

Understanding the Productivity Landscape in Your State

Presented by:

Marguerite Roza

Research Associate Professor

Director, Edunomics Lab

Georgetown University

MR1170@georgetown.edu

Hosted by:



Building State
Capacity and
Productivity
Center

at Edvance Research, Inc.®

Welcome and thank you for joining this webinar.

We will begin promptly at
11:00am PDT/2:00pm EDT



Understanding the productivity landscape in your state

Presented by:

Marguerite Roza

Research Associate Professor

Director, Edunomics Lab

Georgetown University

MR1170@georgetown.edu

Recap

- ⇒ Resources will be highly constrained in the next decade as the costs of system inputs escalate faster than likely revenue growth
- ⇒ We haven't yet asked this system to work on getting the most bang for the buck. The result: Poor relationship between spending and outcomes
- ⇒ But, the system data hold clues about how to better leverage funds toward increasing outcomes.
- ⇒ The labor force will likely shrink in the next decade, so reforms will not come from adding labor.

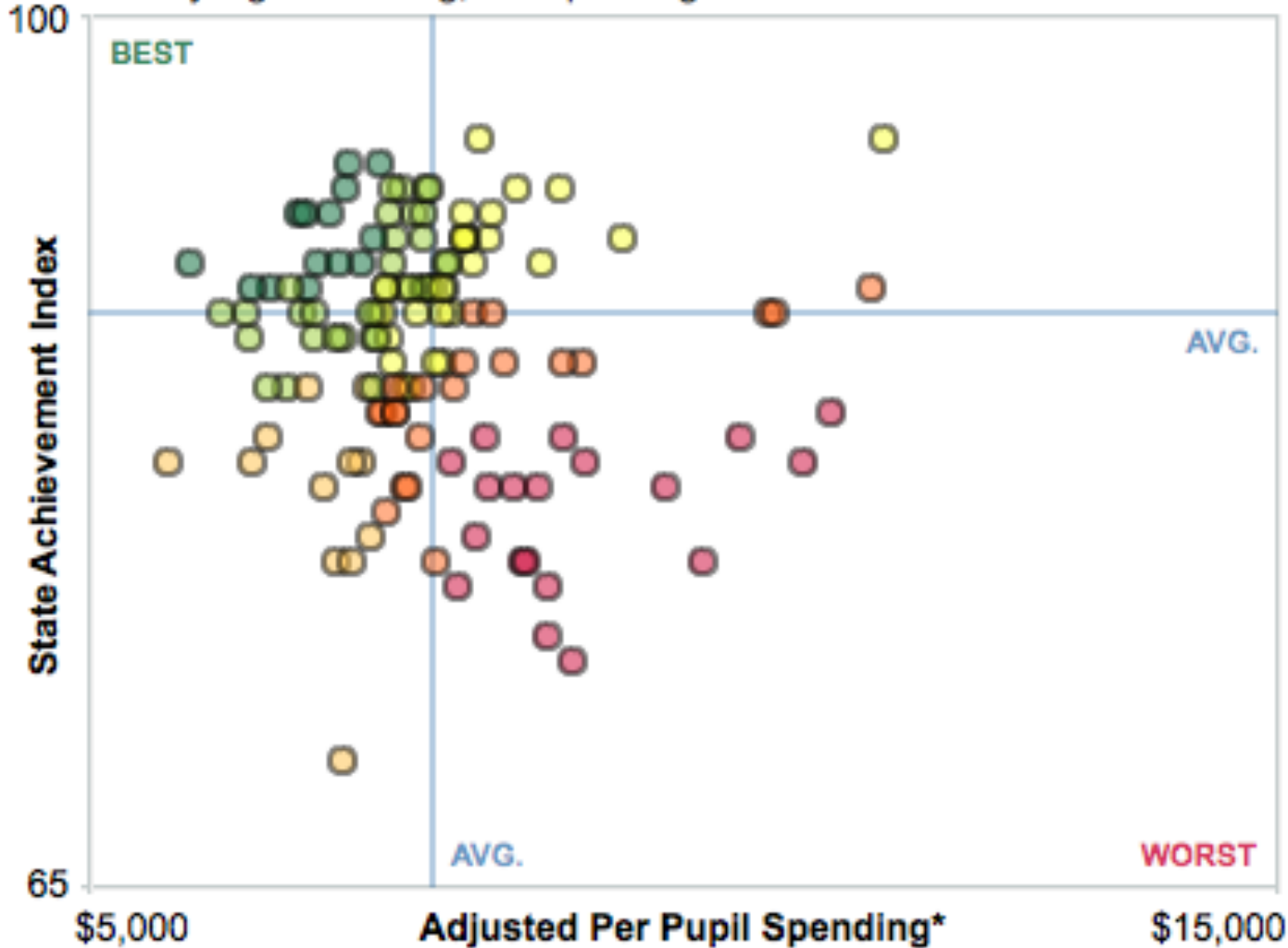
The opportunity for states

- 1 Leverage productivity data to focus attention on the issue
- 2 Use productivity systems to identify promising models
- 3 Consider productivity when tailoring SEA support
- 4 Compute cost per student of all SEA support/ intervention strategies
- 5 Harness lower cost/ higher reach SEA levers to affect schools/districts
- 6 Structure state allocations, regulations to enable pursuit of productivity
- 7 Play a leadership role in clarifying the pension problem

