

ERS

Education Resource Strategies

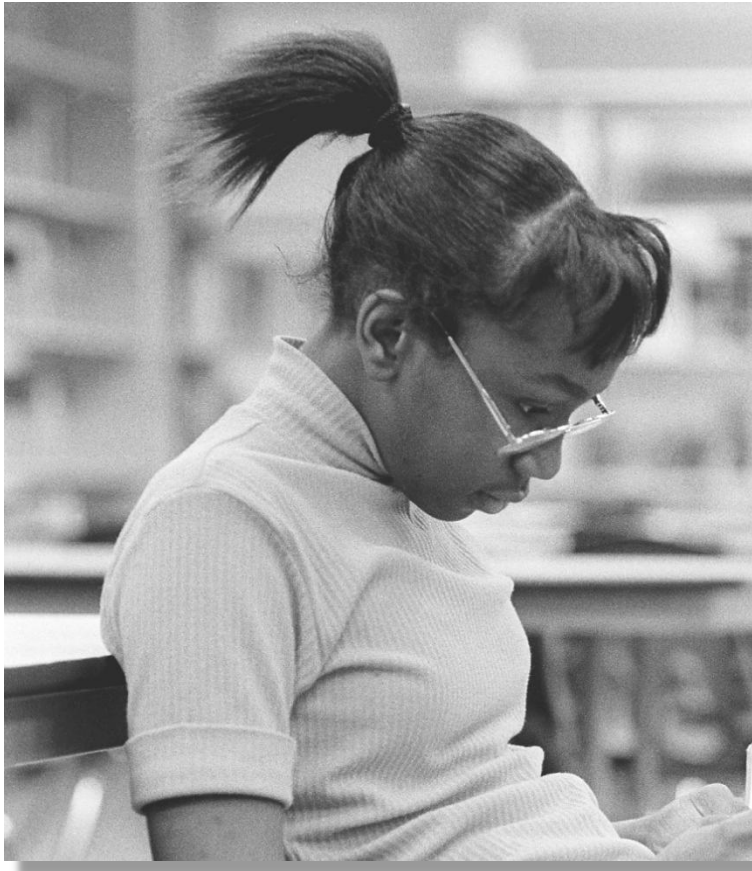


Rethinking Resources for Student Success

Effective and Efficient Use of Resources and Opportunities for ARRA

May 18, 2009

Meet sixth grader Tamika at Roosevelt Middle School



- Tamika has always loved school
- She reads at “basic” proficiency and is below basic in math
- She is one of 100 students her math teacher is responsible for
- 2 out of 4 of her teachers are novices—including math
- Her teachers don’t know she’s having trouble or what skills she is missing
- Her teachers don’t know what makes her smile

