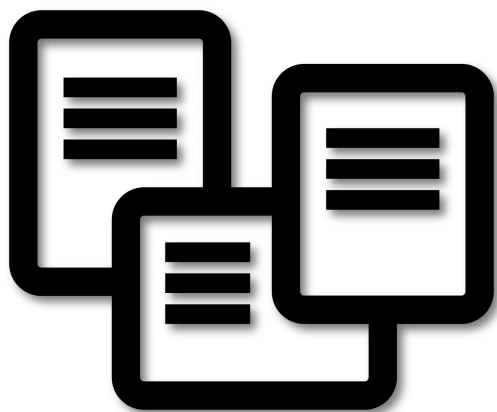
Community &
Parent
Engagement and
Youth Leadership
CBO's

Labor
OEA, UAOS
SEIU, AFSME



5

Appendices



- Defined Autonomies
- Effective Schools Process
- End Notes



APPENDIX I: Sample: School Design Strands

The following are examples of school design strands following initial strands focusing on leadership, vision, community asset mapping, and transitioning original program proposal to become the base of the school's quality improvement plan.

Sessions	Strand	Outcomes of Strand of Work
Session 6	Instructional Program: <ul style="list-style-type: none">• Pedagogy• Lesson/Unit Development• Supporting and Moving Teachers• Accountability• Supporting Students	<u>Pedagogy/Lesson Unit Development</u> <ol style="list-style-type: none">1. Clear and detailed plans around the instructional program that includes plans for all content areas (e.g., develop a curriculum map for the first six weeks of school, scope and sequence the standards for the school year, etc.)2. Develop an understanding of what rigorous curricula looks like and what it should include3. Develop a strong curricular plan that supports maximizing student achievement growth and learning
Session 7		
Session 8		<u>Supporting and Moving Teachers</u> <ol style="list-style-type: none">1. Develop a clear strategy around supporting and improving teaching that targets high leverage activities2. Develop a resource binder for your teachers to support their teaching3. Develop an understanding of what effective PD looks like4. Develop a plan for orienting all teachers to the new school5. Build a set of tools, protocols and facilitation skills to lead and guide effective PD6. Develop an annual calendar/plan (including summer and school year) to organize and structure the PD at your school7. Identify structures through which PD will take place8. Identify powerful local, regional and national PD opportunities9. Develop a set of tools to assist you in observing, coaching and providing feedback to teachers
Session 9		
Session 10		
Session 11		
Session 12		<u>Supporting Students to Succeed</u> <ol style="list-style-type: none">1. Develop a system that identifies children who are struggling, resources to address those struggles and



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Sessions	Strand	Outcomes of Strand of Work
Session 13		<p>assesses the effectiveness of those resources</p> <p>2. Identify school and community resources to support children and their families</p> <p>Accountability</p> <p>1. Develop an understanding of the different types of assessments (e.g., formal, informal, performance-based, etc.)</p> <p>2. Develop structures and protocols around assessment</p> <p>3. Develop an assessment calendar</p>
Session 14 Session 15	School Culture and Climate: Creating powerful communities of learning	<p>1. A clearly-defined and collectively agreed-upon a school culture plan that (a) includes guiding principles, norms, values and common practices that the entire community has committed to support; (b) is aligned with the theory of action developed by the team; and (c) is aligned with the Instructional Program</p> <p>2. Develop an outreach plan for orienting all parents and children to the new school</p> <p>3. Develop policies around discipline</p> <p>4. Develop leaders who are able to sustain, lead, model, and create a strong school culture that (a) supports and sustains students; and (b) holds all stakeholders accountable to that culture</p> <p>5. Theory of change focused on how you will bring teachers</p>
Session 16 Session 17	Parent Leadership and Engagement	<p>1. Develop clear structures and processes to encourage and sustain parent involvement and leadership in your new school</p> <p>2. Develop explicit norms and ways of making every parent and family welcome at your school</p> <p>3. Develop a parent/family handbook for your school</p> <p>4. Develop processes for regular two-way communication with every family</p> <p>5. Understand the roles of home visits by teachers</p>



APPENDIX II: Sample: Facilitator's Agenda

The following is an example of the in-depth and collaborative school design process. Facilitated by School Design Cohort Leads as well as guests and partner organizations, the School Design Sessions will be organized around providing concentrated inputs early in the day, with ample time and structures to support planning and designing by individual Design Team Leaders and teams in the later part of the day.