1. Leverage productivity data to focus attention on the issue

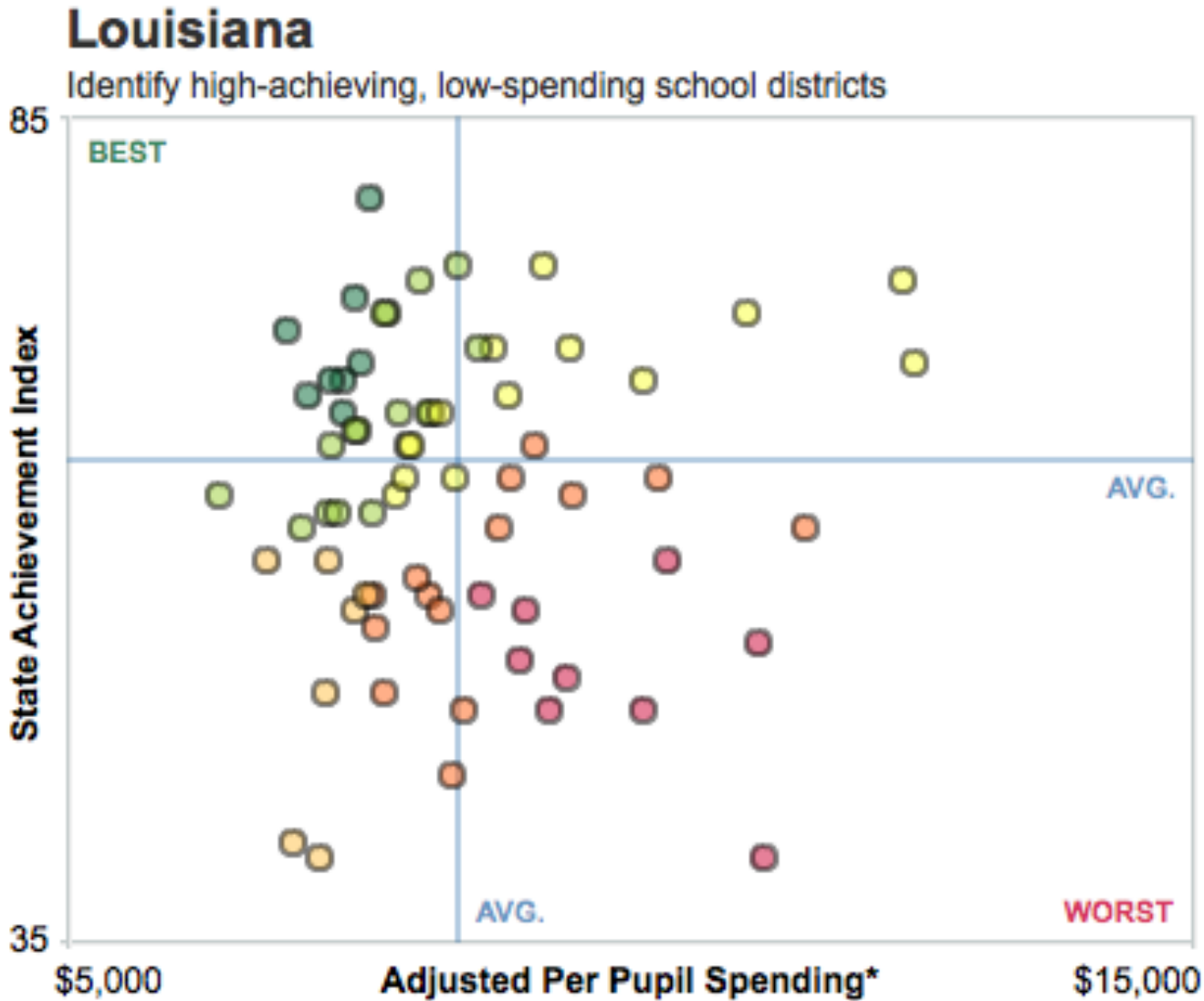
Massachusetts

Identify high-achieving, low-spending school districts



Help district leaders compare their *districts* against other *districts*.

1. Leverage productivity data to focus attention on the issue



Help district leaders compare their *districts* against other *districts*.

Among Schools
within a district

Help district and
building leaders
compare *schools*
against other *schools in*
the same district.

