



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Defined Autonomies Framework Update



iam OUSD

June 5, 2019

Presentation Outcomes

- Provide an update on our current draft of the OUSD Defined Autonomy Framework to our OUSD Board of Directors from a multistakeholder design team and central staff so that we build a more coherent defined autonomy framework.
- Collect feedback and direction from the OUSD Board of Directors on next steps in this work.



Our North Star

Quality & Sustainable Community Schools in every Neighborhood:

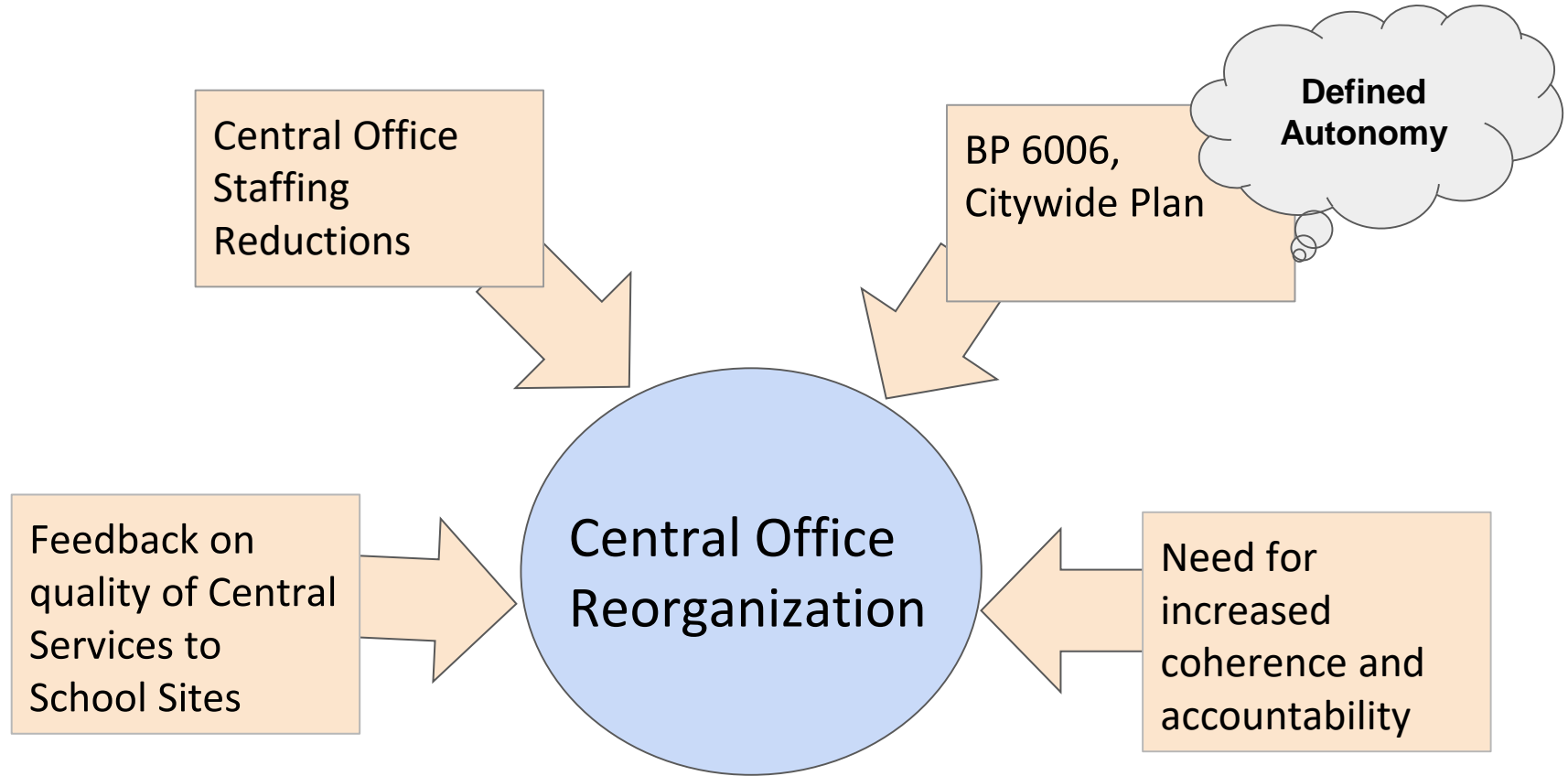
- Safe, engaging and clean learning environment
- Staff that feel supported and continually improve their practice
- Resources to support the whole child

Vision: Thriving Students who are prepared for college, career and community success

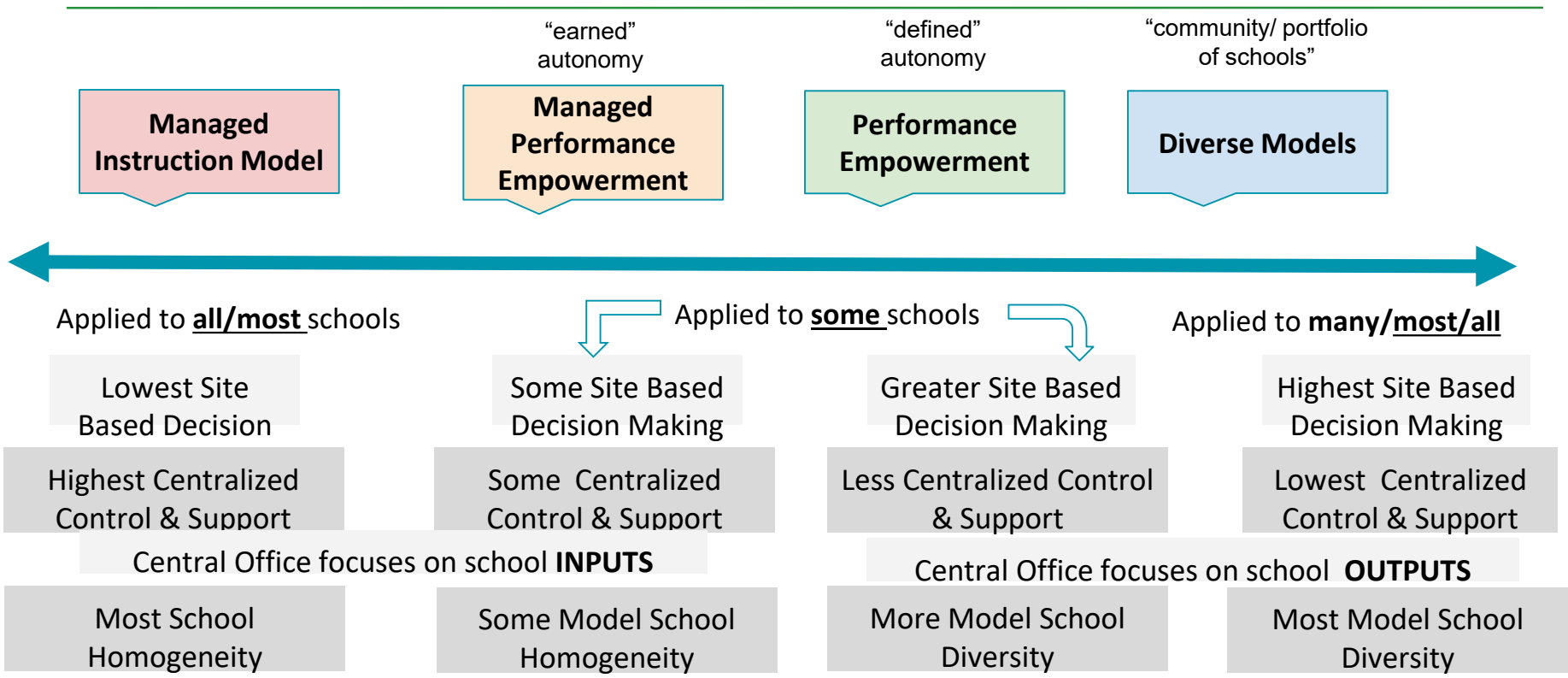
Mission: Full Service Community Schools focused on academic achievement while serving the whole child