1. Introductions

- a. M & M's Activity
- b. Cultural Artifact
 - i. **Rationale:** The teams that did some of these had powerful sharing that occurred and it helped to immediately get at many of their hopes for being a part of the team. The leader modeled sharing both about them and about what brings them to this work.

2. Sponge activity

- a. Possibly a "Why Cycle" around a question like "Why are urban schools so challenged to be successful?"
- b. Team members brainstorm all the reasons and write is on a large paper like a "web".
- c. The facilitator selects one "why" statement and pushes further to ask, "why is THAT happening?"
- d. The team surfaces the various reasons that factors may be occurring and the facilitator selects on of those reasons and pushes further to ask "why is THAT happening?"
- e. This may continue for about 2-3 examples.
 - i. **Rationale:** The team immediately raises many of the core issues that are going to need to be tackled and addressed by this team and the new school. It grounds the team in the "CHALLENGES" of the work and ensures that people are not unclear about what this endeavor is facing. Second, it provides an example of an approach to get at these challenges. When this activity as used, the leader stated, "This is how we are going to conduct our business. We will not accept the surface answer to these issues, but always look deeper at what the root causes are.

3. Frame the work

- a. Share "why a design team" as opposed to an individual or the district.
 - i. **Rationale:** This helps to justify and validate the work of the team. It also underscores the need for everyone to have and equal voice and participate. Finally, it acknowledges the need to have the schools vision owned by many so that is can sustain the eventual loss of the current leader, and turn-over of staff.
- b. Share what the design community will be (especially in the context of two teams presenting one design community) and the rationale for having a design community.
- c. Share what the work is ahead. Include the weekly meetings, the work in between, the outreach to the community, and the roles that the team members will have both in the meetings and



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outside the meetings. *These do not need to be explicit and detailed at this point. Simply acknowledged.*

- i. **Rationale:** Buy-in from the team. Provide a space for fight or flight so that there are fewer surprises. Give the team a chance to digest this. **Strongly recommend** perhaps doing a pair share or dyad here to give people a chance to speak about what is coming up for them, as they better understand the scope of the work. Afterwards remind them that: *"A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."*
- Margaret Mead

4. Frame the Theory

- a. Share the template or the a blank version to start with that illustrates the needed parts of "Who the child is coming in" (data summary statements about the students – generalizations about there needs) / Theories of action (Research based approaches to meeting the needs of students) / "Who the child is leaving" (Vision – developed collectively based on the student the school will graduate.)
- b. Discuss how the team will look at who the child is based on gathered data and what the team members bring. You will then create summary statements to better assist in planning for them.
- c. Discuss how you will develop a vision by looking at the core beliefs of the team as well as the leader. You will seek the common elements of those beliefs and these will be the guiding principles behind your emerging vision. Explain at this stage that the vision may remain relatively guiding principles until it gets further fleshed out in the spring.
- d. Discuss how, once you have the first two, you will bring up your beliefs about how children learn to identify your theories of action (3-5 approaches) to getting the students from who they are to who they will be.
 - i. **Rationale:** This will cut out tons of confusion and repetition by framing how the "activities" of the meetings will grow into this framework. You are charting the course of the next few weeks. They will appreciate it as you all did at the incubator regarding this topic.

5. Core Beliefs

- a. Leader shares their core beliefs as an "offering" to the team of "this is what I bring to the group".
 - i. **Rationale:** They know you have core beliefs and they are waiting to hear them. This is the fundamental role of the design team leader in leading. It shows them the "from where" you are operating. Much BUY-IN occurs here.
- b. Team activity to share their core beliefs about schooling. This can be the "crest" activity where each team member is given an outline of a "crest" and is then ask to draw or write their core beliefs inside. (Provide colored pencils and markers.)
- c. Have each individual share their drawing and what it represents to them. Then, place the drawing on a large sheet in the center of the table.



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- d. Once everyone has shared, ask the team to identify common themes and beliefs. Chart those beliefs.
- e. Reread the common beliefs to the group and ask for any others. Note that these are the foundations of a vision. They are, in essence, the teams guiding principles.
 - i. **Rationale:** This is the beginning of visioning. Everyone gets to share and engage. It is truly co-constructed. It is less homogenized and more organically grown, given the short amount of time.

