

# Tough Times as Opportunity



**ERS**  
Education Resource Strategies



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# Systemic Budget Gaps

*cost structure rises regardless of revenue*

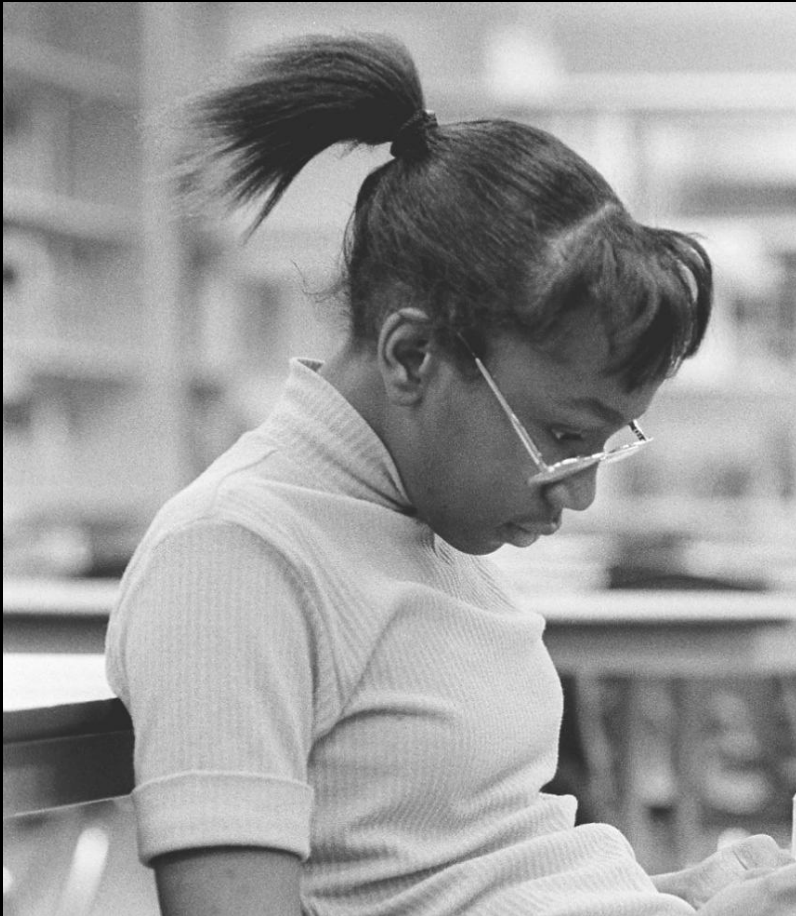


- Longevity based teaching salaries grow at ~2-4% annually
- Benefits growing at ~10+% annually
- SPED spending continues to grow
- Pre-set COLA increases

- Tax revenue falling
- Enrollment declining
- Drop in Federal Funds



# What do industrial-age structures mean for a 6<sup>th</sup> grade student like Tamika?



- Tamika has always loved school
- Proficient in reading but behind in math
- One of 100 students her math teacher is responsible for
- 2 out 4 of her teachers are novices
- Her teachers don't know she's behind
- Her teachers don't know what makes her smile

## ...and for her teacher, Ms. Jones?

- 100 students and two different courses
- no past information about Tamika
- no assessment tools or support for Tamika
- Has one duty-free period, but no time with other math teachers
- She sees her mentor who doesn't teach math, but only for coffee
- **Ms. Jones feels powerless and alone.**



# Four highest priorities for transformation:

- 1. Restructure job and compensation structure to attract needed expertise, promote teamwork, and link to contribution**
- 2. Rethink standardized class size model to target individual attention** by strategically raising class sizes and rethinking one-size-fits-all class size models for providing individual attention
- 3. Shift special education spending toward early intervention and targeted individual attention** in general education settings where possible
- 4. Optimize existing time to meet student and teacher needs and extend where needed**