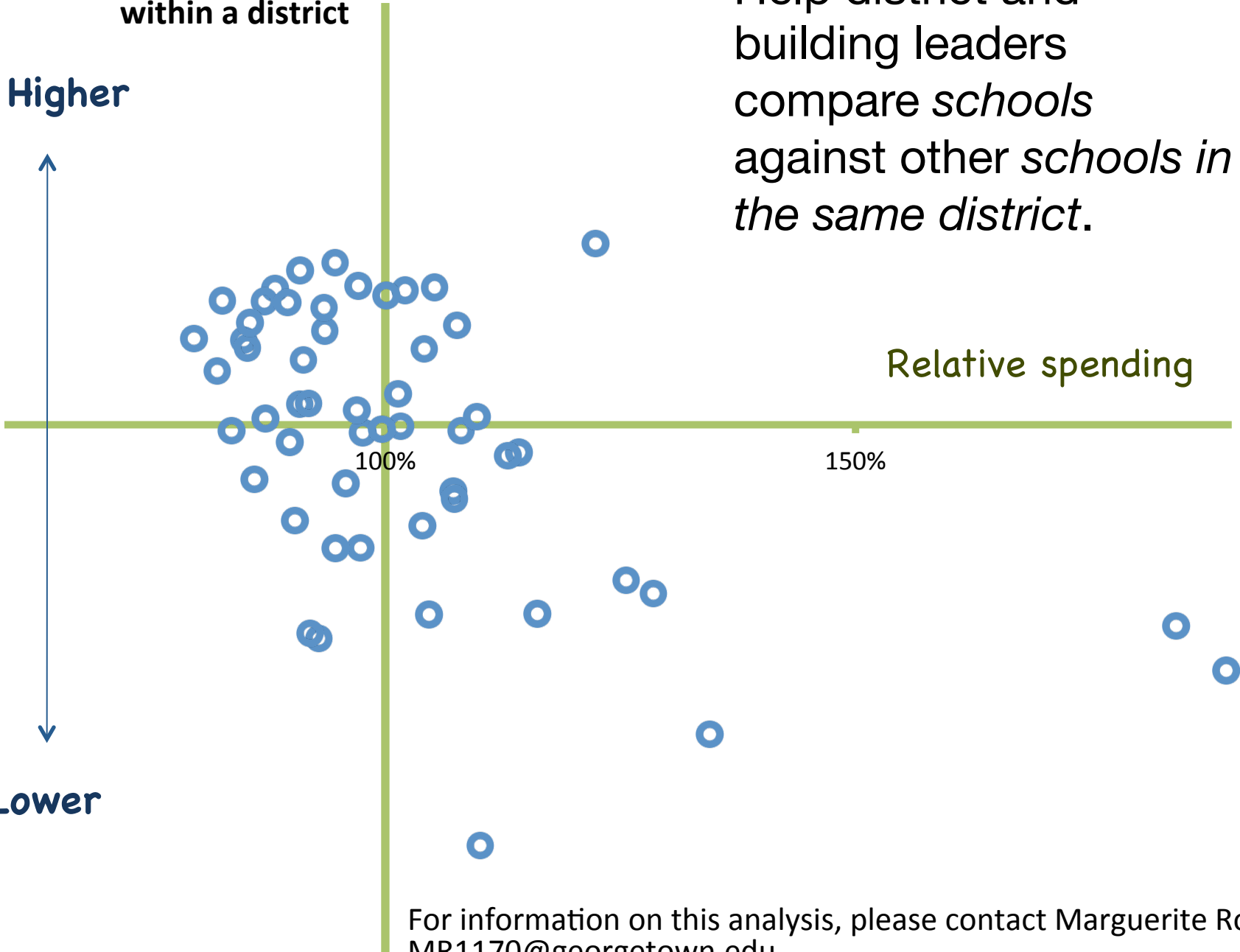
Higher

Student outcomes

Relative to each school's mix of students



Lower

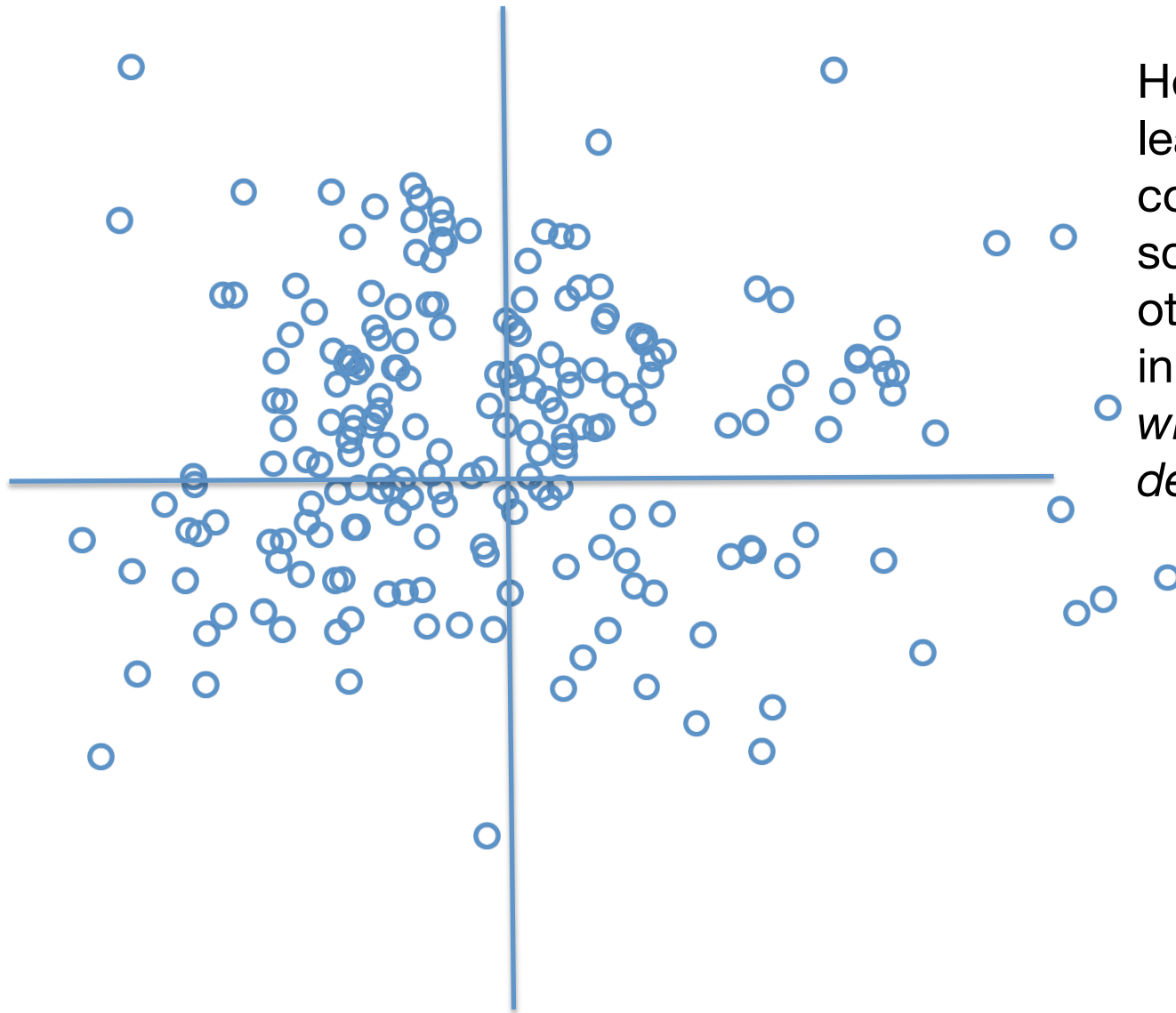


For information on this analysis, please contact Marguerite Roza,
MR1170@georgetown.edu

All Elementary Schools with > 75% F/RL)

Student Growth Rates

Help building
leaders
compare their
school to all
other schools
in the state
*with similar
demographics*



Per pupil Spending (avg, \$10,200)

For information on this analysis, please contact Marguerite Roza,
MR1170@georgetown.edu

1. Leverage productivity data to focus attention on the issue

Help district leaders compare their districts against other districts.

Provide data on spending vs outcomes across schools within a district.

Compare productivity among like schools

2. Use productivity systems to identify promising models

Use the data to:

Help school and district leaders understand what's possible with their level of funds