...and math teacher, Ms. Jones

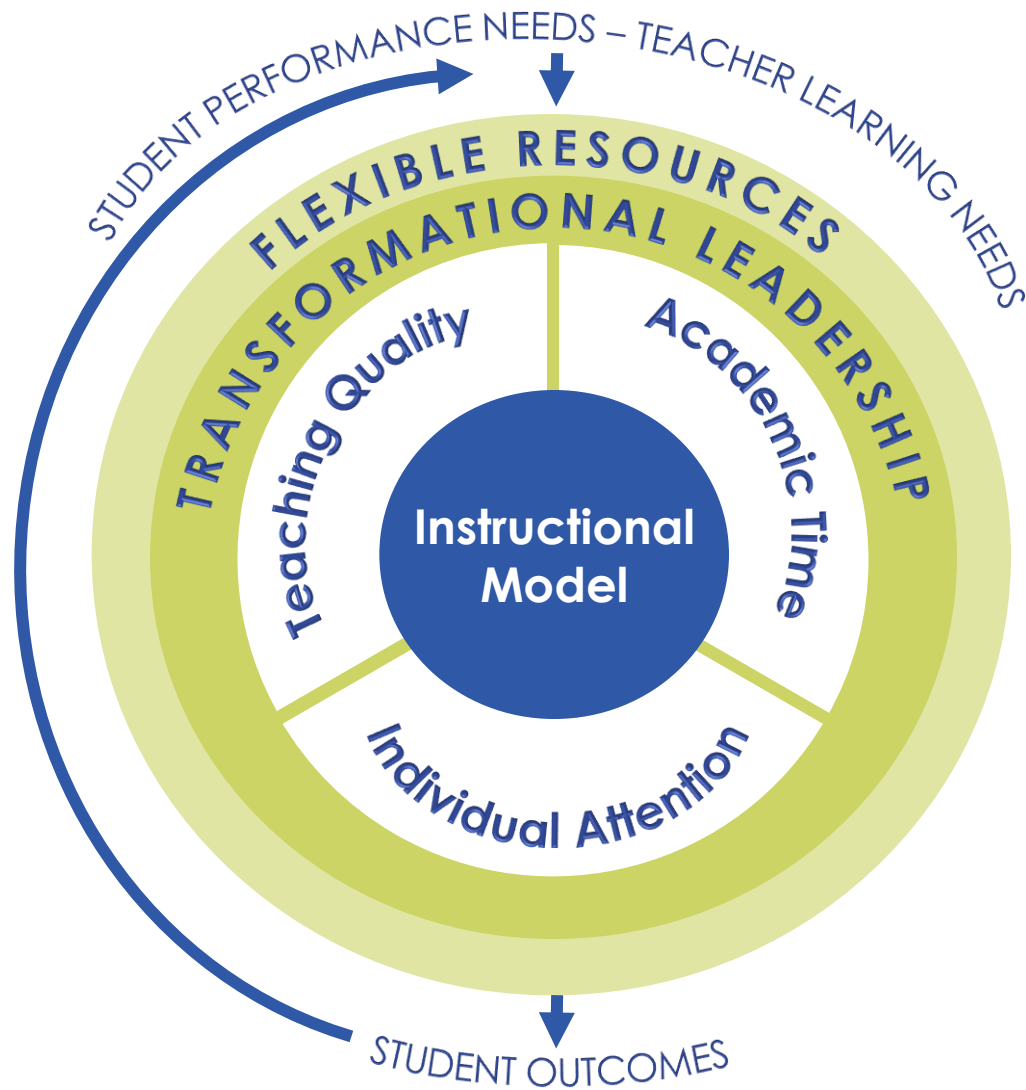
- Has 100 students and prepares for two different courses each night
- Received no information about Tamika from her elementary school
- Has no assessment tools or support to help her understand what Tamika needs
- Has one duty-free period, but doesn't share it with other math teachers who might help
- Has a mentor, but sees her only for coffee and she doesn't teach math
- Tamika never smiles in math class
- Ms. Jones feels powerless and alone



Today's Takeaways

- Don't "throw new money after bad"
- Districts need to address fundamental misalignment of **existing resources** to create high performing schools at scale
- Districts can use stimulus funds to invest in the **transition required to restructure and realign resources**

We know much about how to create high performing schools...



