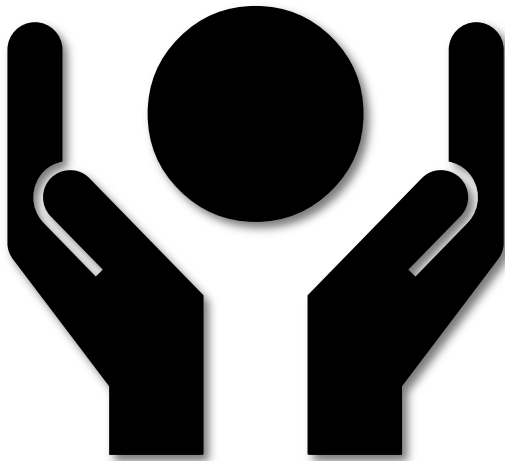# 4 Support Structure

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

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

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 o 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

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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	Architectural Innovation	Radical Innovation
Small improvements in existing focus and operations	Technological or process advancements to fundamentally change a component or element of the organization	Radical advances that may fundamentally alter the basis for growth and improvement in an organization's work
o Developing meeting structures for collaboration among schools.	o Launching a web-based portal for data and information to guide collaborative inquiry	o 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."

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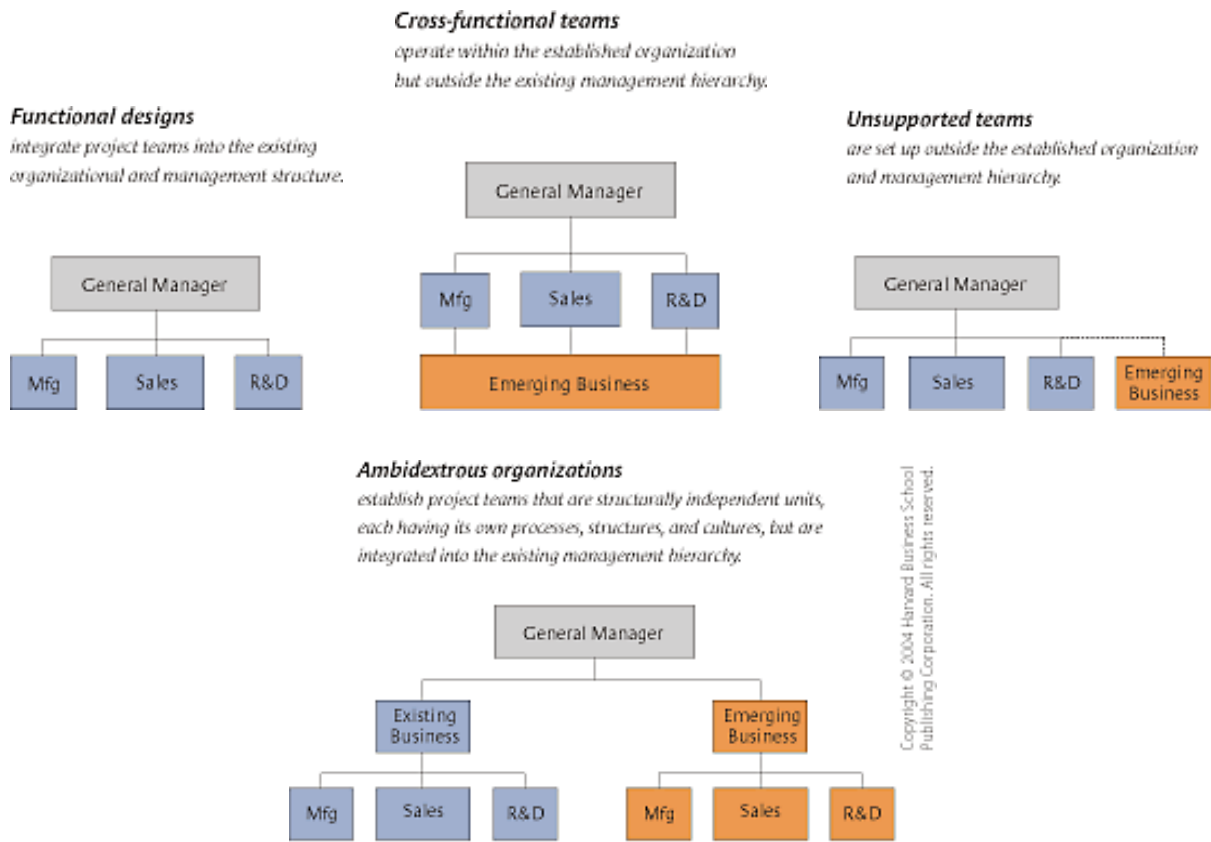
Ambidextrous organizations encompass two profoundly different types of functions - those focused on exploiting existing capabilities and those focused on exploring new opportunities for growth and improvement. The two require very different strategies, structures, processes, and cultures.