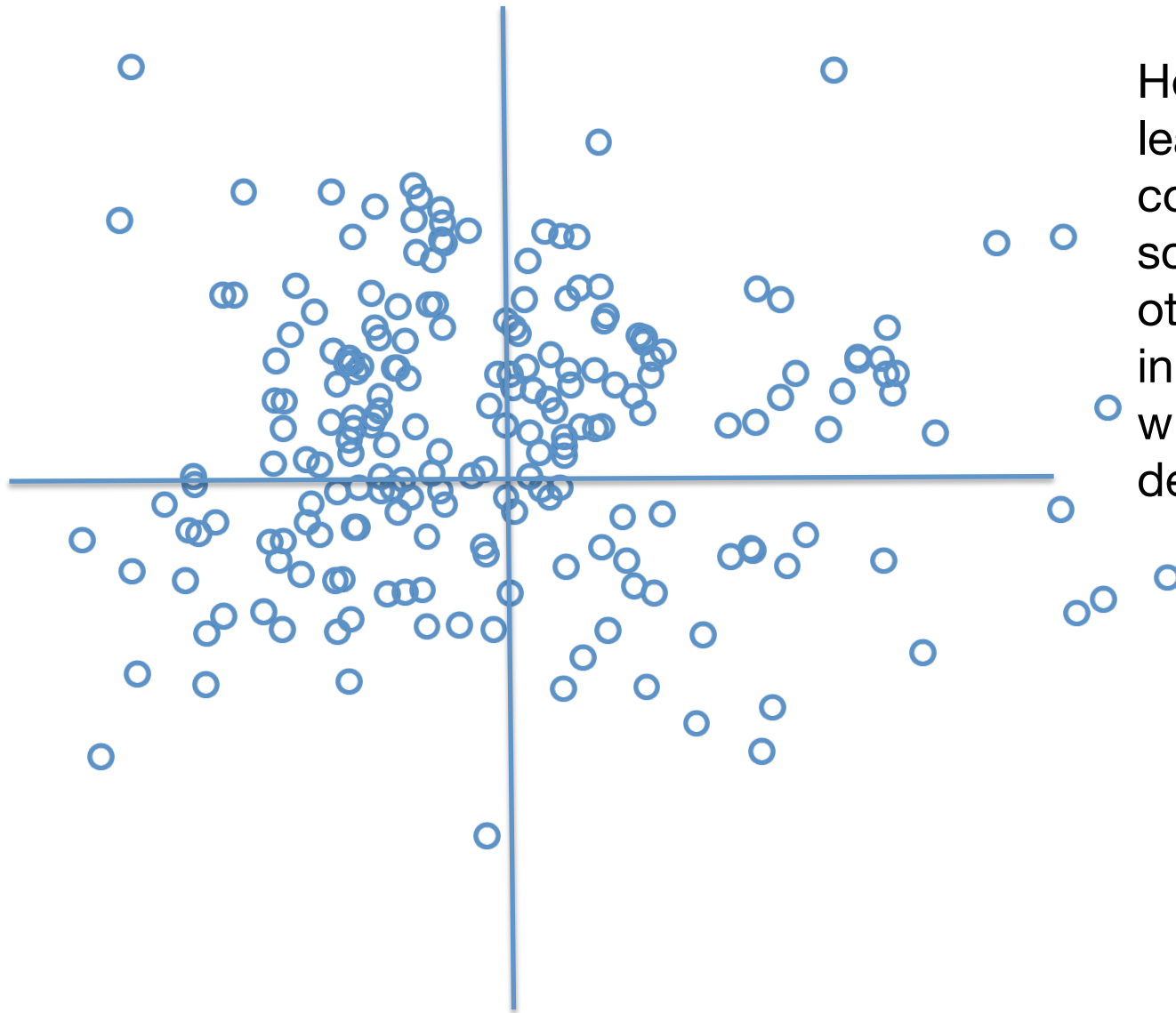
Share and disseminate promising models that yield higher outcomes at a particular spending level.

Be clear about which school models are not sustainable.

All Elementary Schools with > 75% F/RL)

Student Growth Rates

Help building
leaders
compare their
school to all
other schools
in the state
with similar
demographics



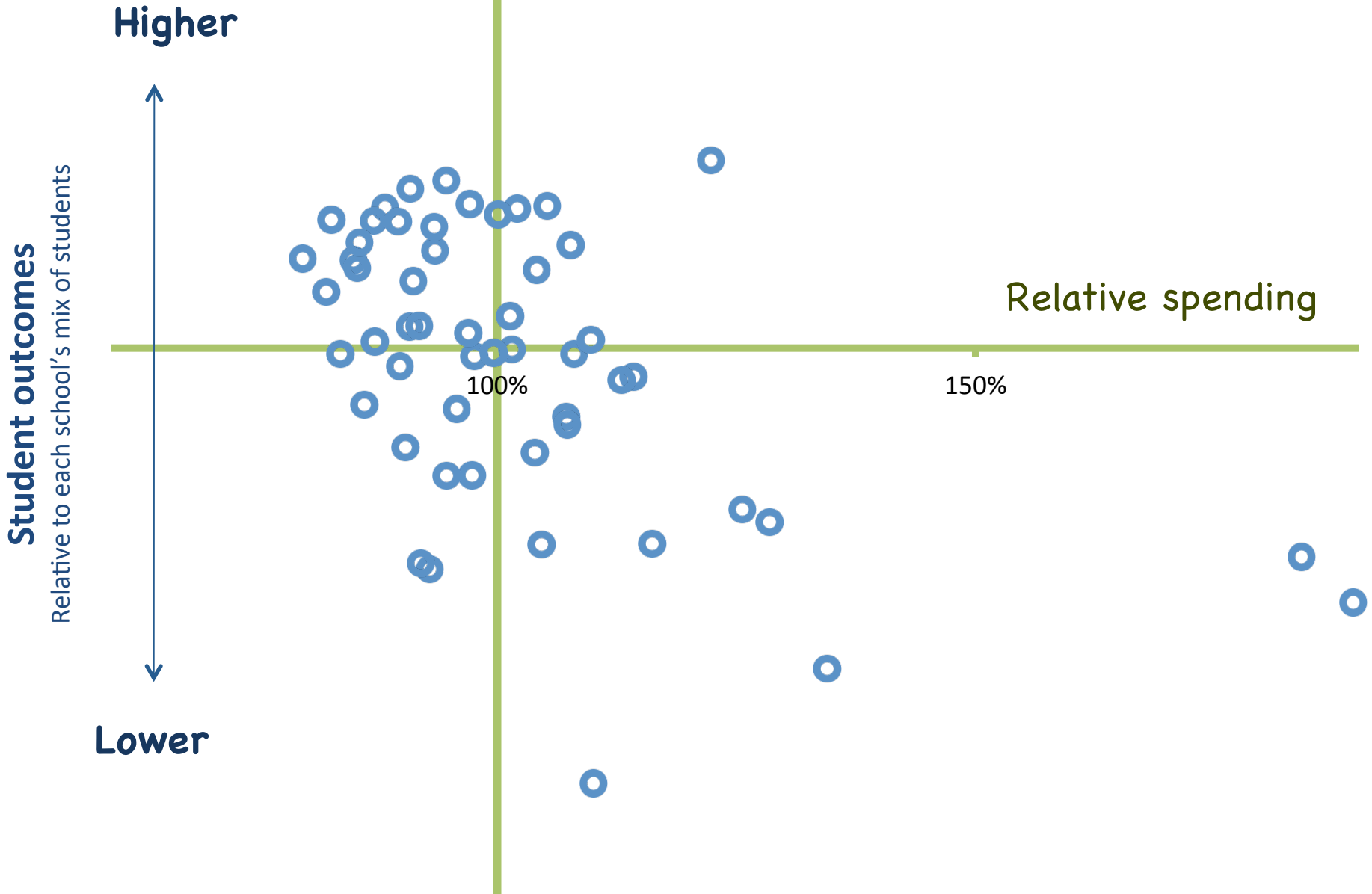
Per pupil Spending (avg, \$10,200)