...but we haven't brought them to scale

Strategic System Design

Ensure Schools have Sufficient and Equitable Resources

Ensure Aligned Curriculum and Instructional Materials

Support Strategic School Design

Build Teaching and Leadership Capacity

Create Accountability for Results

Ensure Efficient Provision of Central Services and Ops

Partner with Families and Communities

Strategic School Design



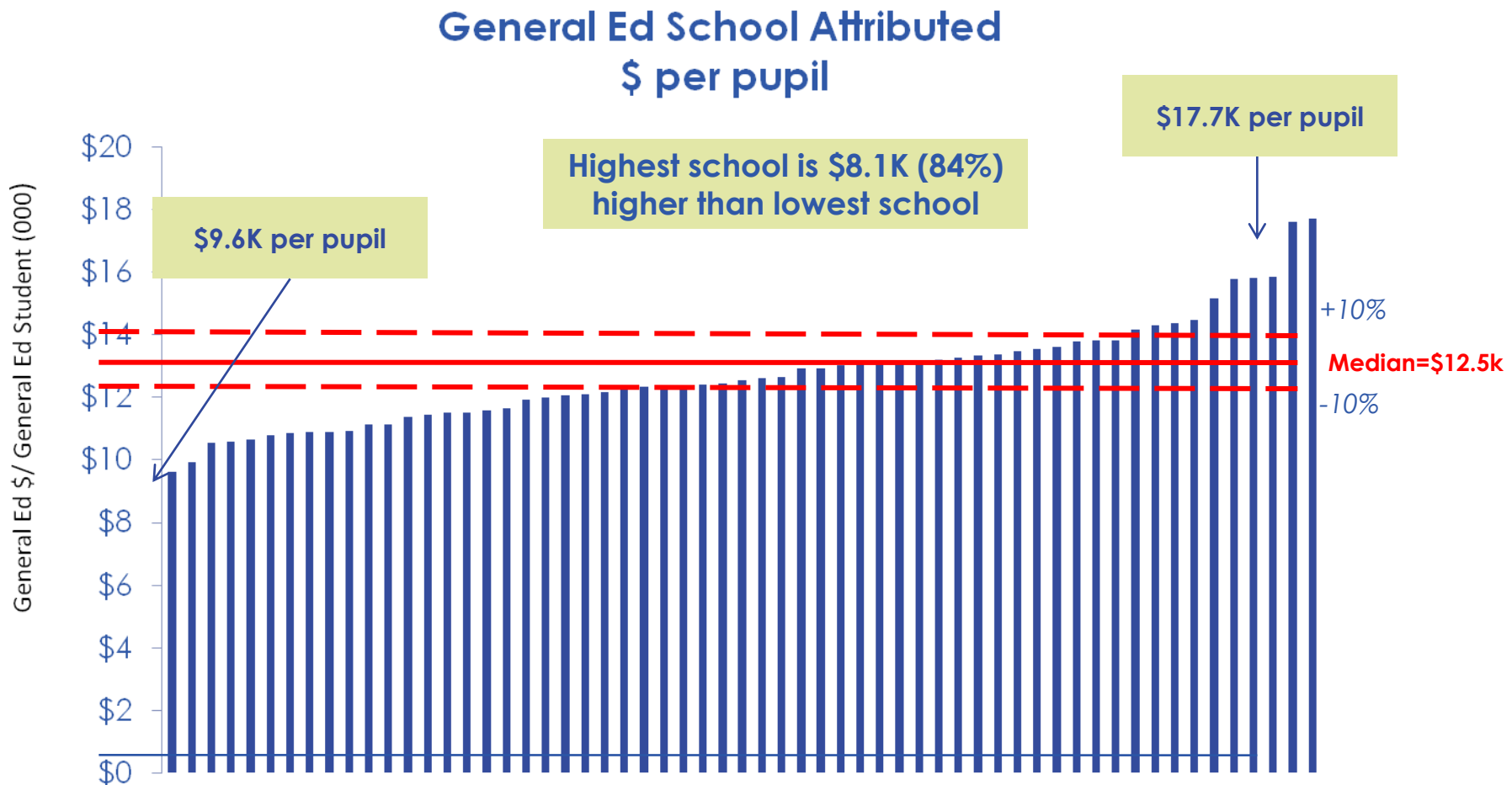
To create high performing schools for all students...

- Be clear about **VISION** for school and district design
- **ASSESS** resource use and practice
- **REALLOCATE** resources to focus on teaching quality
- **INVEST** in building capacity for lasting improvement

Reaching new visions will require fundamental restructuring of resources and difficult trade-offs

Districts need:	We see:
Equitable resources aligned with need	<ul style="list-style-type: none"> • Unplanned variation across schools • Neediest schools receive the least qualified teachers and principals
Aligned curriculum, instruction and assessment	<ul style="list-style-type: none"> • Underinvestment in formative assessments and support to use them including technology and professional development
Strategic use of school resources	<ul style="list-style-type: none"> • Inflexible, uniform class size and time use, unlinked to student needs or instructional model • Limited time and support for teacher teams • Remediation, not intervention • High cost, low quality sub-scale school sizes

Analysis helps diagnose reasons for WIDE differences in general education funding in District X