Factors influencing a need for a Central Redesign

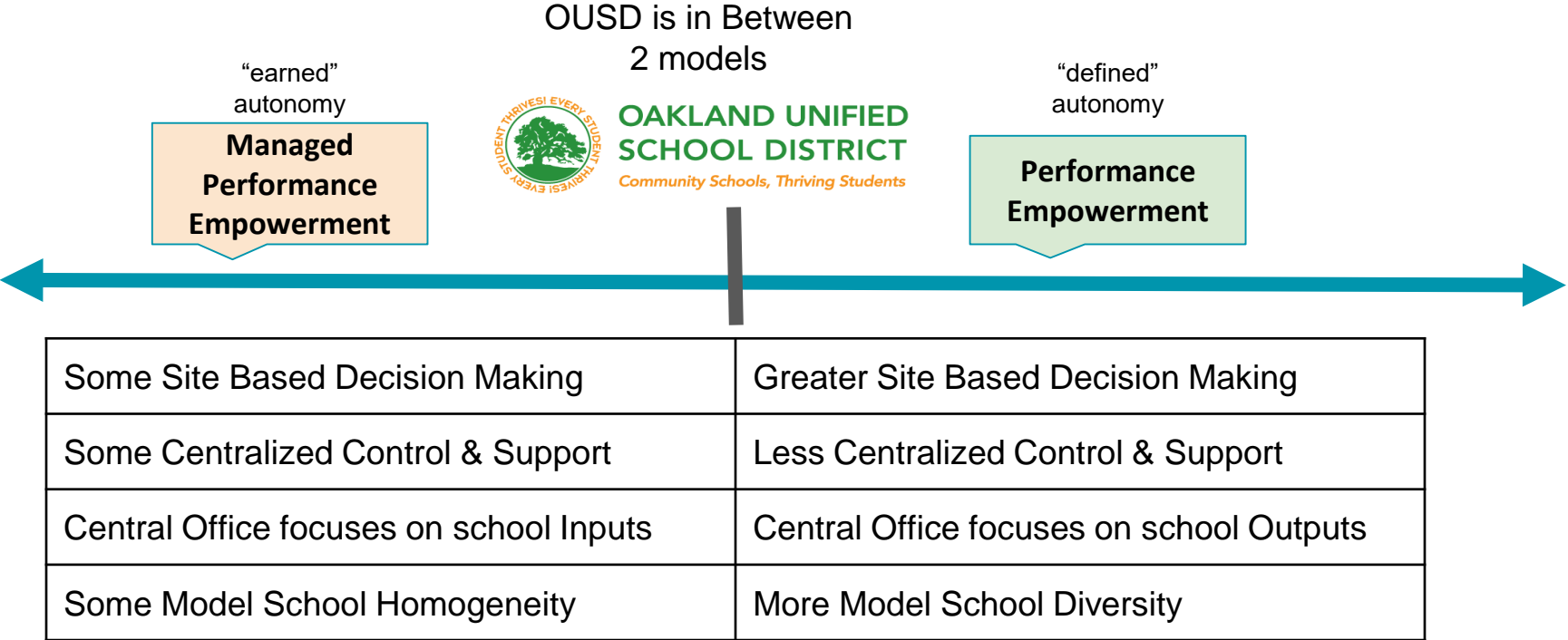


Models for the Relationship between Central Office and School Sites



Adapted based on Katzir and McAdams: The Redesign of Urban School Districts: Case Studies in Urban School Governance (2013)

Closing in on the OUSD Model





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Design Team Learning: Performance Empowerment



iam OUSD

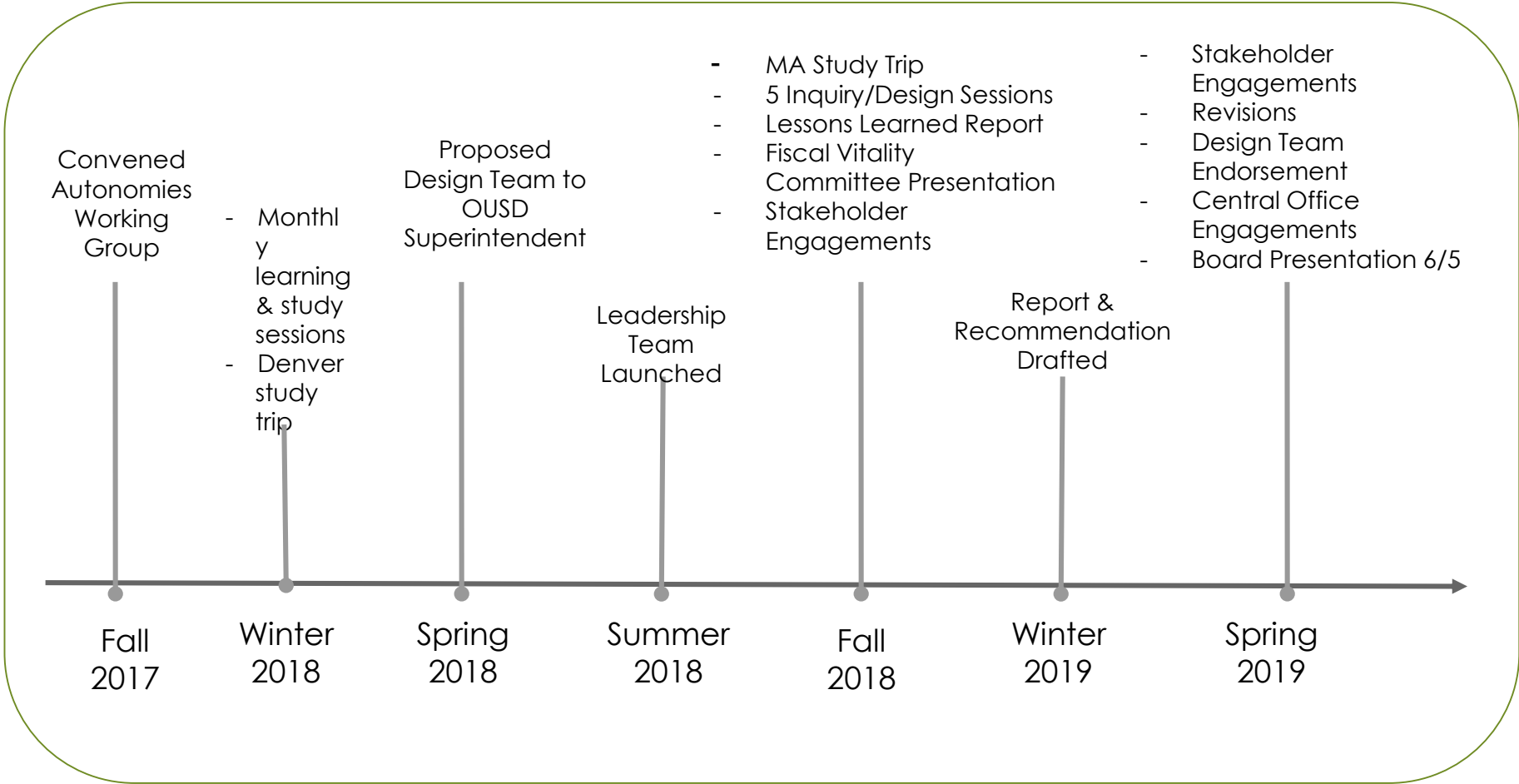
Objectives

- Provide background on the work of the Design Team
- Review the Design Team's 5 Recommendations
- Discuss our Suggested Next Steps

Over the last two years, a multi-stakeholder team has been working together to understand and design solutions to some of our districts toughest challenges