# High Performing Schools are about team, not just individual performance



**Isolated with little support**

**OR**

**School-based expert support**

**Deliberate assignments to teaching team**

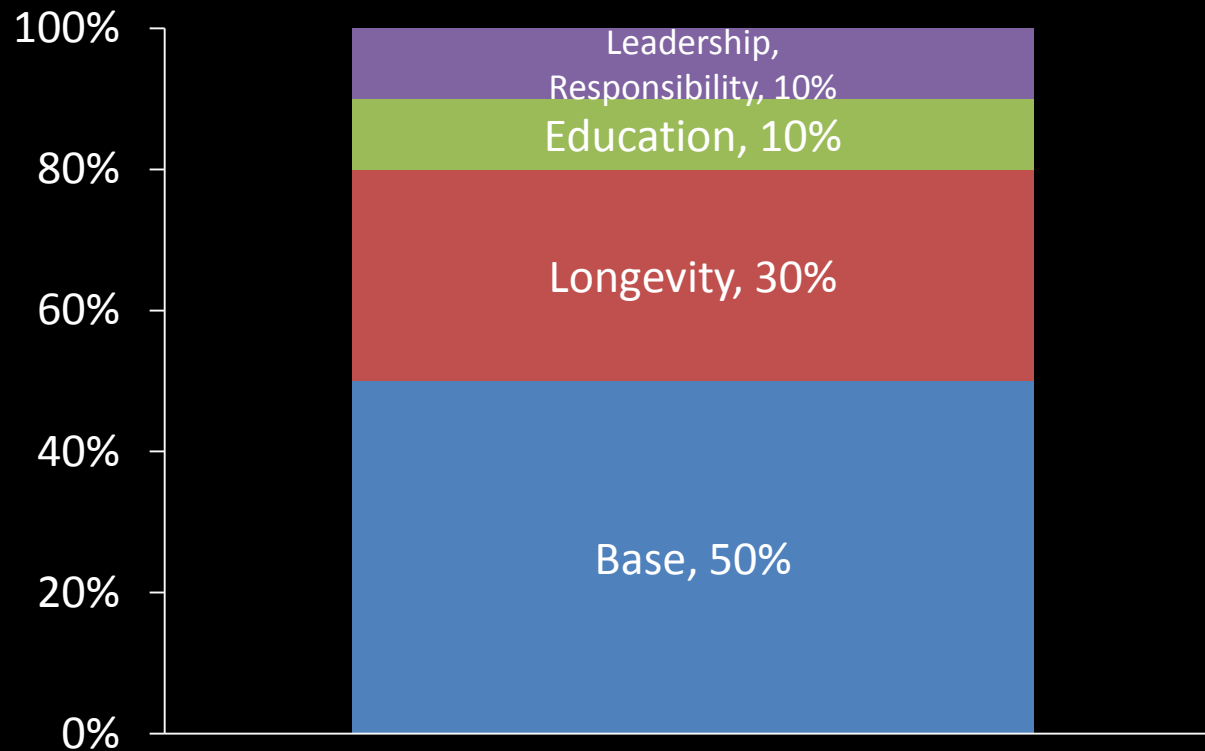


**Collaborative planning time**

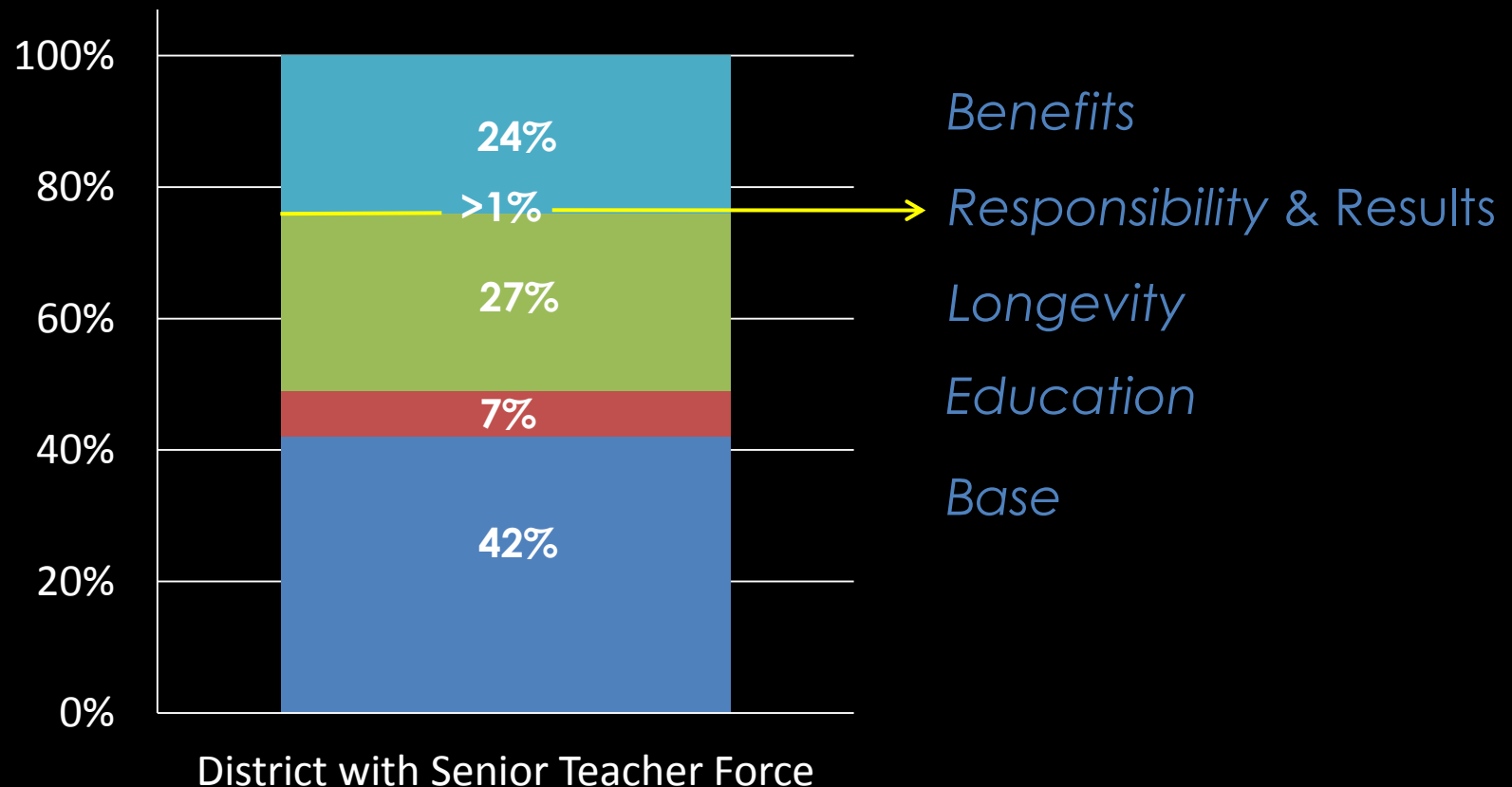
**Formative assessments**

# Teacher Salary Components

**TYPICAL DISTRICT**  
**MAXIMUM TEACHER SALARY = \$75,000**



# Most districts devote less than 5% of all teacher compensation spending to reward increased teacher contribution or performance