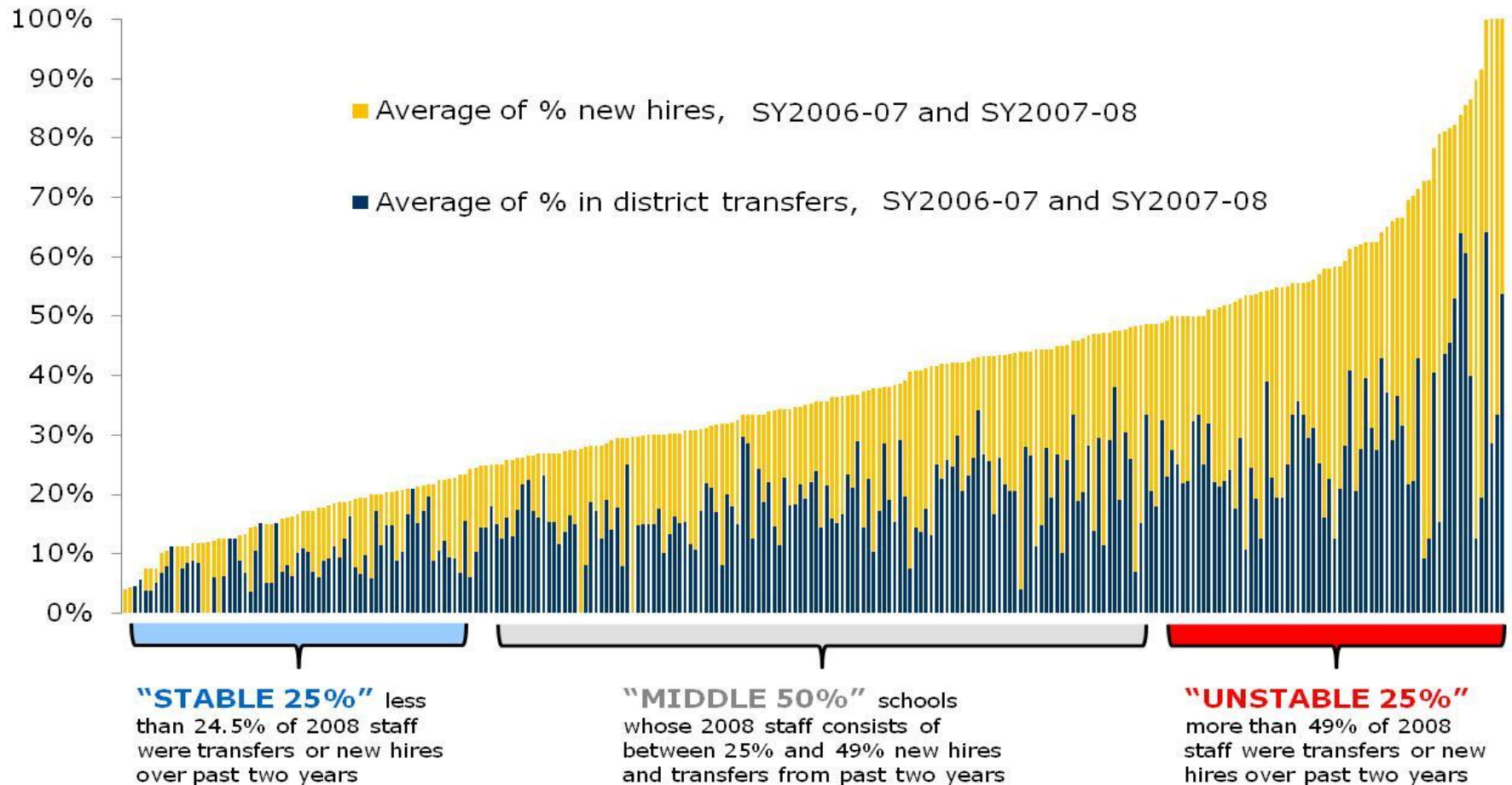


Sources: budget 2008-09, Interviews, ERS analysis

Note: School #57 Early Childhood has been excluded from charts because pre-kindergarten students make up one-third of school's enrollment.