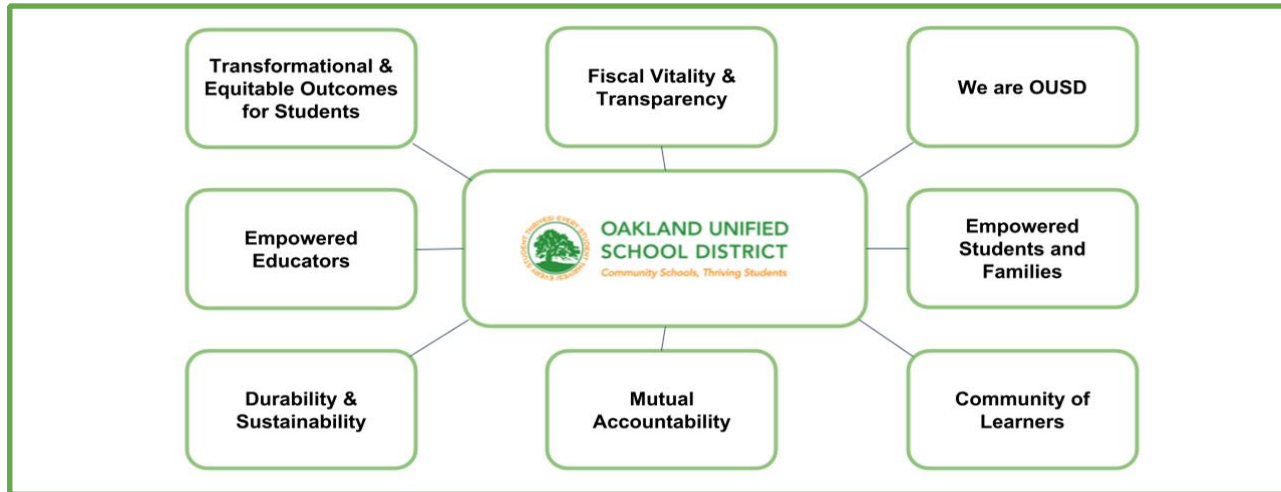


Here's a timeline of our inquiry and design process to date

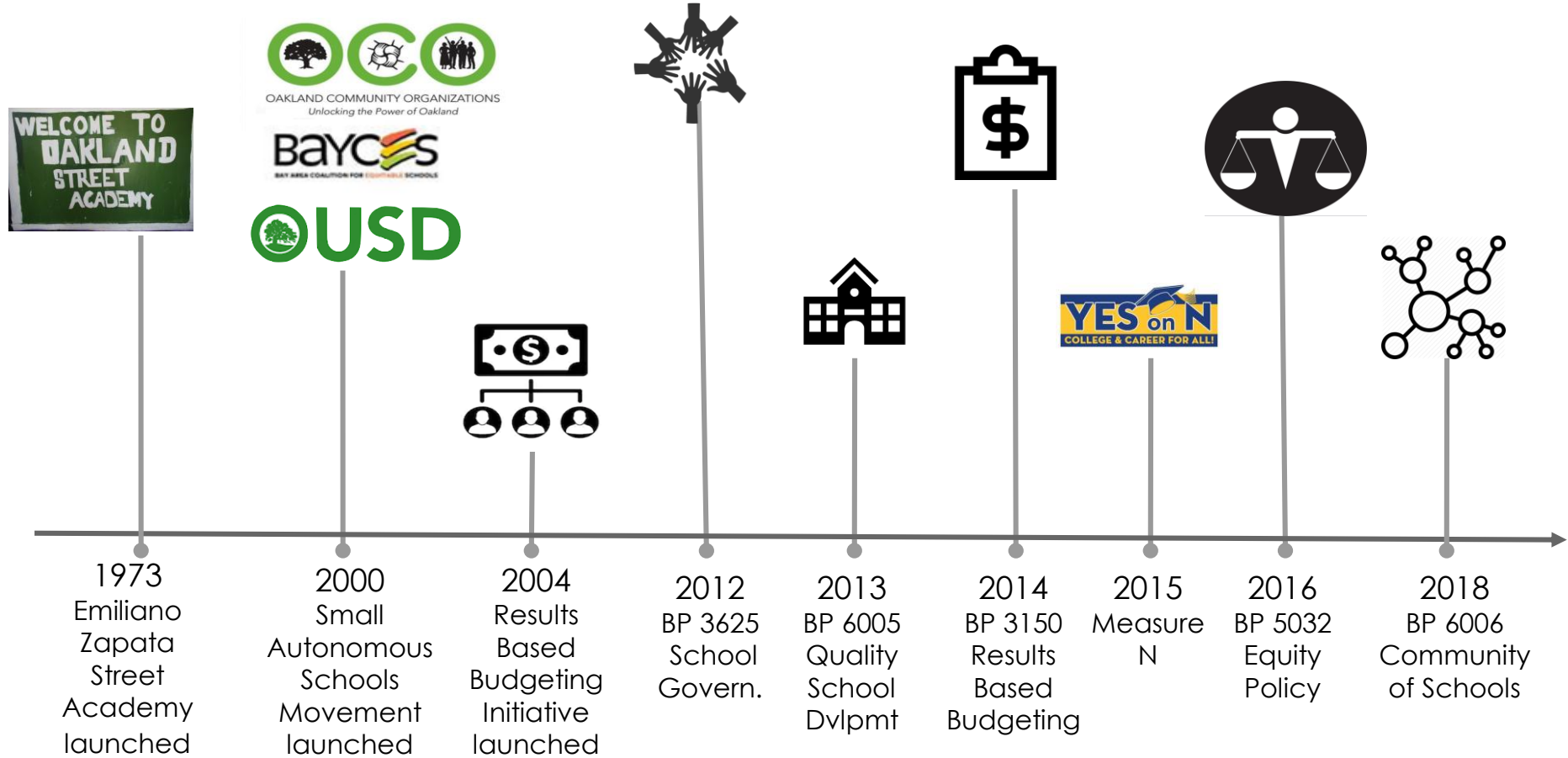


The Design Team has developed the following vision and principles to guide our work and advocacy

Our vision is for OUSD to become a school system that puts students at the center and empowers those closest to students - educators, families, and the students themselves - to make decisions about people, time, program, and money in order to achieve transformational and equitable student outcomes.

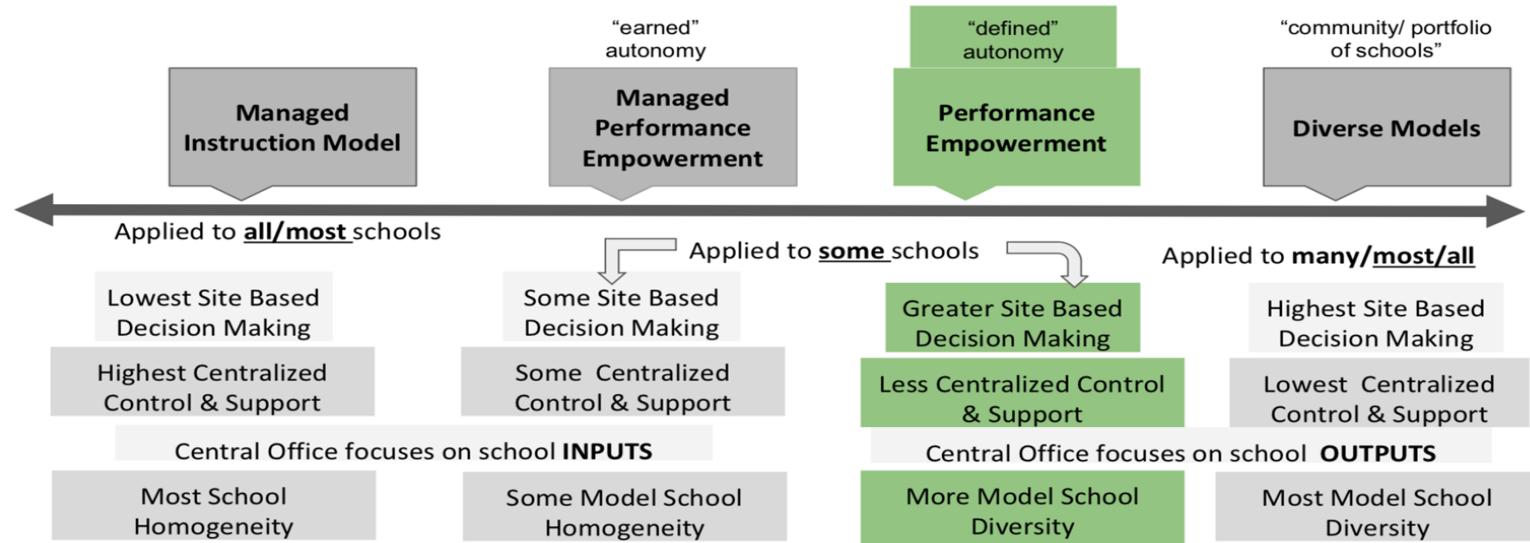


Our vision and guiding principles are aligned with and build on multiple OUSD's policies and initiatives that span across the past 20+ years