For information on this analysis, please contact Marguerite Roza,
MR1170@georgetown.edu

3. Consider productivity when tailoring SEA support/intervention

How might SEAs (and district leaders) think about schools in different quadrants?

Relative Spending vs Relative Student Outcomes



Addressing schools by quadrant

High spend. High outcomes.

- Call attention to the spending as coming at expense of other schools
- Search for opportunities to increase financial sustainability
- Increase enrollment
- Invite private funds to cover the difference

Low spend. Low outcomes.

- Remedy spending disadvantage
- Step in with supports, particularly those that share learnings from similarly spending higher performers

High spend. Low outcomes.

- Ensure student characteristics properly accounted for
- Look at trajectory
- Clarify the finances for leaders
- Share learnings about what has worked elsewhere
- Build up alternative options. Establish timeline to discontinue the model.

Low spend. High outcomes.

- Celebrate them
- Replicate those models
- Share learnings

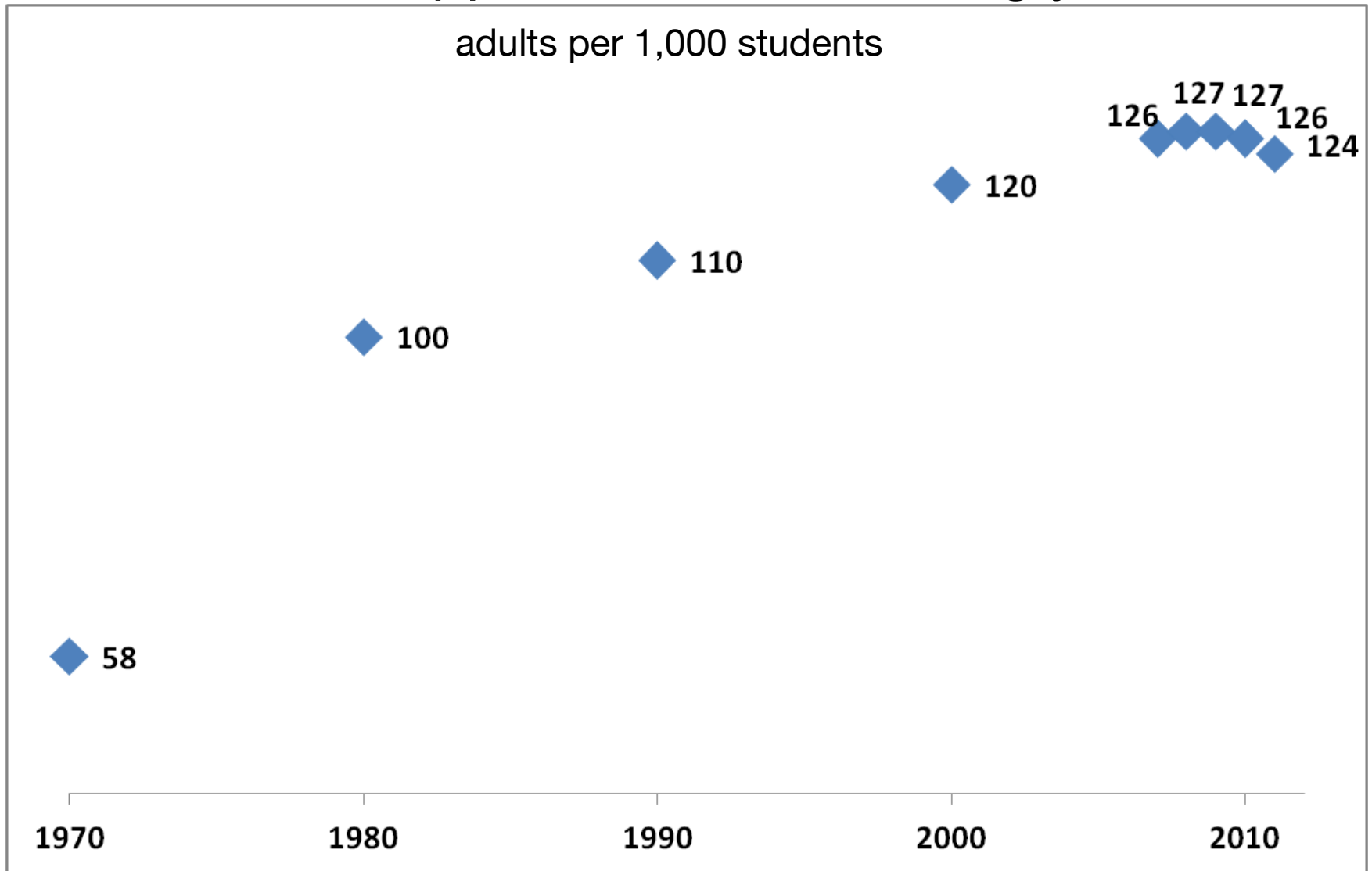
4. Compute cost per student of all SEA support/ intervention strategies