6. Who the student is walking in

- a. Frame the rationale for this activity as the basis for the existence of the school. It is to “meet the needs of the students”. In every service profession, you always assess the issue, problem, or area of need to be resolved. Waiter – “what are you hungry for?”, Plumber – “where is the leak?” Doctor – “how do you feel and where does it hurt?” If we don’t ask these questions we cannot find the right solutions.
- b. Ask the group to make general statements about the students. What are their challenges, what are their skills, what levels of aptitude to they demonstrate, what interests do they have, what areas of growth do they show, etc. Chart these statements. The leader should add data that addresses the academic performance in terms of where students struggle (ELL’s, Literacy, Academic English, mainstreaming Spec. Ed., etc.).
- c. The leader model how to create a summary statement based on tying together some of the data. The leader charts to one side of the data column two to three summary statements based on bring together various similar data. Check for understanding and ask the team if there are other “generalizations” they can make about the needs of the students. ***Acknowledge here that the strengths are an important resource. When you get to the actual plan, you are going to revisit the strength to apply them as resources to the plan.***
 - i. **Rationale:** This is a way to get the team to contribute what is important to them, while allowing the leader to lead and focus on the academics if they are not already. The summary statements are the “why we are here” justification. They become a clear starting point for the conversation about the Theory of action. **NOTE:** Data is always emotional and it brings up a great deal for many people. Leaders should be prepared to grapple with those emotions as they come up. Don’t back down from the task, but acknowledge that looking at data is emotional because it “represents” our efforts, our challenges, and our successes and failures. It is important to create a safe space where people can be with the work and their emotions.

7. Next Steps

- a. Have a chart with the tasks needing support. Identify in advance all the work that needs to get done in key areas. Seek folks who can sign on to areas as well as specific tasks.
- b. Examples may include:
 - i. Outreach to parents for the design community.



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- ii. Looking up best practices research in the areas of the school plan (teaching and learning, student support-interventions, parent involvement, et.).
- iii. Surveying students about their interests and passions as well as their take on school.
- iv. Seeking organizations that might be interested in partnering with the new school and finding out what they can offer in the way of: community service projects, donations, hands-on learning, mentorship, etc.
- v. Creating a contact sheet of the teams contact information.
- vi. Assisting in putting together materials for the next meeting.
- c. Set GOALS for these tasks so that people who sign on have direction. Confirm WHEN the leader will meet with individuals to assist and spell out the work.
 - i. **Rationale:** Pick up on the momentum of the team. Distribute the leadership. Build capacity. Get support around major pieces of the work. Access strengths and expertise in the group. Move the work forward.

8. Appreciations

- i. **Rationale:** Because we all deserve to be validated and appreciated for our hard work and efforts.



APPENDIX III: DEFINED AUTONOMIES – per Superintendent Antwan Wilson

1. **Universal Support** – All Schools Have Defined Autonomy Beginning with Academic Guidance

Document:

- a. Scope and Sequence
 - i. Aligned to the standards – Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Advanced Placement (AP) along with other core content standards
 - ii. The scope and sequence documents should be available electronically and should contain links to instructional resources aligned to each standard. The district should have resources of the highest quality collected from around the country in addition to the resources developed in OUSD. These resources should be Pre-K through 12th grade.
 - iii. All content areas covered – as well as links to information of expected pedagogical practices, e.g., balanced literacy, 4T's, close reading, academic discussions, etc.
 - iv. School have autonomy on order and weight of standards taught within the unit window based on school specific data and agreements within their Instructional Leadership Teams and collaborative planning
- b. Aligned District Assessment Calendar
 - i. Clear plan for standards aligned assessments for all district schools – there should only be a few required all district assessments. Should be CCSS aligned. Extent it can be Smarter Balance interim, all the better.
 - ii. There should be a bank of items (including performance tasks) for school developed standard aligned interim assessments given in short intervals – once a week to no more than 6 weeks apart.
 - iii. Bank of performance tasks aligned to the standards for schools/teachers to use formatively in their classrooms daily.
 - iv. Clearly specified reading and math diagnostic assessments – used regardless of the acceleration program in use at the school, e.g. Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Measures of Academic Progress (MAP), etc.
 - v. District Data Driven Instruction (DDI) Framework – Schools must use this cycle or have equivalent
- c. Acceleration Strategy
 - i. Clearly defined methodology for literacy and math
 - ii. Plan for monitoring student progress – weekly and monthly at the school and at least quarterly at the district-level.
 - iii. Aligned to Diagnostic Assessments – used to measure progress in reading and math