In district Y, in 25% of schools more than half of their teachers are new

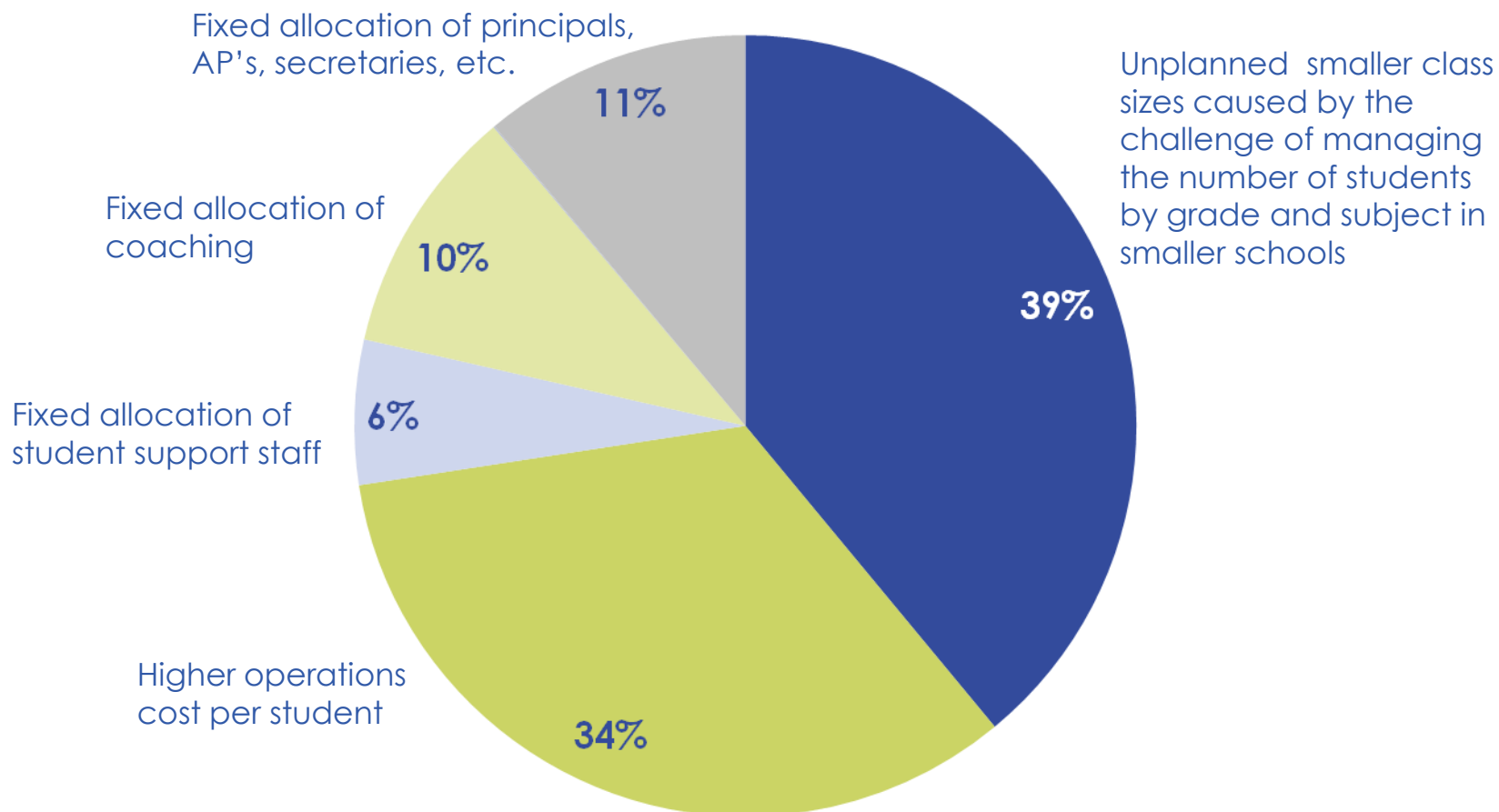
PERCENT OF TEACHER MOBILITY OVER SY 2006-08



ERS analysis of district A spending

Districts spend up to 25% more per pupil on small schools—most of which does not support improved instruction