# Industrial Age Compensation Structures don't match needs of information age work-force

**Attract**



*Early career teacher salaries not competitive with comparable professional opportunities*

**Retain**



*All teachers paid the same regardless of contribution or role. Slow rise in salary & pension structure encourages low performers to stay*

**Leverage  
Expertise**



*Limited opportunity or incentive to take on greater challenges or leadership roles*

# To transform the teaching job, in the short term ...

## To Reverse Misalignments

**Cut**

**spending by**

- Reduce benefits spending
- Shrink or end automatic step increases
- Tighten approval process for moving lanes

**Increase**

**spending to**

- Pay more for high-needs and leadership jobs
- Support expert-led teacher teaming
- Restructure time for teaming and planning

## To Support Sustainable Transformation

**Invest  
transition  
resources  
to**

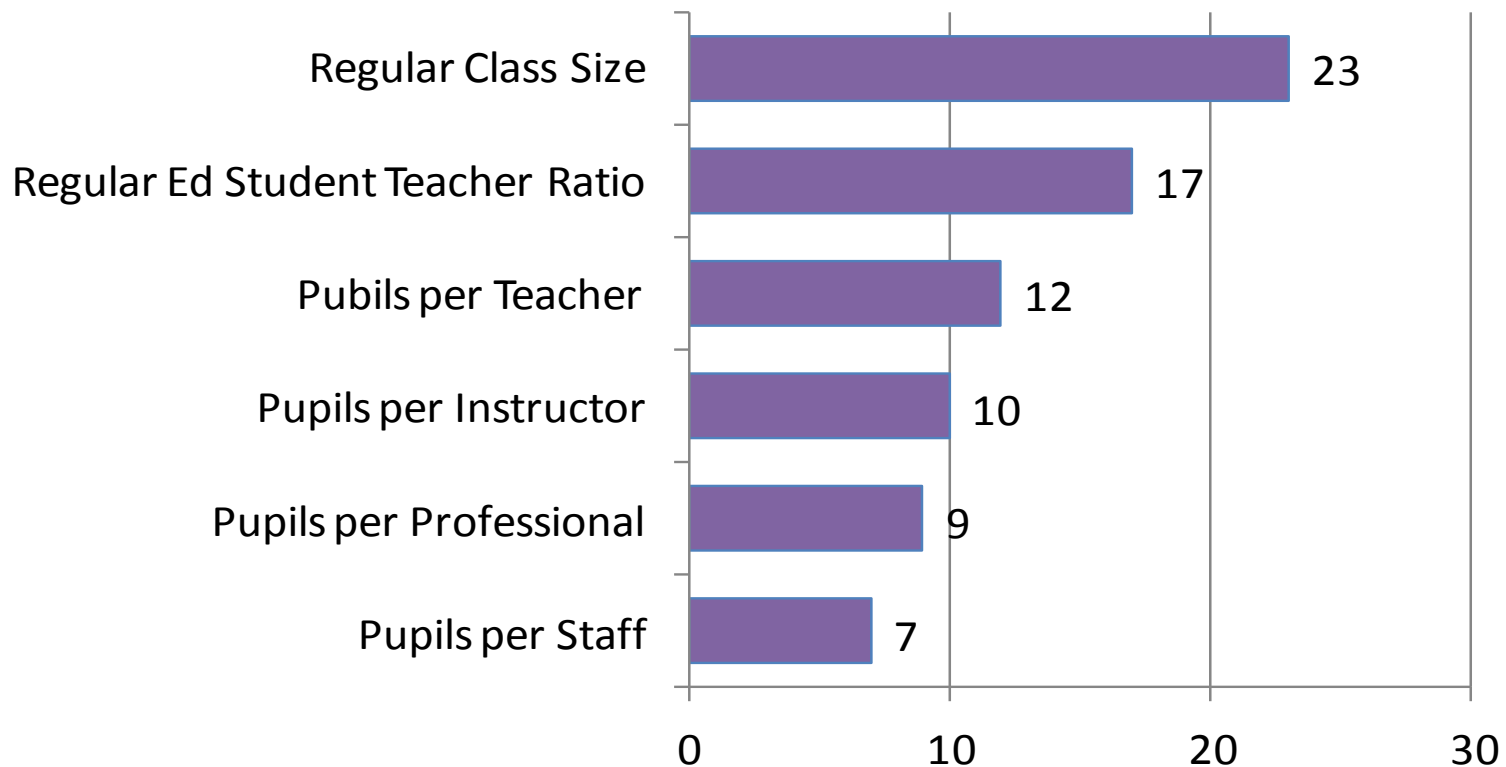
- Build effective evaluation and data systems
- Create new school designs that make teaching job more doable
- Design new compensation structures