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- iv. Includes plan to accelerate students on the high end of the spectrum as well or student who have potential to do more, e.g., gifted education, identifying students to ready for AP Calculus AB and BC by senior years, and AVID
- d. Accountability – How we measure school progress
 - i. Common Measures of School Success using School Performance Framework
 - ii. Continuous Improvement Guide Discussions – The data should be available each month drilled down to the classroom and school level. These should be data informed conversations.
 - iii. School Site Plan Trackers – Should be discussed once a month. A discussion of specific evidence of school progress implementing their school site plan goals and strategies.
- e. Plan for Celebrating Success
 - i. Should include network level recognition. It should include highlighting exemplary practice and intentionally engaging these schools in sharing, modeling, and teaching of effective practices to colleagues. Helping to design and co-construct professional learning. Also helping mentor other leaders.
 - ii. Beginning and End of Year Recognitions from district
- f. Plan for Support
 - i. Support is based on demonstrated capacity to effectively lead and demonstrated growth in student achievement and strong school culture over time.
 - ii. Autonomy should be given until one or all of the above are not present.
 - iii. Framework for escalating interventions (from universal, to targeted, and to intensive support) should be public. This needs to be developed with all speed!
- 2. **Targeted** - Schools receive support based on a specific need(s) at targeted schools.
 - a. Examples of support include – site governance, restorative approaches, ELL instruction, Literacy and Math or other Core Academic Program Support, Acceleration Program Support to close a targeted achievement gap, Data- Driven Instruction (DDI), Observation and Feedback
 - b. The supported is restricted to the needed area that has been identified. The school maintains universal autonomies in other areas.
 - c. The targeted support ends with demonstrated capacity, student performance, and/or school culture growth in the target area(s)
- 3. **Intensive** – Intensive Intervention Impacting the Entire School
 - a. Strategies include – Transformation, Replacement of School, Restart and Phase Out, Closure
 - b. Tied to additional dollars (assuming there's no closure)
 - c. Should involve an extensive community process – the Network Superintendent Team, ALT, and others should support this process



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Pillars – Intensive Support

1. Pillar #1: Effective Leadership Pipelines

- a. Strong Principal with ability to provide vision and move to tactical implementation of new school model and plan.
- b. Thoughtful selection of leadership team – Includes Assistant Principal, Instructional Coaches, Teacher Leaders, Parent Engagement, etc. All should have demonstrated past success.
- c. Succession Plan developed on the front end – want to make sure we have thought through whom the next principal will be when starting a new school or school design. Need to make sure we have succession plans for all key leaders in a school.
- d. Need to propose incentives for school leaders taking on intensive support schools (depending upon the recommendations it would require collaboration with unions).

2. Pillar #2: Intentional and Extended Use of Time (Needed for Community School Implementation and Acceleration of Student Achievement)

- a. Academic Program maximizes school day, instructional class time, and school calendar year to accelerate student learning and growth
- b. Additional Time pursued to promote acceleration of academic progress
- c. Thoughtful professional learning time for adults – includes collaboration, DDI, and time to role play and practice.

3. Pillar #3: Linked Learning (Personalized Learning Pedagogy)

- a. Mix of Large, small, and individualized learning experiences
- b. Integration of technology for teaching and learning
- c. Targeted student acceleration for English and Math during the school day and beyond for students – first by student choice and then required when not chosen
- d. Intentional classroom design – experiential/project based learning, learning out in community, state, nationally, and/or internationally

4. Pillar #4: Rigorous Academics

- a. Effective pedagogical strategies with vertical and horizontal alignment within the school (and feeder schools contemplated)
- b. Plans for support, observation, feedback, and evaluation of educators to support high quality instruction
- c. Intentional course offerings with an emphasis on student mastery of content standards and accelerated student learning
- d. Social Emotional Learning integration



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- e. Strong Elective and Co-Curricular Program – e.g., Arts, Music, Robotics, Gaming/Coding, Speech and Debate, World Language, Constitutional Scholars, Forensics, Drama, Dance, World Language, Chess, Linked Learning Themed-Based Electives, etc.

5. Pillar #5: Strong School Culture

- a. Defined school values that are taught and all individuals in the school are expected to uphold them
- b. Clear Culturally Responsive Restorative Approach to Discipline
- c. Effective Site Governance - Distributive Leadership
- d. Parent Engagement/Empowerment
- e. Student Engagement and Voice



APPENDIX IV: What is the Effective Schools Process?^{xx}

Having called up the quote by Ron Edmunds at the start of this Playbook, we have included the “Effective Schools Process” which outlines much of Ron Edmunds research on what makes schools successful for ALL children.

There is much confusion in the field of education about just what concepts the Effective Schools Process uses to achieve success, and how those concepts have been applied to each school, district, and state system of public school education in the United States and around the world. The National Center for Effective Schools Research and Development over the years of its existence (1986-2004) clarified and made consistent the unifying principles drawn from Ronald Edmonds’ original “Correlates of Effective Schools”.

