

The Broad Symposium 2006

Radical Redesigns: Turning Traditional Systems Upside Down

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September 18, 2006

- **Setting the Stage**
- Radical Redesign Oakland Style
- Radical Redesign in the Big Apple
- Q&A

Why does district design matter?

What is the design most common to Broad Prize finalists?

Aligned System of Instruction (“Managed Instruction”)

- Common curriculum and instructional materials.
- Interim assessments aligned with standards and curriculum.
- Performance management practices based on outcomes data.
 - Technology and data infrastructure.
 - Share best practices.
 - Intervene quickly when system is under-performing.
- Instructional leaders and coaches who reinforce a shared pedagogy.
- Aligned and embedded professional development.

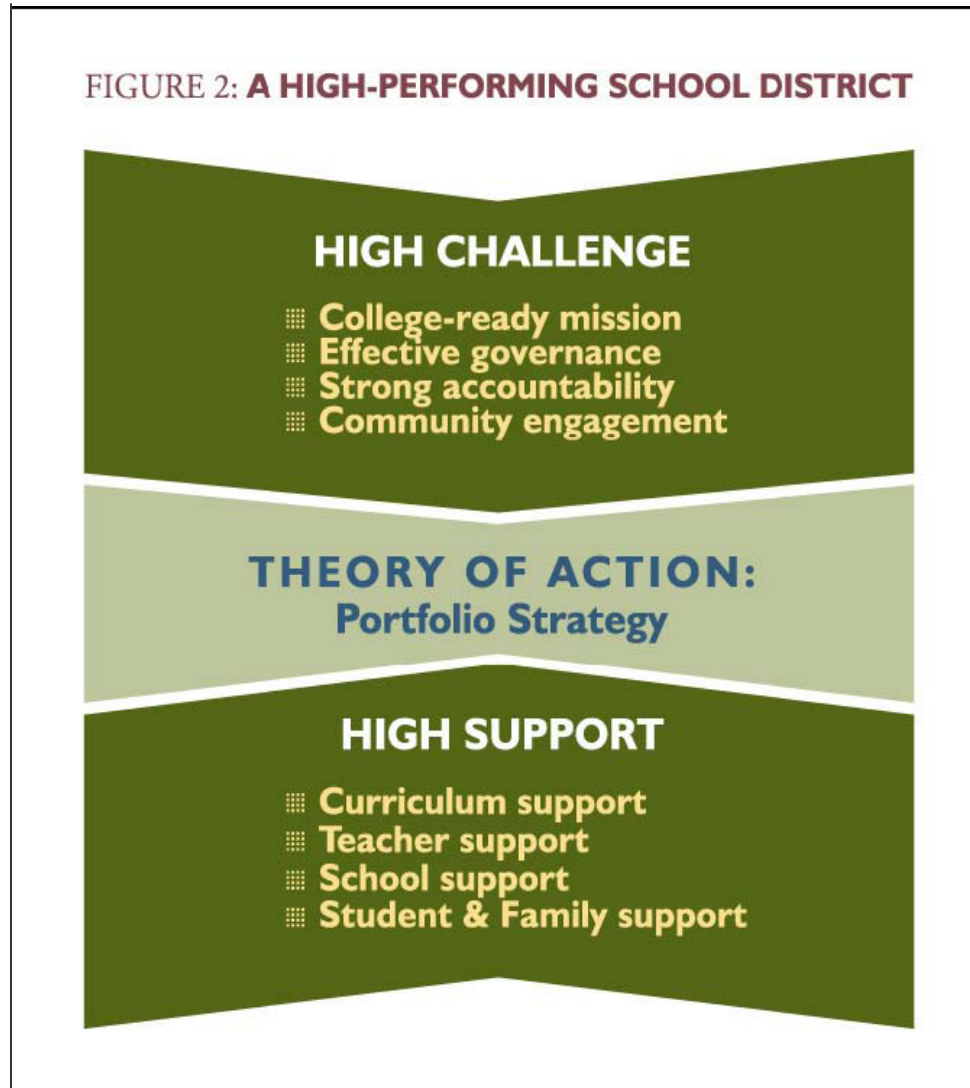
Setting the Stage

FIGURE 1 : **APPROACHES TO REFORM**



Source: Michael Barber, 2003

FIGURE 2: **A HIGH-PERFORMING SCHOOL DISTRICT**



Source: "High-Performing School Districts: Challenge, Support, Alignment, and Choice." The Bill & Melinda Gates Foundation

What are the core elements of a “radical” district design?