# Four highest priorities for transformation

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# Most schools have significant numbers of adults

Example District: Elementary School-Level Staffing Ratios



# “Push in” models that utilize expert resource teachers can increase individual attention and build teaching capacity and community

Student : Teacher ratio—18:1

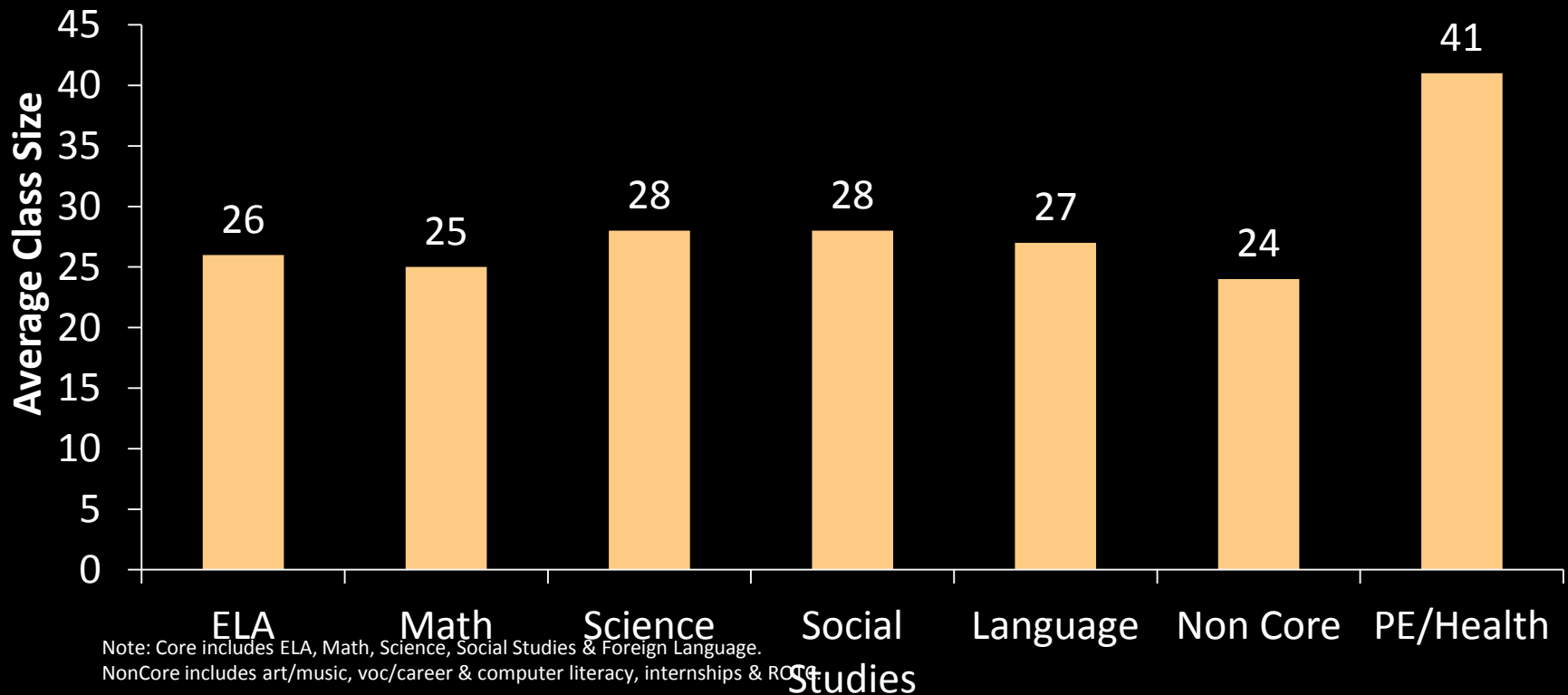


Student : Teacher ratio—9:1



# Typically secondary schools don't vary class size by subjects

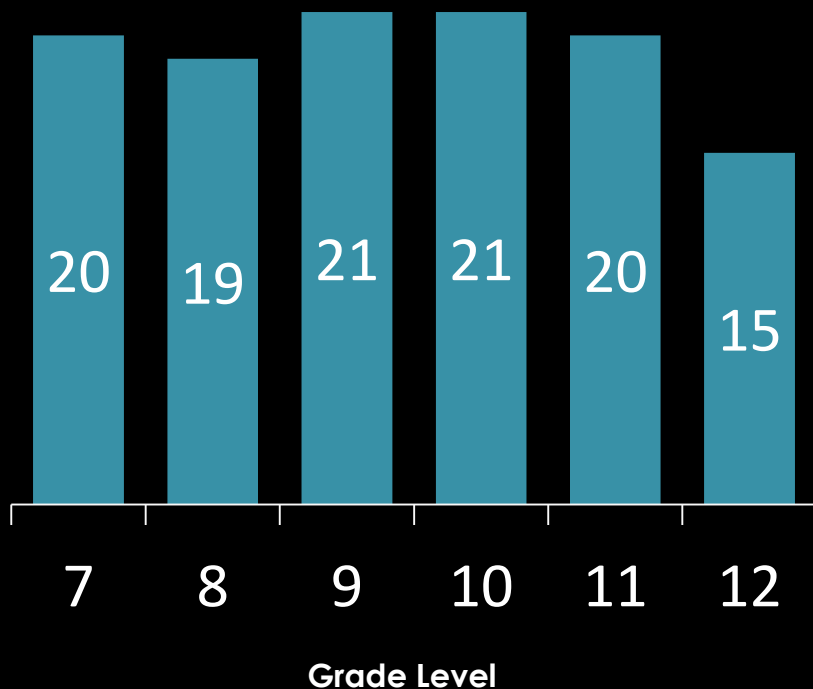
Class Size (General Ed)