- SEAs often try to support schools with PD, leadership support, staff allocations, infusion of funds – all at high cost per pupil.
- Given that SEAs have limited funds, SEA funds may support only a small number of schools
- Compute per pupil cost of a range of strategies in order to compare options

	Cost of 20 hours training	+	Cost of one hour of training per week	=	Total cost
Per teacher	\$1,373.68		\$2,609.99		\$3,983.67
Cost per pupil	\$86.57		\$164.48		\$251.04

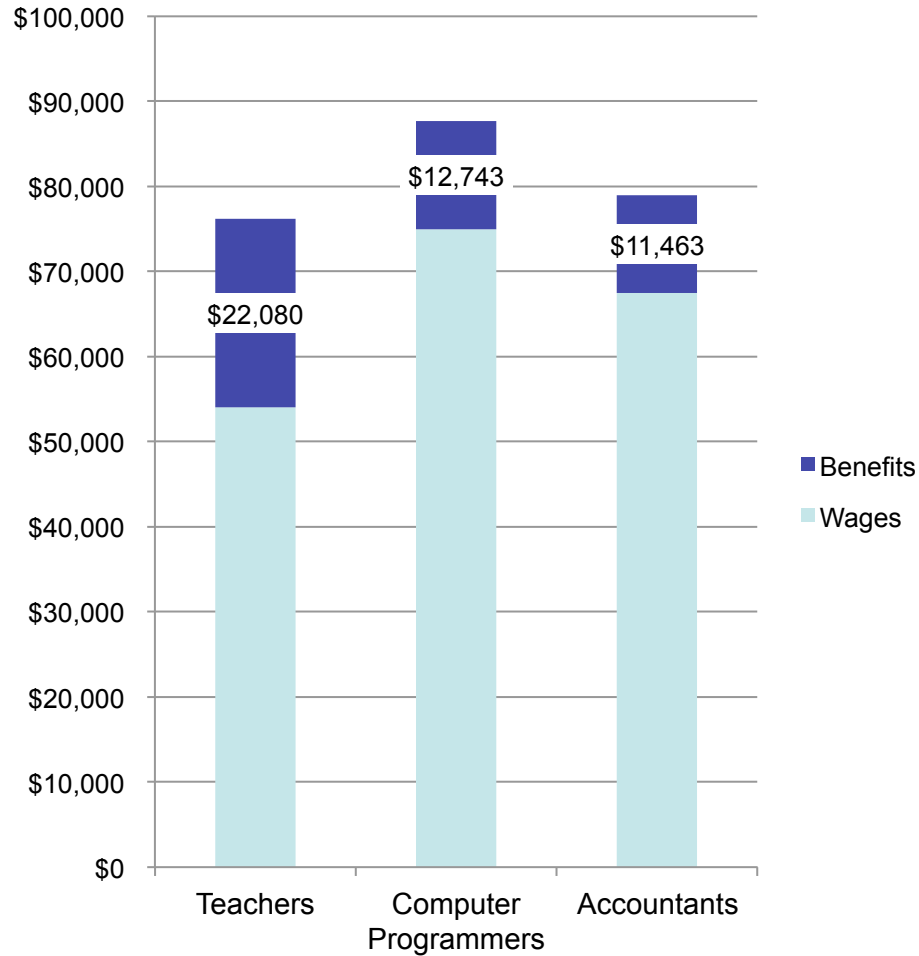
- Strategies that pay best staff to teach more students or more weeks can better leverage funds.

What will happen to staff in coming years?