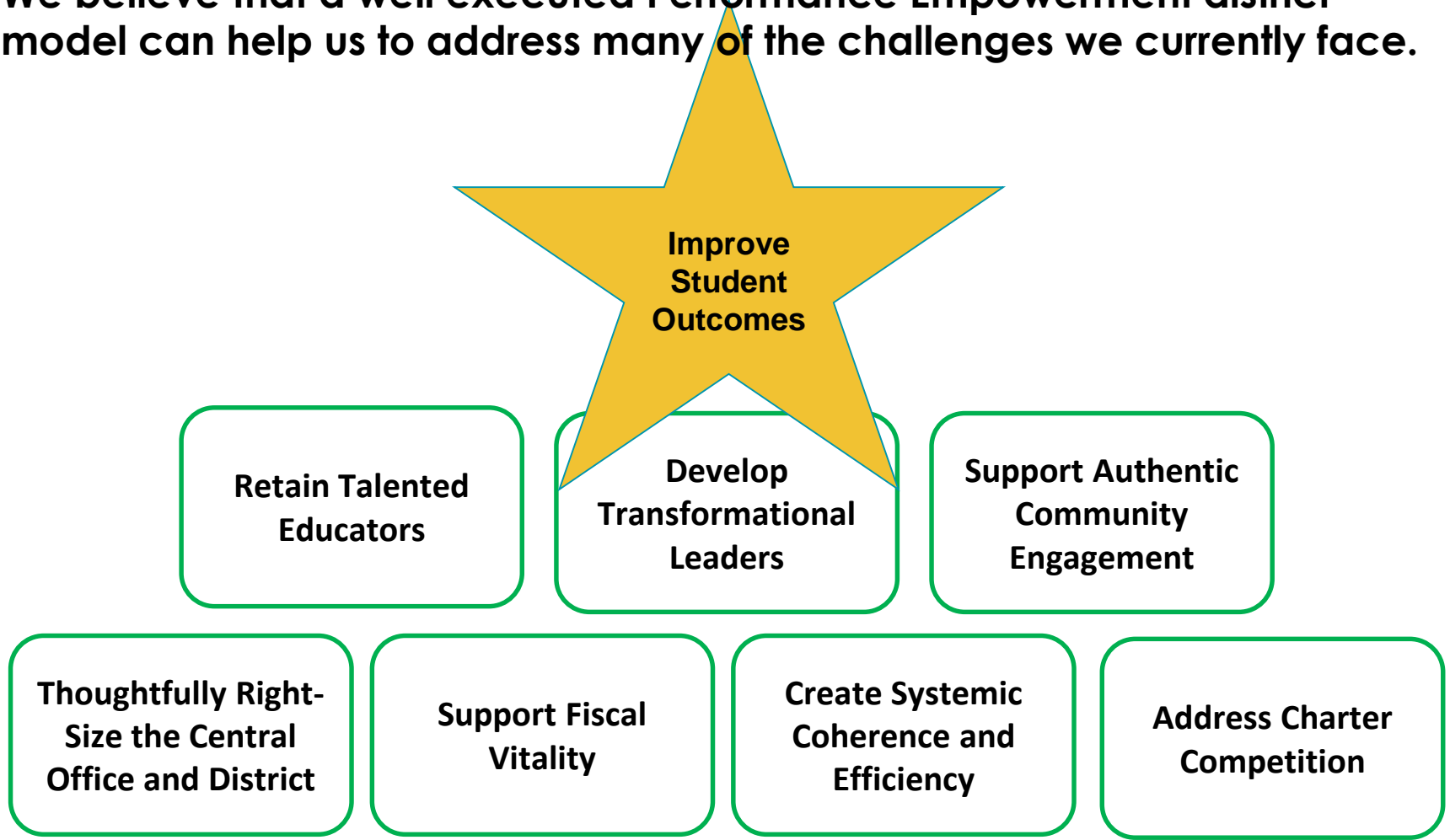
The Design Team also sees promising alignment between our vision, OUSD’s policies, and the Performance Empowerment district model

Continuum of Central Office Theories of Action for Supporting School Sites



Adapted based on Katzir and McAdams: *The Redesign of Urban School Districts: Case Studies in Urban School Governance* (2013)

We believe that a well executed Performance Empowerment district model can help us to address many of the challenges we currently face.



The Design Team's Five Recommendations



#1. Clarify a system-wide commitment to implementing a Performance Empowerment District model



#2. Create a clear system for measuring school quality that will drive continuous improvement and improved student outcomes



#3. Restore an improved student-based budgeting system. Ensure schools can elect to opt-in or out of certain district services based on the needs and priorities of their students



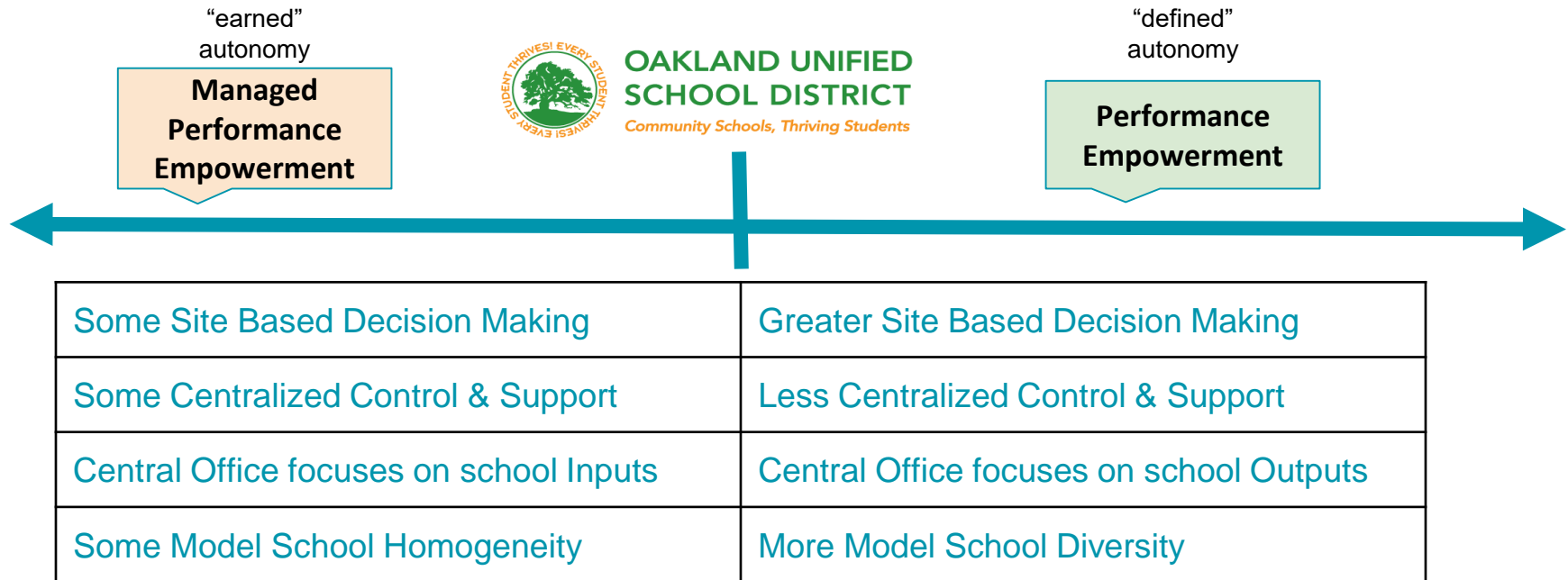
#4. Create durable structures and systems that will protect and sustain site-based shared decision making and improved student outcomes for district schools



#5. Collaborate with the Design Team to expand and deepen the work we have started. Greenlight a small planning year cohort to help to prototype and test some of the structures and systems we'll need to build this system over time.