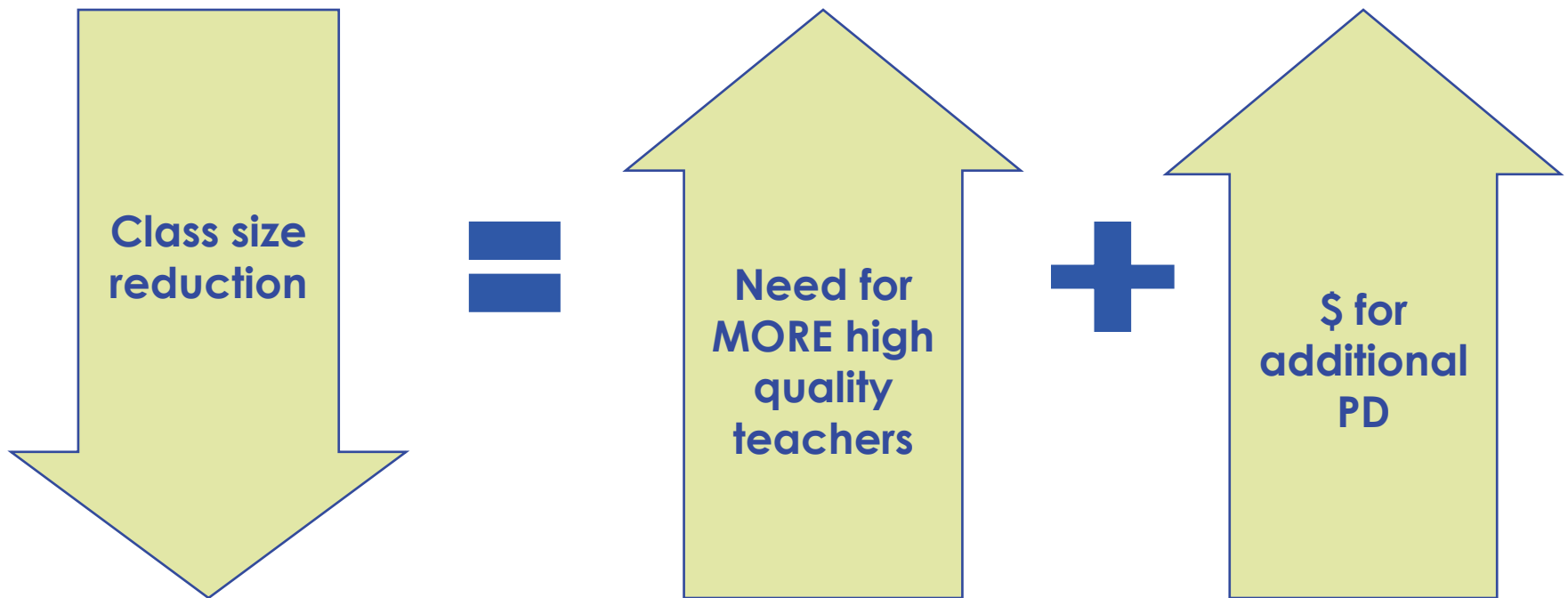
WHAT DID THE EXTRA SPENDING PAY FOR IN DISTRICT A?



ERS analysis of district A spending

The Class Size—teacher quality tradeoff

Small reductions in class size make little difference in student performance unless class sizes are reduced to 13-17 student or lower; and can even work against teaching quality efforts



Source: ERS analysis

The Class Size—teacher quality trade-off

Should District Y reduce class size in 4th and 5th grade from 23 to 20?



OR



Invest in Teacher Quality

- Coaches
- Teacher leaders
- Reduced Load for new teachers
- Principal mentors
- Support for low performing schools