- **Organizational structure**
 - Role of central office
 - School empowerment
- **Curriculum and assessment**
- **Performance management**
- **Use of budget**
- **Use of charters and choice**

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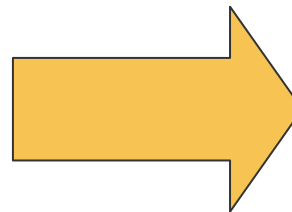
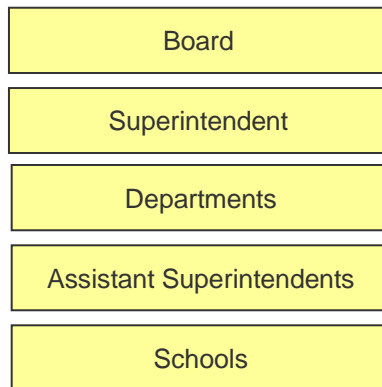
Randy Ward
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September 18, 2006

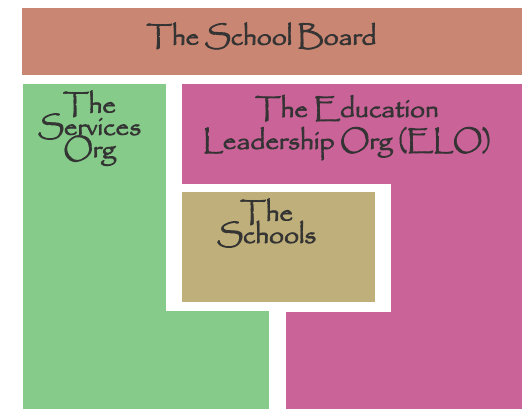
- Oakland's long history of failure
- Immediately before state takeover
- Expect success!

Organizational Structure

We are moving from this...



...to this



- Schools have limited control over the major elements that impact student achievement:
 - Staffing
 - Instruction
 - Schedule/Calendar
 - Governance
 - Facilities
 - Budgeting
- Decisions are handed down to the schools by Central Office

- Schools determine what is most important for their students, within certain constraints and controls:
 - Staffing
 - Instruction
 - Schedule/Calendar
 - Governance
 - Facilities
 - Budgeting
- Education Leadership Organization (ELO) sets policies, standards, monitors school performance, and intervenes in underperforming schools.

Curriculum and Assessment

Multi-Year Academic Acceleration Plan (MAAP)

- ✓ All teachers will have 24:7 online access to standards-based pacing guides with aligned progress and benchmark assessments in English/Language Arts, Math, History/Social Studies, and Science.
- ✓ Teachers engage in collaborative inquiry on the assessment data after each administration.
- ✓ Schools purchase content coaches to provide direct classroom support to improve instructional practice.
- ✓ All curriculum will be standards aligned, linked to pacing guides, and available online through a centralized portal.
- ✓ We are expanding the range of formative assessments: Writing (6-9) and Early Numeracy (preK-3).

Performance Management

Central Office – “The Service Organization”

- Setting performance standards for each business function.
- Providing training to meet those standards.
- Assessing quality, cost, compliance and customer satisfaction metrics.
- Overseeing the new accountability structure (“the service economy”).

New Data Management System

- School-Level Scorecards
 - Attendance
 - ELA and Math interim assessments
 - College readiness indicators (AP, honors, A-G, CAHSEE)
 - Suspensions/expulsions
- Program evaluation
 - Academic performance results
 - Cost effectiveness
- Community Accountability
 - Options
 - Incubator

Budget

- Moved from staffing-based to results-based budgeting.
- Connected to school improvement plans.
- Used actual salaries (not average).
- Restricted funds go to each child.
 - Total Title I from federal and state minus 15% gets divided by number of students eligible for Title 1 and then is distributed to each school based on their Title 1 population.
- Schools rewarded or penalized based on actual student attendance.
- User friendly, online system.
- Goal is 90% of dollars to school site (currently at 82%).