#1. Clarify a system-wide commitment to implementing a Performance Empowerment District model



BP 3625



#1. Clarify a system-wide commitment to implementing a Performance Empowerment District model

Aligned Policies and Regulations

The district's policies and administrative regulations must be aligned to its theory of action, and should be developed to ensure that the district's model is coherent and consistent with the theory of action.

Shared Theory of Action

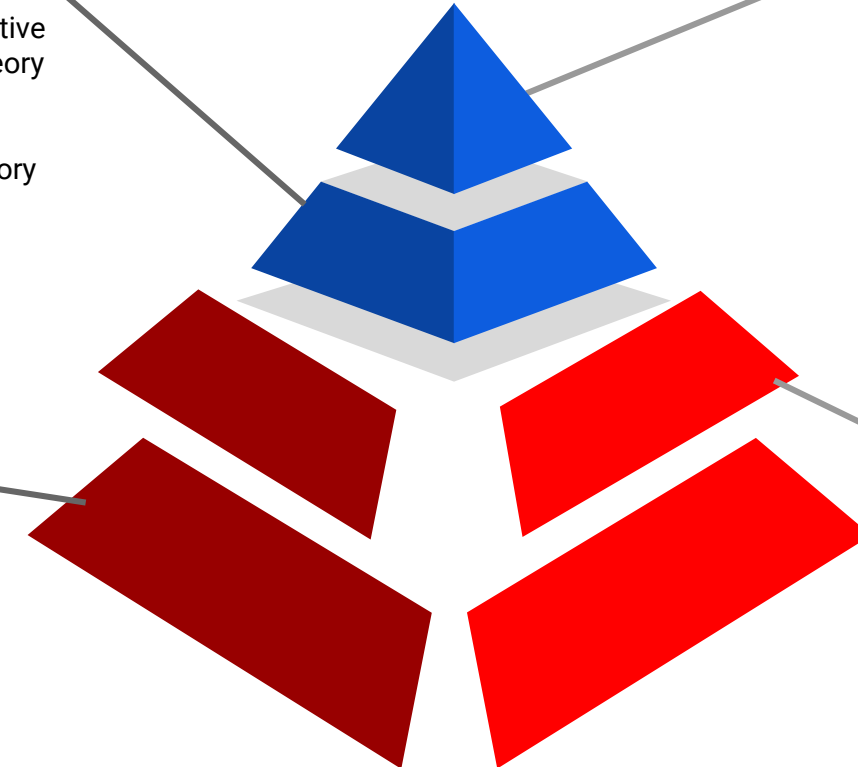
A district must have a shared and consistent theory of action that guides all of its actions - from its policies to the design of its model and the implementation of its systems, structures and practices. Stakeholders across the system should understand and communicate this theory of action, particularly the organization's leaders.

Consistent Systems, Structures, Labor Contracts and Practices

The systems, structures, CBAs/contracts, and practices of a district must support and be supported by its model, policies, and theory of action.

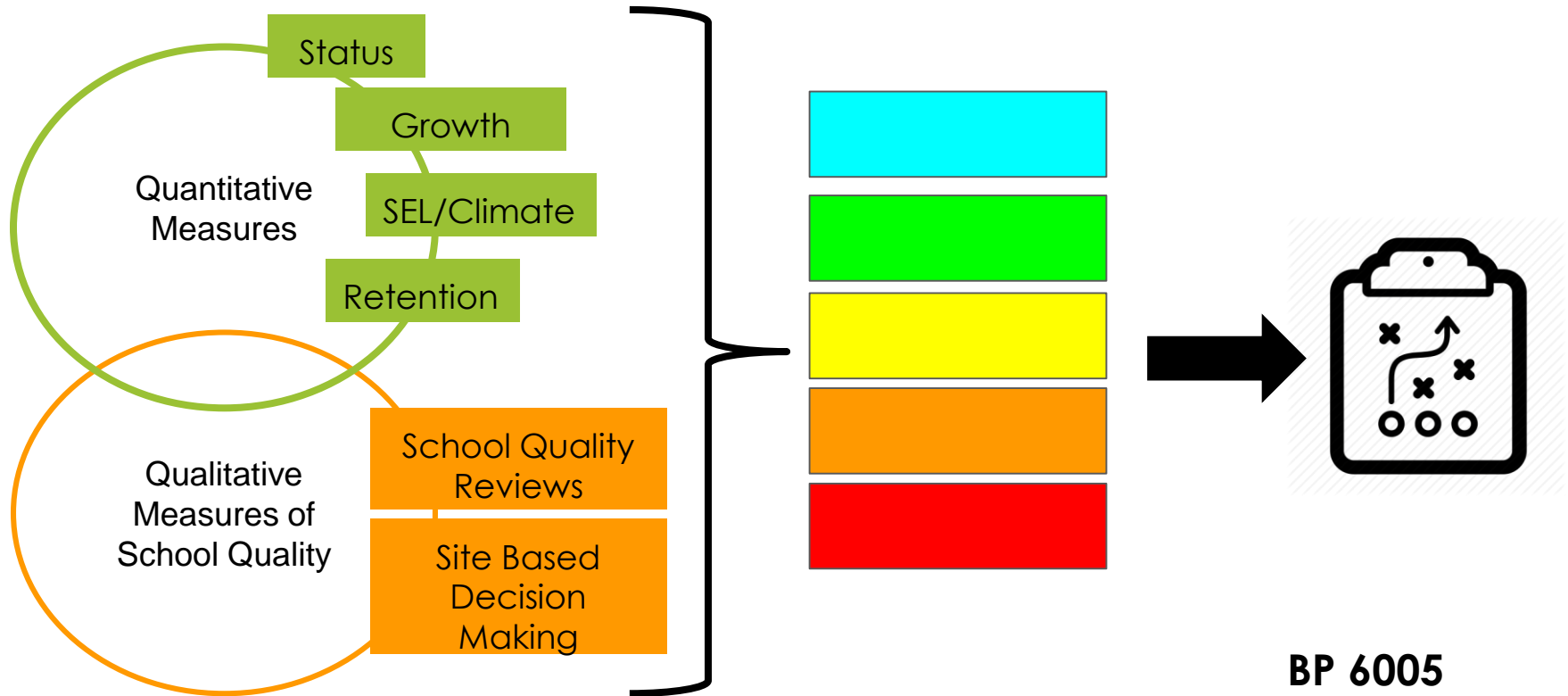
Coherent District Model

The district's model needs to be coherently structured and operated in alignment with the organization's theory of action.