Edmonds’ original correlates numbered five. These were the characteristics of unusual schools that in spite of the fact that their students came from low-income families taught over 90% of their students to a standard of achievement that permitted them to succeed at the next grade level. Edmonds and his colleagues at Michigan State and at Harvard University researched and developed the effective school correlates over the decade of the seventies. He defined these early correlates, in very plain but only early researched language, in his 1982 paper “[Programs of School Improvement: An Overview](#),” according to Lezotte, as:

- *the leadership of the principal notable for substantial attention to the quality of instruction;*
- *a pervasive and broadly understood instructional focus;*
- *an orderly, safe climate conducive to teaching and learning;*
- *teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery; and*
- *the use of measures of pupil achievement as the basis for program evaluation.*

(These are listed as reported in Lawrence W. Lezotte’s recent paper, “[Effective Schools: Past, Present, and Future](#).”)

These five later were reorganized, re-crafted and expanded by NCESRD’s board of Edmonds’ former colleagues and other followers, and are the official Effective Schools Process (SM) stated correlates:

Clear and Focused School Mission

There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and accountability

Safe and Orderly Environment

There is an orderly, purposeful atmosphere that is free from the threat of physical harm for both students and



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staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

High Expectations

The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

Opportunity to Learn and Time on Task

Teachers allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time, students are engaged in planned learning activities directly related to identified objectives.

Instructional Leadership

The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students, and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program at the school.

Frequent Monitoring of Student Progress

Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests, and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

Positive Home-School Relations

Parents understand and support the school's basic mission and are given opportunity to play an important role in helping the school achieve its mission



END NOTES

ⁱ http://www.generationready.com/wp-content/uploads/2014/11/Stosich_Measuring-School-Capacity-for-Continous-

ⁱⁱ AMO: Annual Measurable Outcomes – Federally required progress. Schools not meeting AMO's for two years are designated under ESEA Waiver to receive differentiated supports.

ⁱⁱⁱ http://www.hc-sc.gc.ca/ahc-asc/pubs/_contribution/ripple-ricochet/index-eng.php#a11

^{iv} Definition provided by National Equity Project: <http://nationalequityproject.org>

^v https://drive.google.com/a/ousd.k12.ca.us/folderview?id=0B64Z1eSAGCiCdDdVNDgzeXQ3V1E&usp=sharing_eid&tid=0B-tUGzV4TstSdFBHcVdqLWZDWVE

^{vi} https://drive.google.com/a/ousd.k12.ca.us/folderview?id=0B64Z1eSAGCiCdDdVNDgzeXQ3V1E&usp=sharing_eid&tid=0B-tUGzV4TstSdFBHcVdqLWZDWVE

^{vii} Developed from IDRA and Bradley Scott's equity questions from the Southern Equity Assistance Center

^{viii} <http://www.eduwonk.com/NSNO.IncubationGrant.pdf>

^{ix} http://charterschools.org/olc/images/stories/resources/Supporting_New_School_Development_Playbook.pdf

^x <http://edglossary.org/backward-design/>

^{xi}

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=20&ved=0CFMQFjAJOAo&url=http%3A%2F%2Fwww.hfrp.org%2Fcontent%2Fdownload%2F4523%2F120116%2Ffile%2FHFRP%2520Research%2520Spotlight_Resources%2520on%2520Using%2520Evaluation%2520for%2520Continuous%2520Improvement_4142014.pdf&ei=SmpYVfKIEYPRsAW424DoBg&usq=AFQjCNHqAwjAU4I5MzU6IDuJpSqmoWnU0w&sig2=adCmPYHidhn4rcAYaco9RA

^{xii} Mediratta & Fruchter, 2001, p. 5

^{xiii} C. Brown, personal communication, October 3, 2003

^{xiv} National Center for Schools and Communities, 2002b

^{xv} Moll, Amanti, Neff, & Gonzalez, 1992

^{xvi} Zachary & olatoye, 2001

^{xvii} <https://hbr.org/2004/04/the-ambidextrous-organization>

^{xviii} <http://www.doe.mass.edu/apa/sss/turnaround/2014PracticesReport.pdf>

^{xix} http://www.mde.k12.ms.us/docs/school-recovery/leading_indicators_of_school_turnarounds.pdf?sfvrsn=2

^{xx} © 1995 NCESRDF and Lake Forest College revisions, 2010