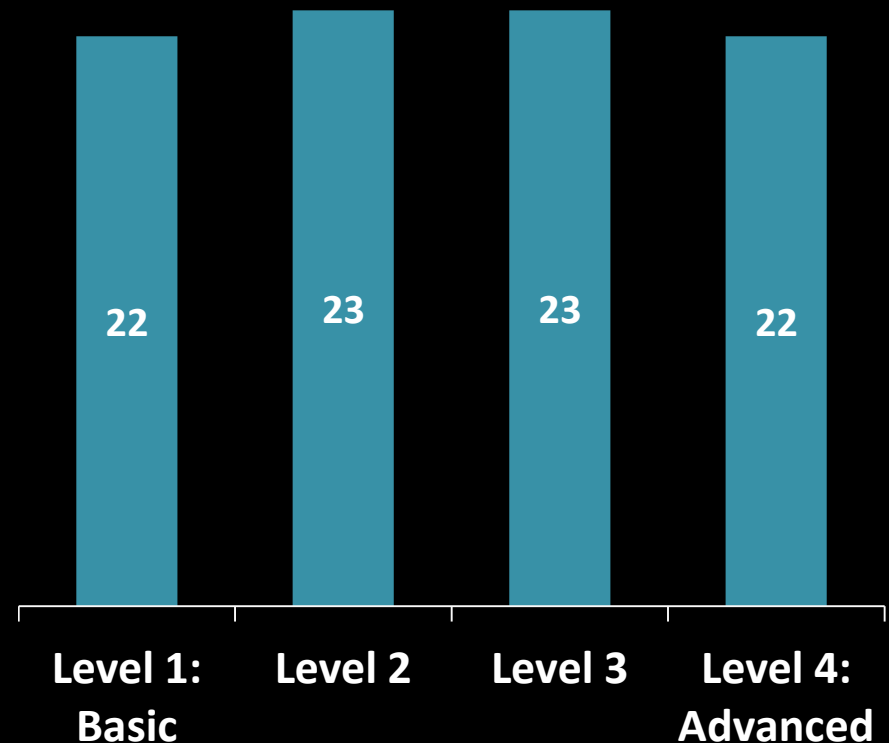


# Even within core classes, class sizes are not necessarily being differentiated strategically by grade or student need

## Math: Class Size by Grade

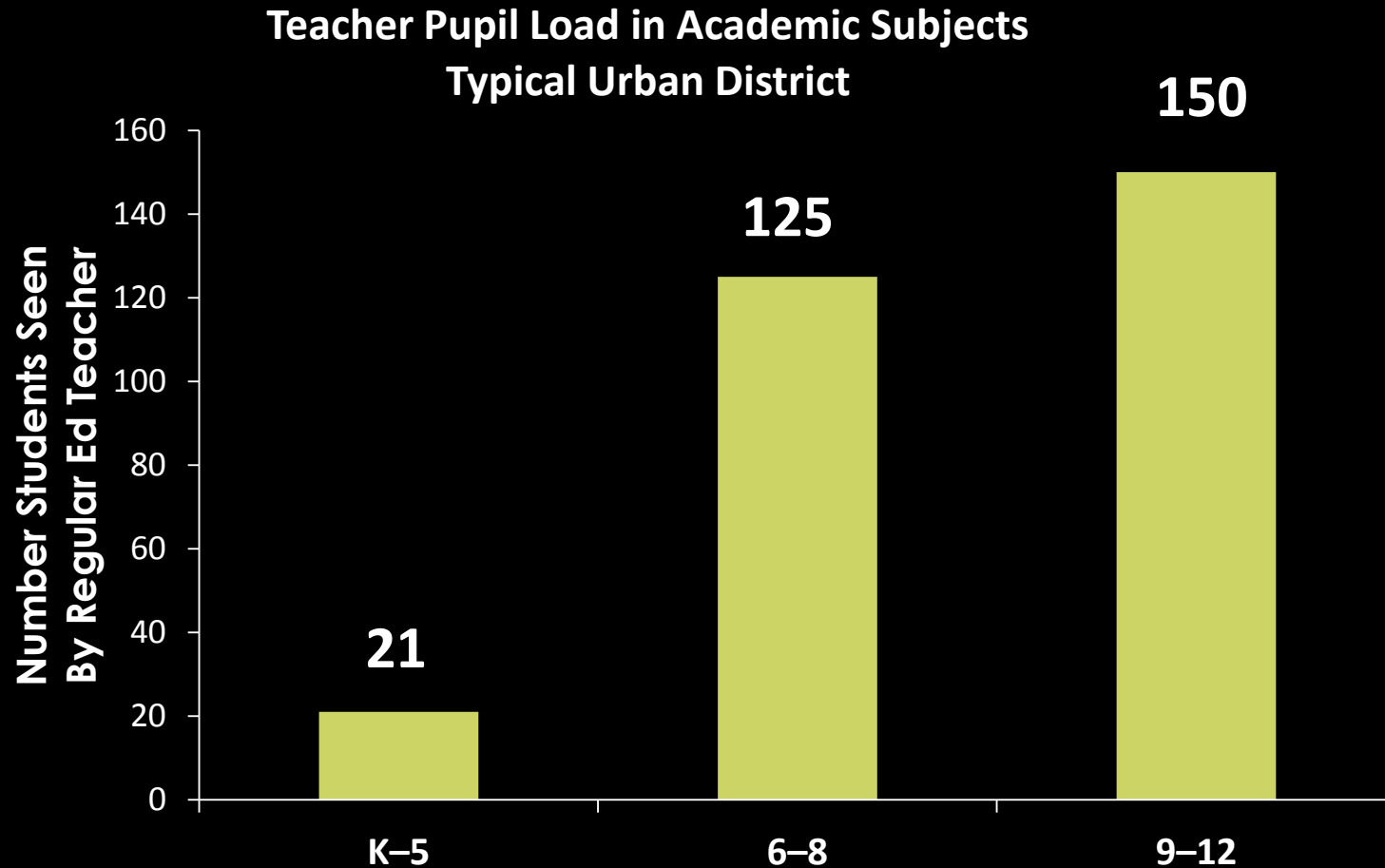


## 9<sup>th</sup> Grade Math: Size by Need

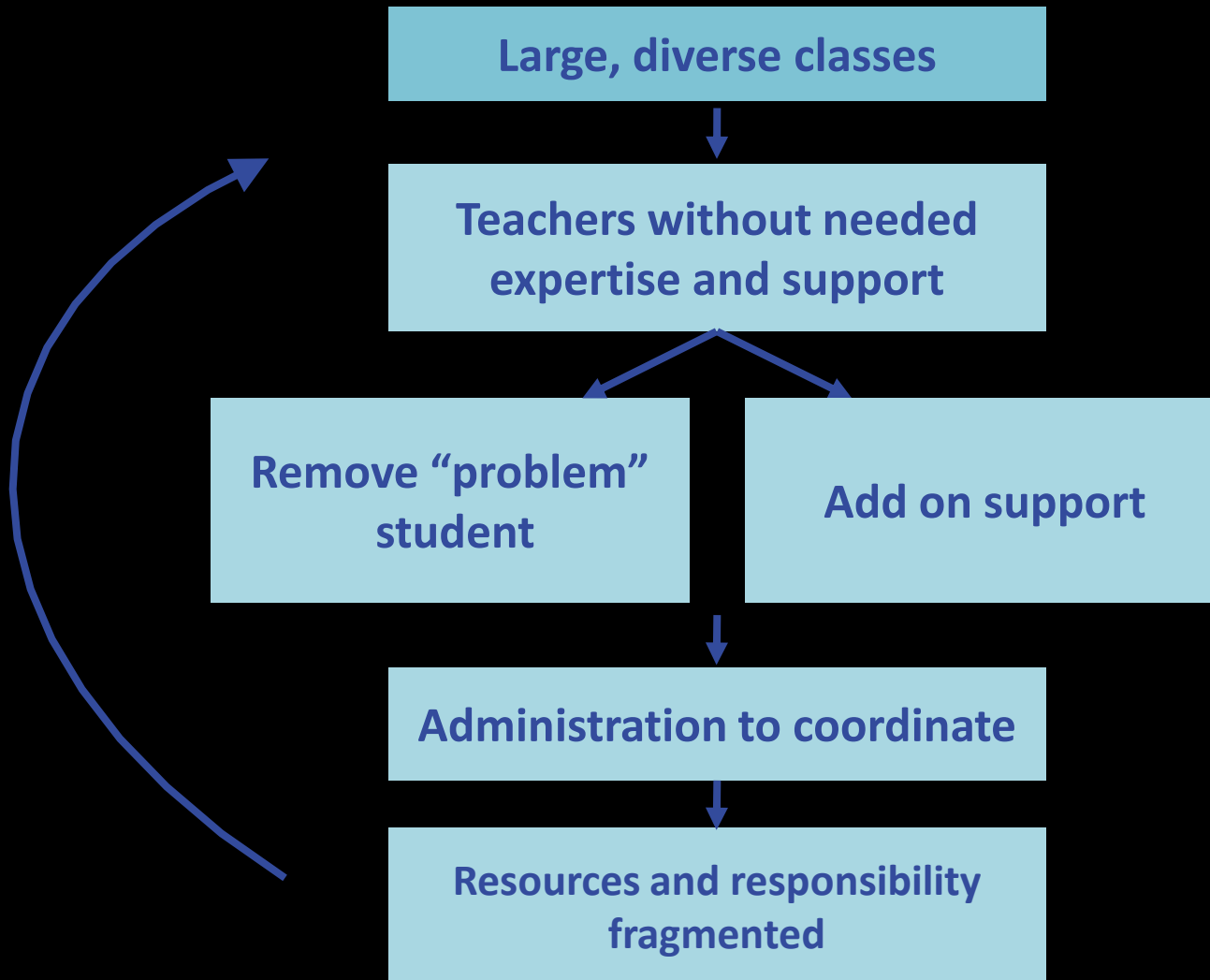


\*Source: RCSD SY0910 Budget; RCSD SY0910 BEDS data; ERS analysis

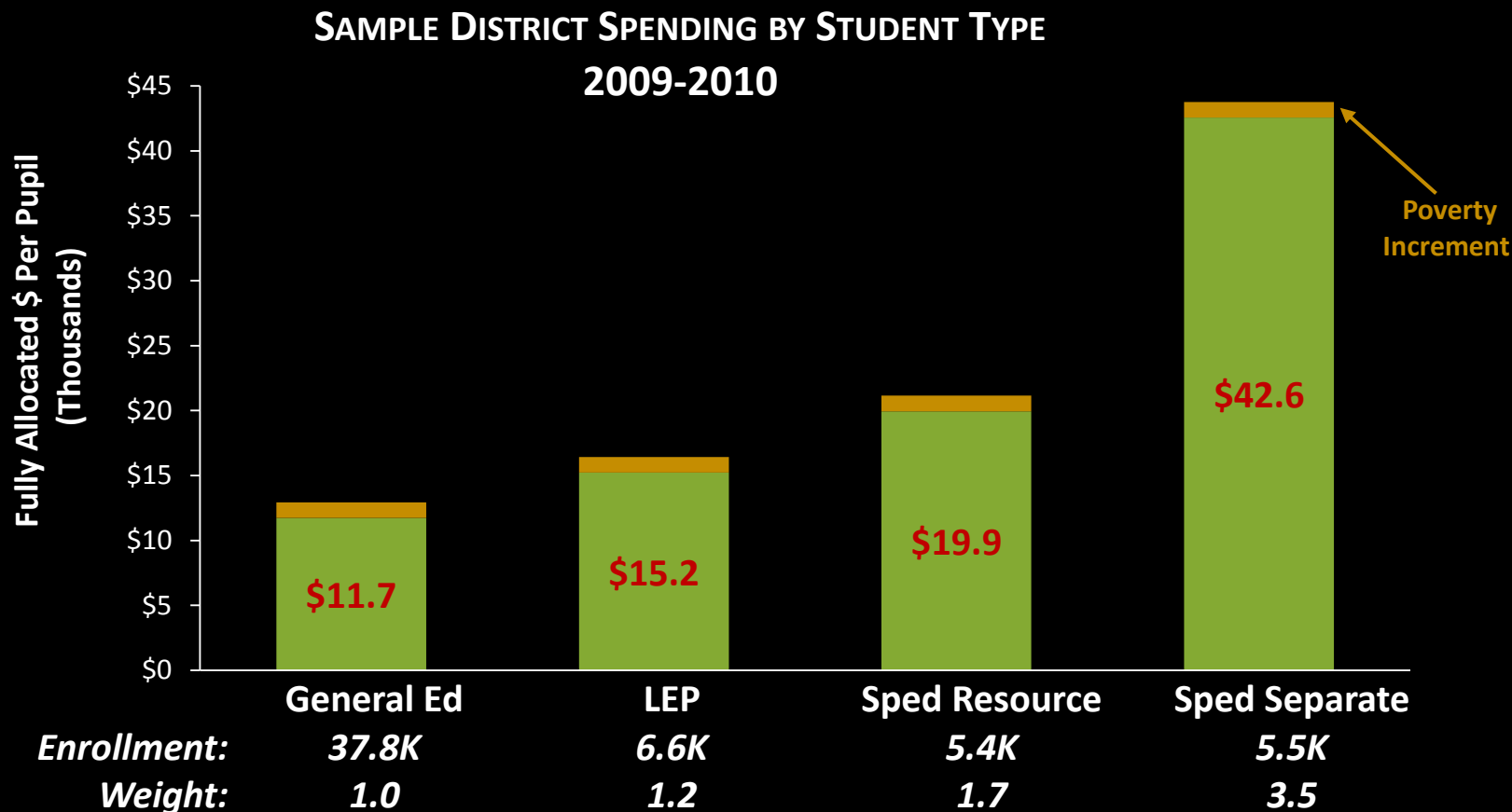
# Legacy practices mean students face sudden loss of personal attention from teachers in middle school



# Cycle of Isolation and Specialization



# More spending on separate classrooms means less on early intervention



Note: Excluded are all district Alternative/Adult schools.

Sources: SY10 October enrollment, district budget as of 10/09. Excludes students who did not report; ELL includes those currently in programs, excludes students who opted-out