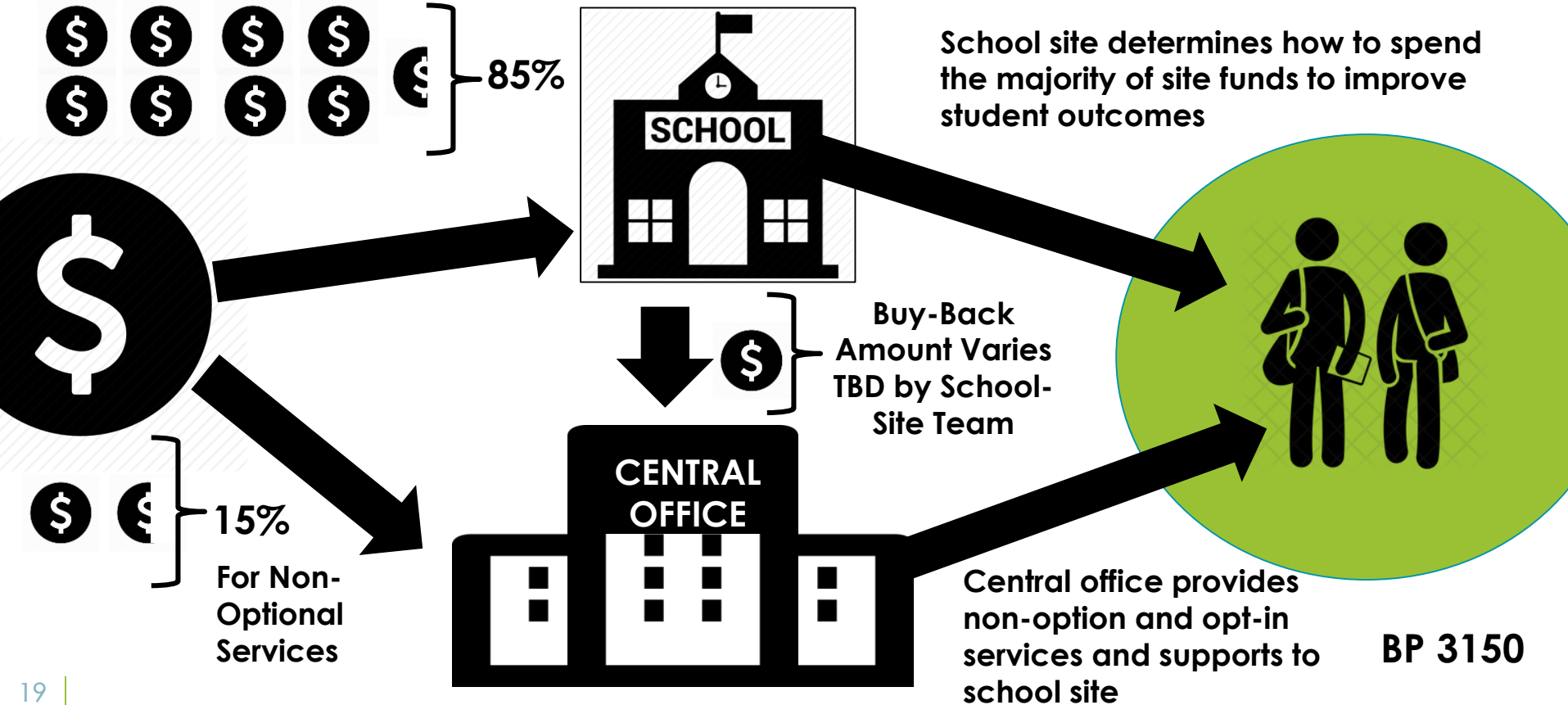
#2. Create a clear system for measuring school quality that will drive continuous improvement and improved student outcomes



BP 6005



#3. Restore an improved student-based budgeting system. Ensure schools can elect to opt-in or out of certain district services based on the needs and priorities of their students.





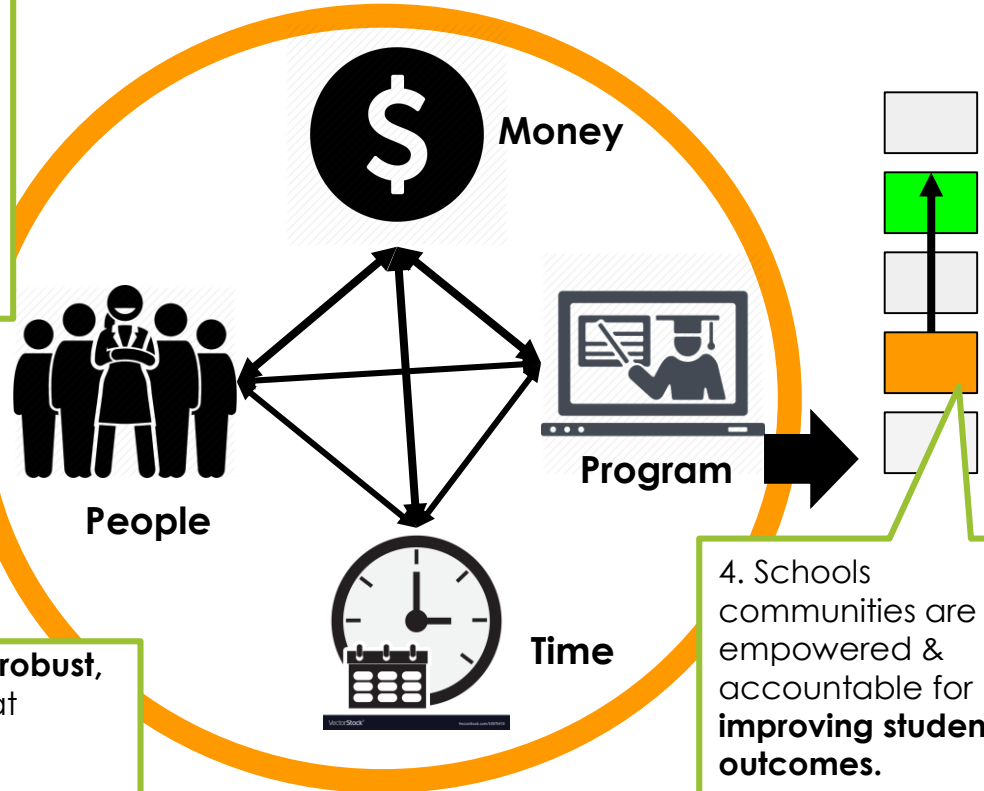
#4. Create durable structures and systems that will protect and sustain site-based shared decision making and improved student outcomes for district schools

1. Schools use **formative performance data & set goals** for improving student outcomes.

2. Schools communities are supported to **opt-in to design process & develop a 3 year plan** that leverage a robust set of autonomies in order to improve student outcomes.

3. (If approved) Schools operate for three years with **robust, maximized autonomies** within a **durable structure** that protects their autonomous status and enables a **collaborative learning community**.

4. Schools communities are empowered & accountable for **improving student outcomes**.



BP 6006-E: Defined Autonomies- how OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing district schools similar autonomies to charter schools).



#4. Create durable structures and systems that will protect and sustain site-based shared decision making and improved student outcomes for district schools

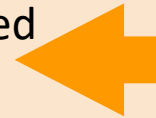
Action Steps:

- Ensure schools are supported to access a *clearly defined and maximized set of autonomies* through an intentional design process
- Create *durable structures* to protect and sustain shared, site-based decision-making, capacity-building, and accountability
- *Restructure the district* to support the operation and capacity building of autonomous schools
- Ensure schools that are moving through the *any redesign process* are provided the *conditions* they need to thrive

Option 1:
Zone

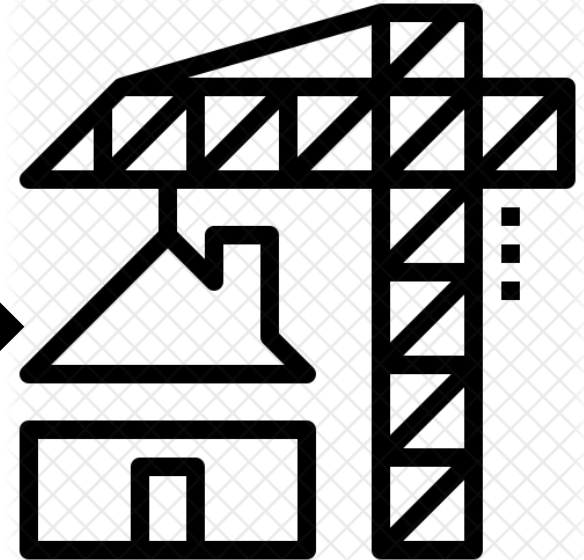
Option 2:
Innovation
Division

Option 3:
Innovation
Network





#5. Collaborate with the Design Team to expand and deepen the work we have started. Greenlight a small planning year cohort to help to prototype and test some of the structures and systems we'll need to build this system over time.