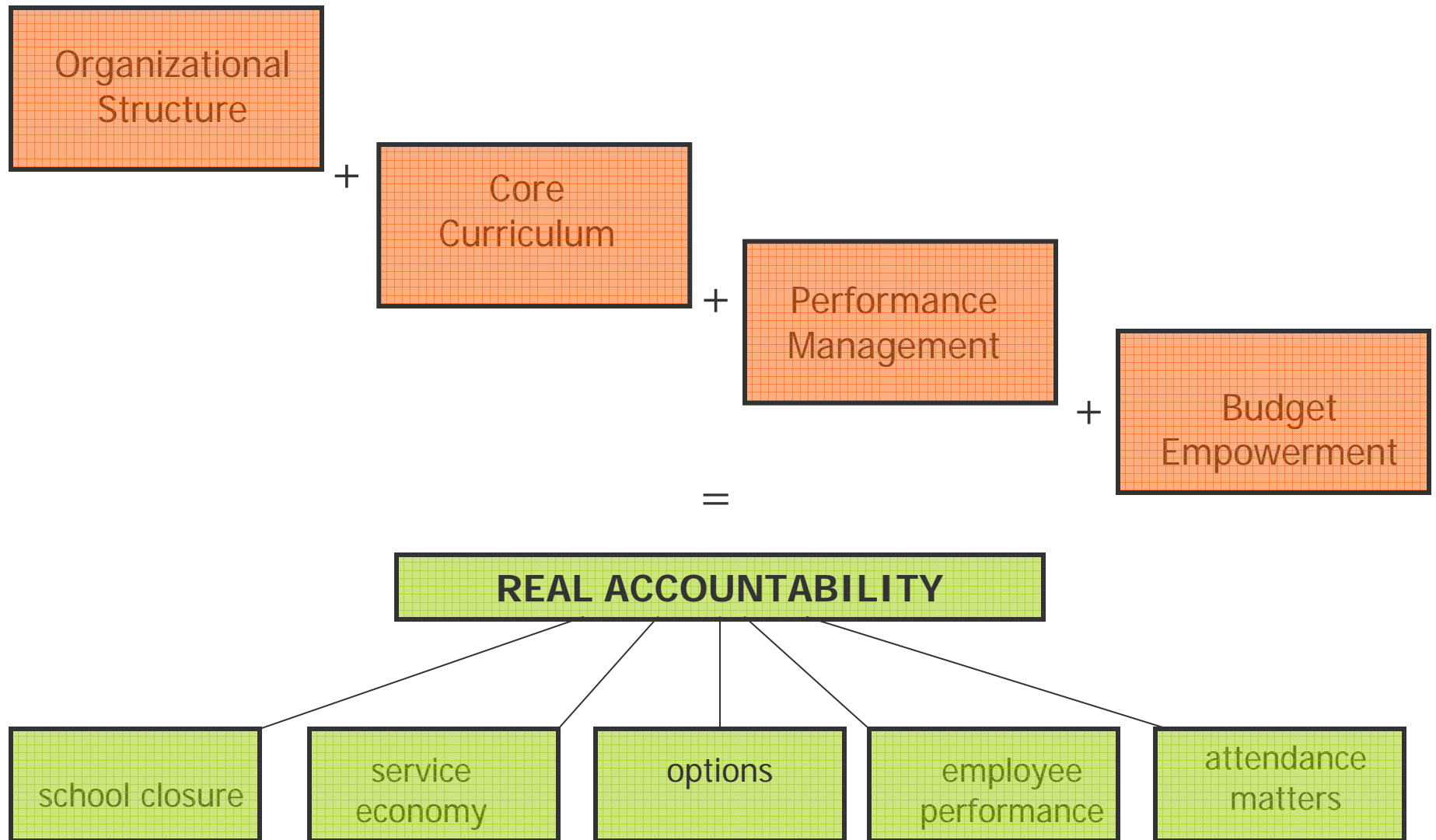
Charters and Options

The situation

- 7,000 of 49,000 Oakland students attend charter schools.
- Given their growing market share, we wanted to leverage high-quality charters (1) as an option for families and (2) to provide a source of real competition and innovation for our district schools.
- The “Options Program” demands that families select the schools with the ultimate goal of having at least 2 high quality schools in every neighborhood.

Our game plan

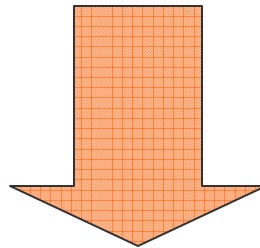
- Create a charter network/region that embraced the elements of “Expect Success!”
- Close under-performing charters (using the same criteria we are using to close traditional schools).



- Built on prior reforms.
- Used historical customer surveys and town hall feedback.
- \$30 million in venture philanthropy over four years.
- McKinsey and other consultants to accelerate knowledge and systems change.
- Top talent from inside and outside.
- Much collaboration, but one single point of authority.
- And, we worked (and are working) really, really hard,

- **Collective bargaining**
- **Finding and keeping talent**
- **Actions around genuine accountability**

- Continuing and accelerating recent trajectory of strong academic performance.
- Being smart about mid-course corrections, especially re: transparency.
- Transitioning back to local control.



We are only at the beginning
of this long-term process

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Joel Klein
Chancellor
New York City Department of Education

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- **Pre-Mayoral Control**
- **Children First I**
- **Children First II**

- **Organizational structure**
- **Curriculum and assessment**
- **Performance management**
- **Budget**
- **Charters and choice**
- **People/talent**

- Process
- Challenges
- Next steps

- Setting the Stage
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