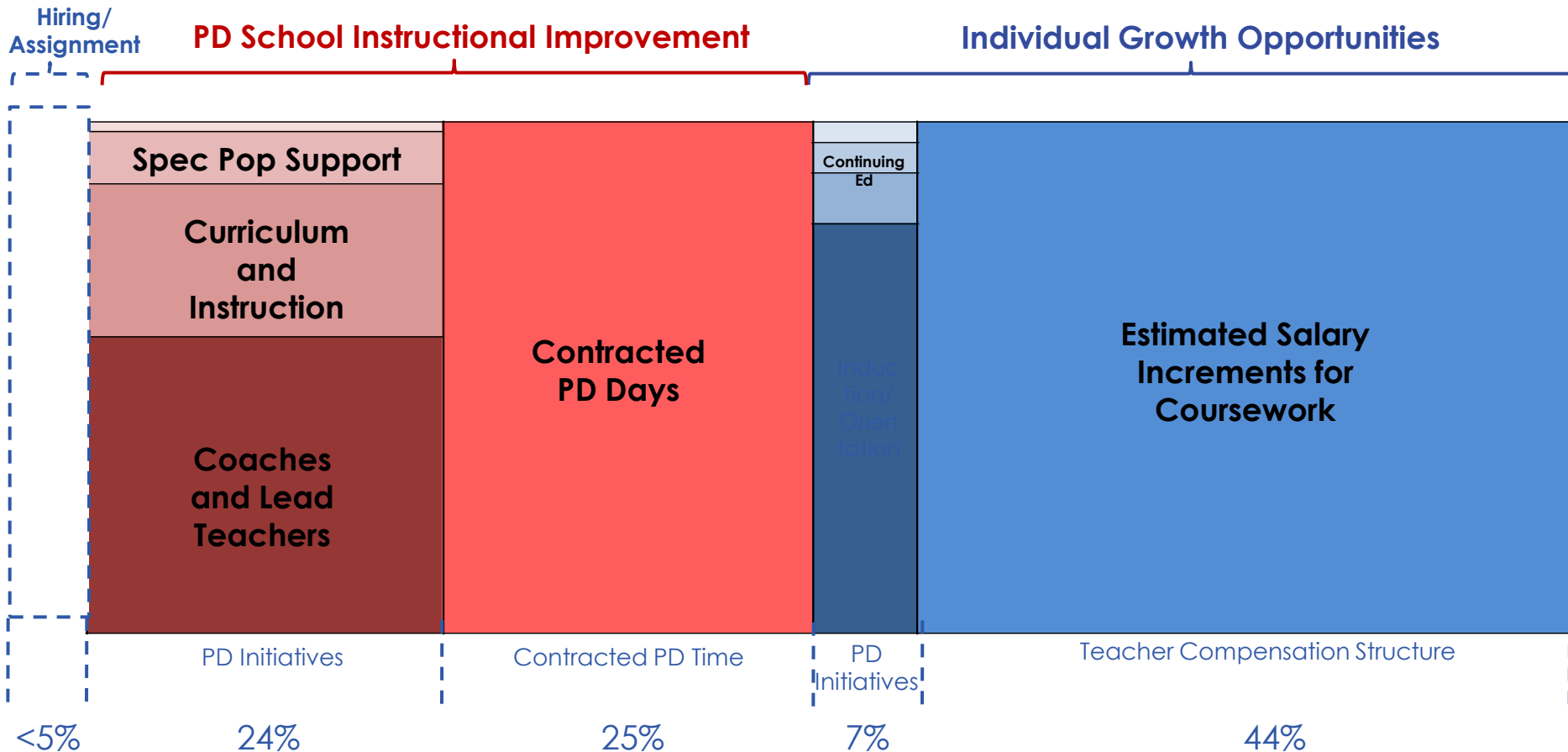
Source: ERS analysis

Reaching new visions will require fundamental restructuring of resources and difficult trade-offs

Districts need:	We see:
Build Teaching and Leadership Capacity	<ul style="list-style-type: none"> • Limited investment in recruiting, screening and induction support • Professional development fragmented, unstrategic • Support to low performing schools uneven and uncoordinated • Compensation systems that don't reward contribution
Accountability for Results	<ul style="list-style-type: none"> • Limited investment to measure progress and provide timely reports • Central office structures emphasize compliance vs. support
Efficient school services and operations	<ul style="list-style-type: none"> • Outmoded technology and data systems raise cost • Central structures haven't downsized to new level

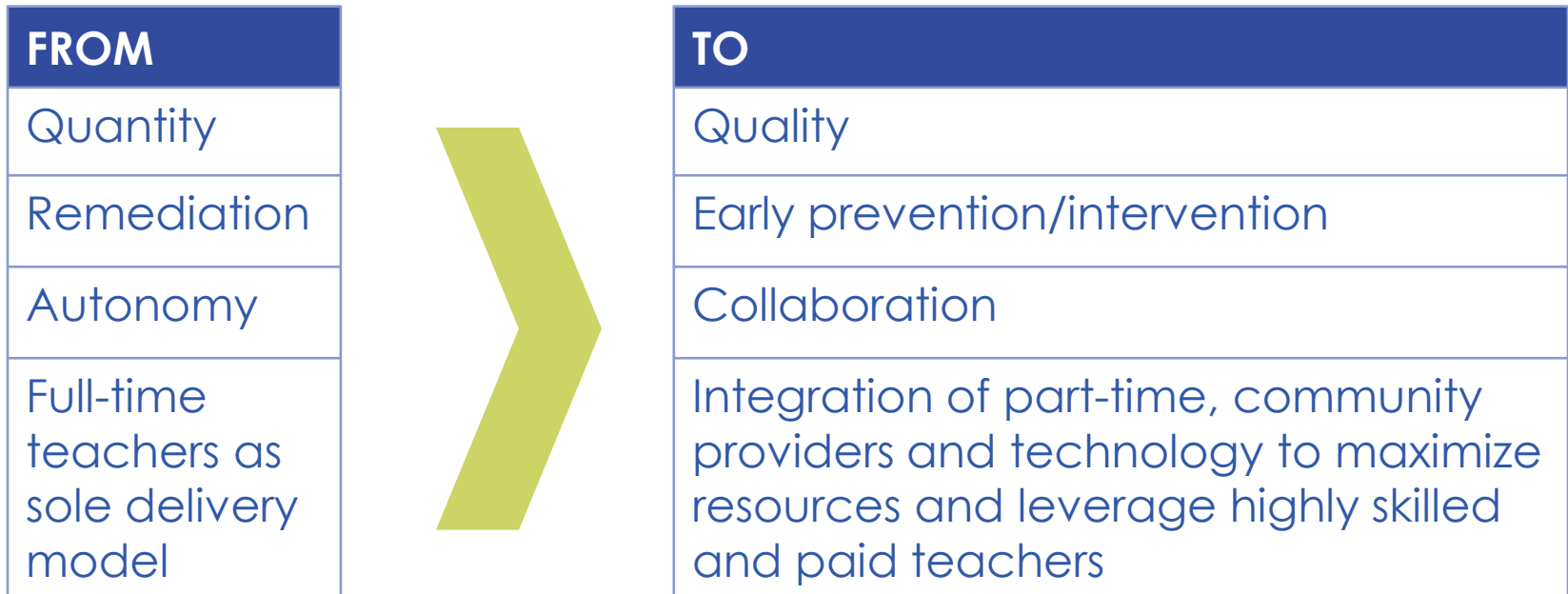
Salary increments for education credits represent 30% to 45% of spending to build teaching quality, which are considered an entitlement rather than a PD resource