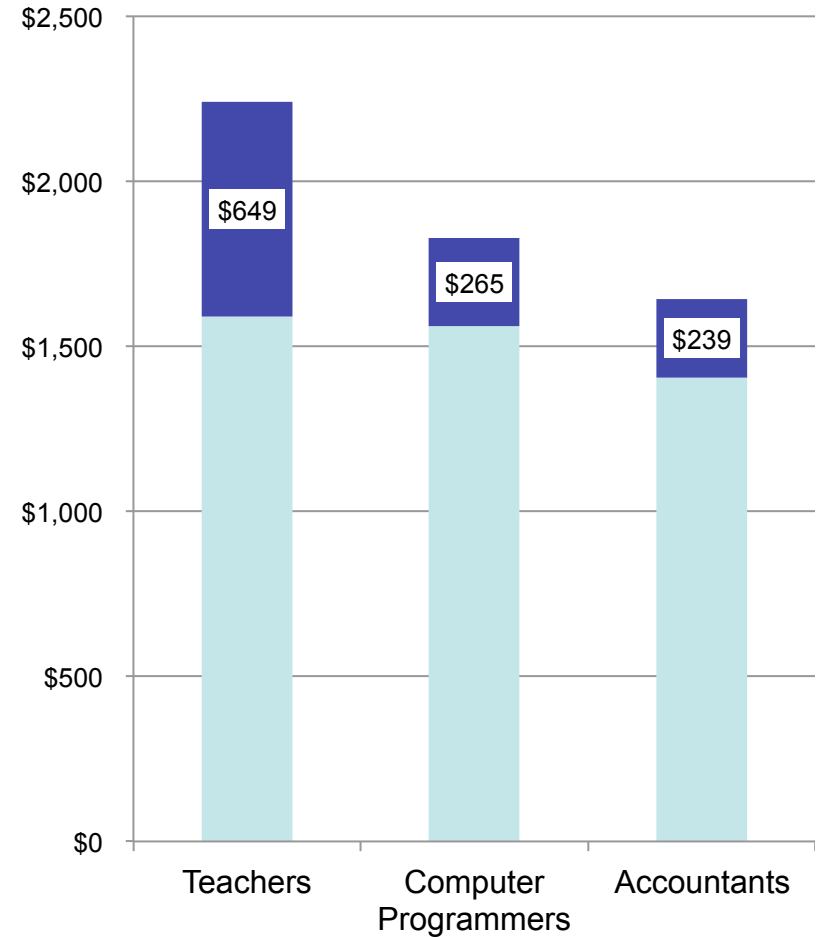


Shorter work year drives up teacher benefit costs per

Per Year



Per Week!



What if schools could change delivery to enable better utilization of staff?

	34 week contract	48 week contract	
Total weeks of labor	34000	34000	
Weekly wage	\$1,765	\$1,765	
Number of teachers	1000	708	<i>Reduced demand for teachers enables a more selective workforce</i>
Annual teacher income	\$60,000	\$84,720	<i>41% increase in yearly salary</i>
District's benefits bill	\$21,000,000	\$14,868,000	<i>29% decrease in benefits tab equivalent to a 4.4% savings in district budget.</i>

5. Harness lower cost/ higher reach SEA levers to affect schools/districts

Licensing authority

- Pull certifications for lowest performers

- Raise training requirements for certification to cover PD priorities (common core, etc.)

Production of online training modules so that districts can require new hires (or promoted staff) have completed the training.

Tools/ data systems

- Financial platforms that run productivity computations, enable transparency, comparisons, produce report cards/rankings

- School/teacher measurement systems for use by districts

Require financial training for school board members.

6. Structure state allocations, regulations to enable pursuit of productivity

Maximize flexibility in use of funds (fund students and student types). Minimize process constraints or input specification.

Enable students and funds to migrate to higher productivity models. Establish a process for school closure (or an RSD).

Competitive innovation grants can prioritize productivity (lower cost service models that yield equal or better outcomes)

Use state leverage to unlock sticky financial commitments for districts (benefits structures, tenure, master's bump, etc.)

7. Play a leadership role in clarifying the pension problem!

7. Play a leadership role on the pension problem

- Require pension funds to fully account for pension earnings by staff member each year. Include those liabilities in district finances.
- Contain wage growth (particularly in years just prior to retirement). Better to give level \$ raises not % raises. Make only base pay pensionable.
- Pull back on pension COLAs (Generally not in the contract and can be altered to reflect economic conditions).
- Consider raising employee contributions (Increasing employee contributions to pensions lowers liability).
- Rethink retiree health benefits (and retiree contributions to those).
- Be clear about what counts as a vesting “year” (Pension accrual should be tied to actual days worked, vs. furlough days, etc.)

Marguerite Roza
Research Associate Professor
Director, Edunomics Lab
Georgetown University
MR1170@georgetown.edu

Hosted by:



at Edvance Research, Inc.®

For technical Assistance:
info@BSCPCenter.org
210-558-4123