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Action Steps:

- Establish, launch, and resource an Innovation Division as part of the redesign of the OUSD central office.
- Launch a pilot of a small network of schools, supported and managed by the Office of Innovation, comprised of both blueprint schools and schools that opt-into this cohort
- Continue the Design Team, expand it to include central office and labor to study and launch systems and structures to support autonomous schools
- Develop a multi-year plan to scale the number of autonomous schools in OUSD with the goal of reaching 100% eligibility to opt-in a system of site-based, shared decision-making within no more than 7 years.
- Develop a learning system and orientation to ensure we are using both quantitative and qualitative data to drive continuous improvement in all Oakland schools and the systems that support them.

Strengths & Successes

- Assembled a strong multi-stakeholder group that including parents, teachers, school leaders, community members who came together across many differences to reach consensus on our recommendation
- Process = Inquiry, design, and consensus
- Researched and produced an extensive report that includes suggested model and action steps to draw on to continue this work
- Engagement with role-alike stakeholders and some board members
- Emergent engagement with central office

Challenges

- Clarity on OUSD's desired vision and theory of action is still in process
- Time/capacity to deeply engage and collaborate with central office and board
- Engagement with classified staff and labor partners (beyond teachers)
- Continued capacity and resources
- Turn-over on the team

Suggested Next Steps

- Continue and expand the Design Team in 2019-2020
 - Chaired by a School Leader, Teacher, and Central Office Designee
 - Include labor partners
 - Include additional community partners
 - Consider including board members
- Ensure the Design Team engages in authentic inquiry and design process that includes examining districts and models that are showing strong growth and outcomes
- Leverage our 18-19 report and recommendations, particularly when implementing any redesign work needed within the city-wide plan
- Seek out continued resources and partners to support this work



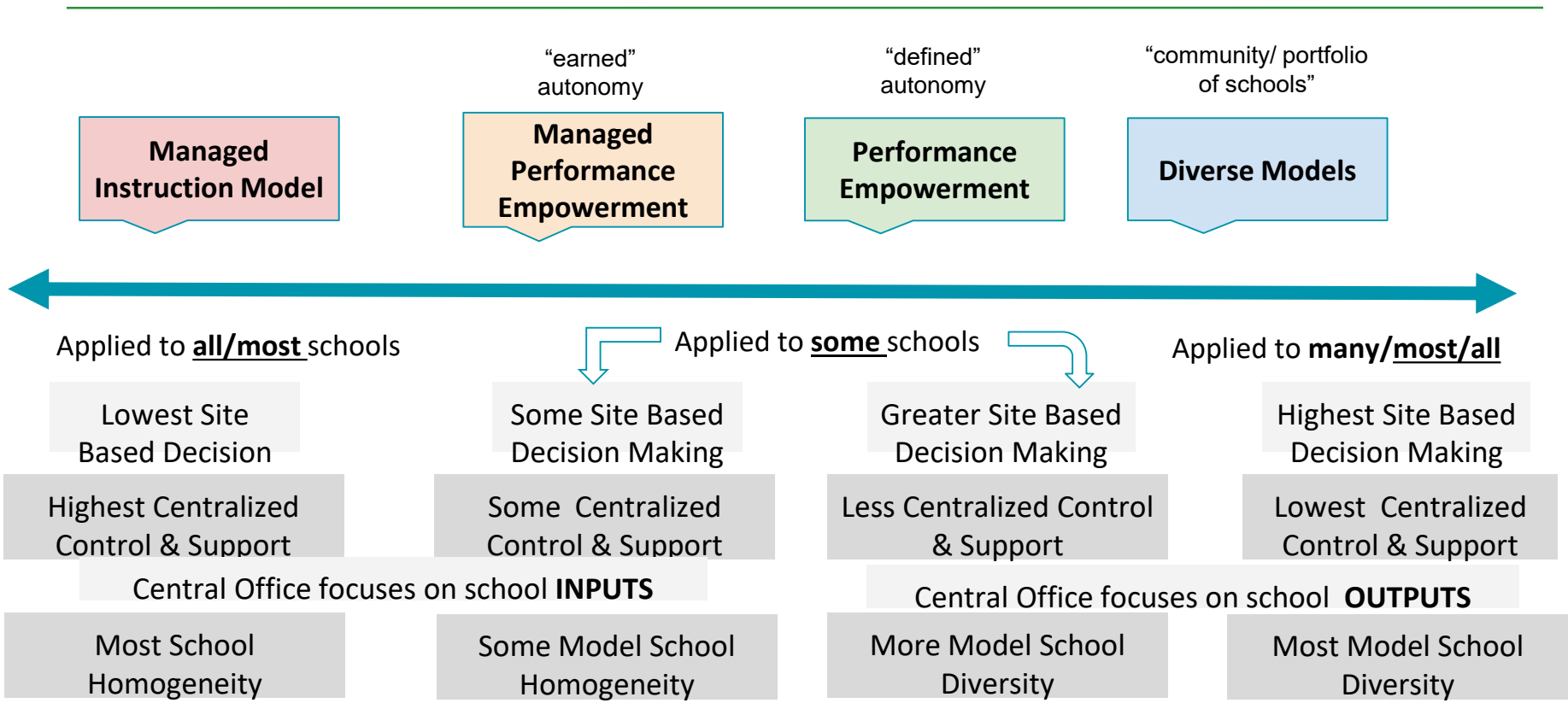
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OUSD Autonomies



Models for the Relationship between Central Office and School Sites



Adapted based on Katzir and McAdams: The Redesign of Urban School Districts: Case Studies in Urban School

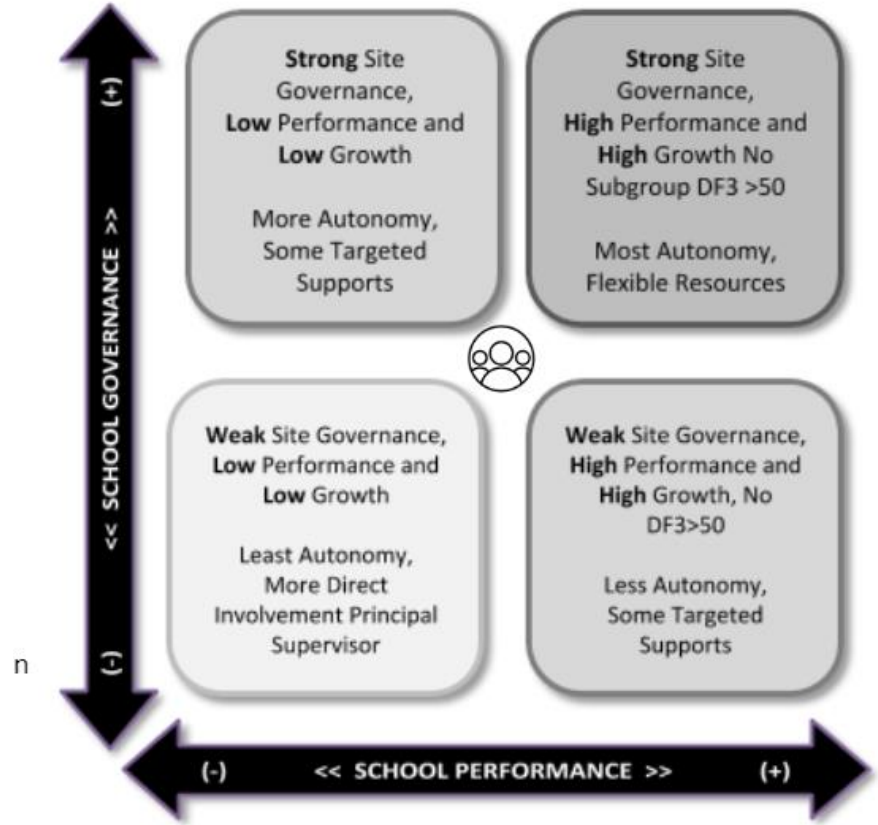
Existing OUSD Autonomies

- Budget Decision Making at school site and funds provided directly to school sites
- Article 12: Staffing
- Article 27: Special Programs
- OEA Schedule Waiver Process
- Instructional Minutes
- Curriculum Waiver Process