# To target individual attention to students, in the short term ...

## To Reverse Misalignments

### Reduce spending by...

- Increase general class size targets
- Increase class size for low need students, grades and subjects

### Increase spending to ...

- Reduce group size for high need students, skills, grade levels and subjects
- Pay teachers more for dual certification (ELL and Sped)

## To Support Sustainable Transformation

### Invest transition resources in

- Expert support and PD to increase teacher capacity to use individual attention strategies
- Formative assessments and tools to enable targeted instruction and grouping
- Technology to leverage teacher time and customize instruction

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# Question Slide



# You Have Choices

## Trade-offs for Transformation

*For the same cost a typical 25,000 student urban district can:*

Reduce class  
sizes grades 4-  
12 by 2

OR

Pay the top  
contributing  
15% of  
teachers \$10K  
more

# Trade-offs for Transformation

*For the same cost a typical 25,000 student urban district can:*

Allow benefits  
spending to  
increase by  
10%

OR

Add 60  
minutes to the  
school day in  
the 25% lowest  
performing  
schools

# Trade-offs for Transformation

*For the same cost a typical 25,000 student urban district can:*

Give all  
teachers  
annual step  
increase

OR

Provide half-  
day PreK for  
50% of  
incoming  
Kindergarten  
students

# Transform Now

Play

Assess

Analyze

Make Trade-Offs



*ResourceCheck*

**ERStrategies.  
org**

**DREAM**  
Budgeting tools for Tough Times.

Learn more about budget trade-offs during tough times.

Explore the seven strategies and begin to quantify where your district stands.

Find the tools you need to connect your resource decisions to improving performance.

Go deeper and explore strategy-specific self-assessments.