TOTAL SPENDING TO BUILD TEACHING QUALITY IN DISTRICT X



Source: ERS analysis

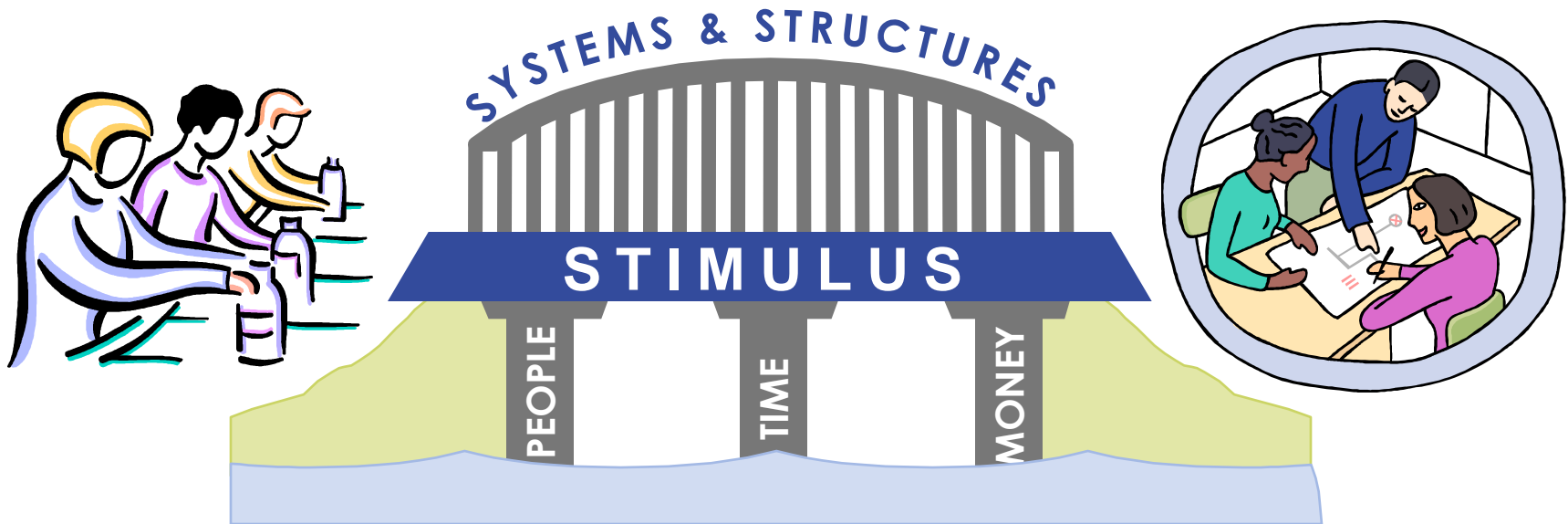
To align resource use with priorities, districts need to shift their focus



INVEST in building capacity for lasting improvement

- **Build enhanced student information systems**
- **Revamp human resource systems**
- **Establish sturdy teacher evaluation systems**
- **Renegotiate bad bargains**
- **Support schools in using resources strategically**

Let's make sure we build a bridge to somewhere



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