OUSD Autonomies

Two Key Drivers:

- School Site Governance
- School Performance (Growth Weighted)

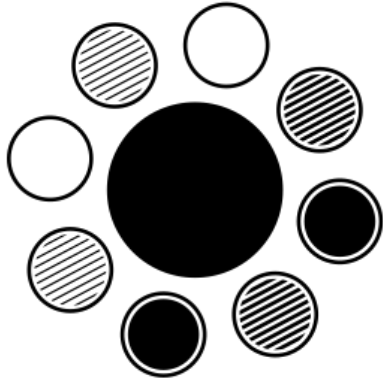


Measuring School Governance



School Site Councils	Instructional Leadership Teams	Professional Learning Communities	SEL (Culture and Climate) Teams -School Culture -Attendance -COST	Communication
Rubric	Checklist	Checklist	Checklist	Checklist
/5	/9	/6	/22	/3

Triangulation of School Site Governance



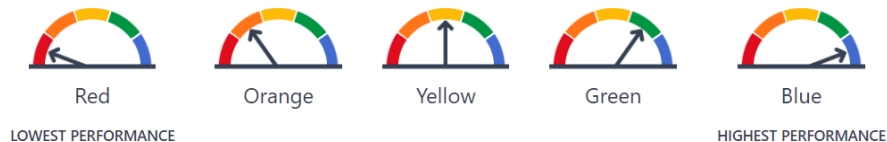
- School Site Self Assessment
- Observations conducted by Department Representative or Network Team
- Network Team Assessment

Measuring School Performance



On an annual basis, the CA Dashboard measures the **status** and **change** in school performance across multiple measures:

- Academic Indicator (reported separately for English language arts/literacy [ELA] and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career Readiness (includes Grade 11 assessment results)



Status and Growth

Status:

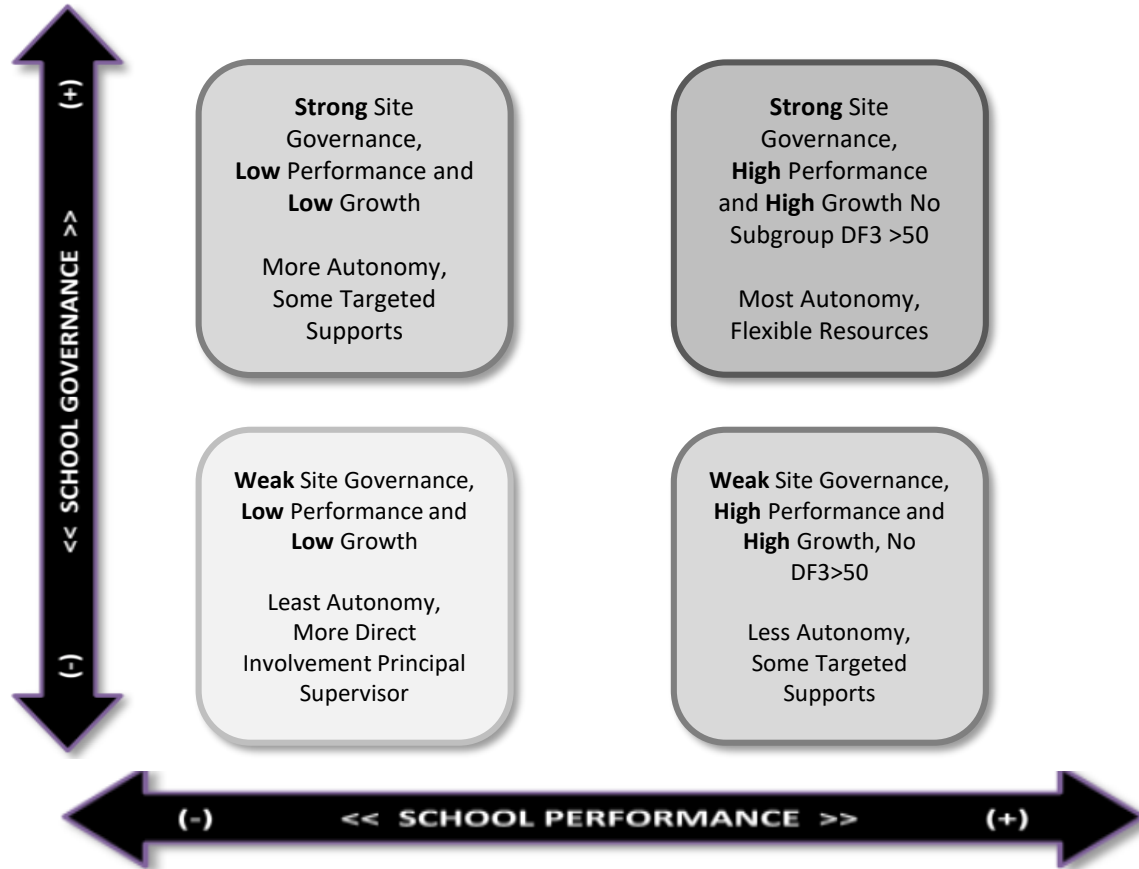
- CA Dashboard Measures Overall Performance
- Equity Measure: Subgroup gaps count



Growth:

- CA Dashboard Measures Growth
- CORE Cohort Match 3-year Data

If a school...



What autonomies and supports are possible?

Flexibilities, Incentives: *(examples)*

- Time:** extended time flexibility
- Money:** Budget flexibility
- People:** professional learning and staffing flexibility
- Program:** Curricular, instructional, or assessment waivers

Supports, Accelerations, Interventions: *(examples)*

- Prioritized for grant funding opportunities
- Prioritized for limited access professional learning
- Prioritized for centrally-funded staffing & services
- Increased Network Support and/or Time

Dilemmas to Discuss

Existing Autonomies	Alignment and Savings	What Autonomy Model is OUSD?
<ul style="list-style-type: none">● Article 12: Staffing● Article 27: Special Programs● OEA Schedule Waiver Process● Instructional Minutes● Curriculum Waiver Process	<ul style="list-style-type: none">● Differentiated Assistance: Tight vs. Loose● Instructional Minutes and bus schedules	<ul style="list-style-type: none">● In the middle between Managed Performance Empowerment (earned) and Empowerment Performance (automatic or opt in)

2019-2020 Timeline

PHASE I		PHASE II		PHASE III
September – October 2019		November – December 2019		January – June 2020
Establish and align rubrics for School Governance focused on distributive leadership teams with ILT's, PLC's, Culture Teams, SSC's and Communication	Establish inventory of school autonomies associated with curriculum, schedules, staffing, budget, governance, and facilities	Communicate and engage school communities around distributive leadership teams and school autonomies for continued refinement	Conduct initial self-assessments and 3 rd party assessments of school governance. Analyze CA Dashboard results to determine school performance growth.	Implement 1 st round of defined autonomy framework within site planning and budgeting for 2020-21 school year.

Next Steps

- Iterative Process between BP6006 and BP6005, update School Quality Indicators and revisit School Quality Reviews
- Share Framework with District Leadership Team at upcoming June 2019 Retreat
- Continue to work with Principal Advisory Committee & the Design Team
- Engage OUSD Labor Partners Leadership
- Combine parallel structures to continue refining OUSD Defined Autonomy Framework
- Begin preparing for Fall 2019 Implementation, Time Intensive process to review each school

Quality Schools in Every Neighborhood!



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