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?

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

EXPLORE MORE:

Turnaround Practices in Achievement Gain Schools <u>Video Series</u>
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

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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.

Initial Set of Leading Indicators[xix]

Success Factor	Leading Indicator
Leaders exhibit turnaround competencies	
Competency Cluster (each includes one to four related competencies) • Driving for results • Influencing for results • Engaging in problem solving • Showing confidence to lead	• School leader's overall rating on each competency • Leader's rating within each cluster of related competencies
Leaders take specific turnaround actions	
• 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	• Ratings on the degree to which the leader engages in each action • Teacher turnover rates (voluntary/involuntary)
Leaders make a turnaround plan to achieve early wins and later goals	
• 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	• 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	
• Improved instructional quality	• Distribution of teacher quality • Percentage of students taught by highly effective teachers
	• Number of instructional minutes • Students in AP/IB/dual-enrollment classes
• Increased participation in school	• Student attendance • Teacher attendance • Truants • Student turnover rates
	• Dropout rate • Participation on state assessments
• Improved school culture	• Discipline incidents • Student waiting list (if applicable)
	• Student, teacher, and parent satisfaction
Schools achieve early wins related to high-priority goals	
	• State test results
	• Benchmark test results and short-cycle assessments
	• Other indicators based on school-specific, early-win goals

Monitoring Leading Indicators

Success Factor	Leading Indicator		
Leaders exhibit turnaround competencies	• School leader's overall rating on each competency • Leader's rating in each cluster of competencies	• Competency assessments that rate leader on quantitative scales (e.g., interview, 360-degree review)	• At placement prior to year one • December/January in year one • Annually thereafter
Leaders take turnaround success actions	• Ratings on the degree to which the leader engages in each action	• School visits and interviews	• Quarterly
	• Teacher turnover rates	• School- or district reported data about voluntary and involuntary turnover	
Leaders make turnaround plans to achieve early-win and later goals	• 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	• Structured assessment: existence and content of written plan and data systems • School visits, interviews, and surveys to assess plan follow-through	• Written plan by school opening • Action quarterly in year 1; semiannually thereafter
Schools achieve preconditions for learning gains	• Distribution of teacher quality • Percentage of students taught by highly effective teachers	• Ratings on teacher evaluation system • Student enrollment data	• Annually
	• Number of instructional minutes • Students in AP/IB/dual-enrollment	• School- or district-reported data	
	• Student attendance • Teacher attendance • Chronic absence • Student turnover rates	• School- or district-reported data	• Quarterly
	• Dropout rate • Participation on state assessments		• Annually
	• Discipline incidents • Student waiting list (if applicable)	• School- or district-reported data	• Quarterly
	• Student, teacher, and parent satisfaction	• Student, teacher, and parent surveys • Survey response rates	
Schools achieve early wins related to high-priority goals	• Benchmark test results	• School- or district-reported data	• Quarterly
	• Short-cycle assessments		• Weekly, biweekly, monthly
	• Other indicators based on school-specific goals		• Quarterly
	• State test results		• Annually

LEAD PARTNER – 3RD PARTY EVALUATOR

**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

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