

The productivity challenge for states

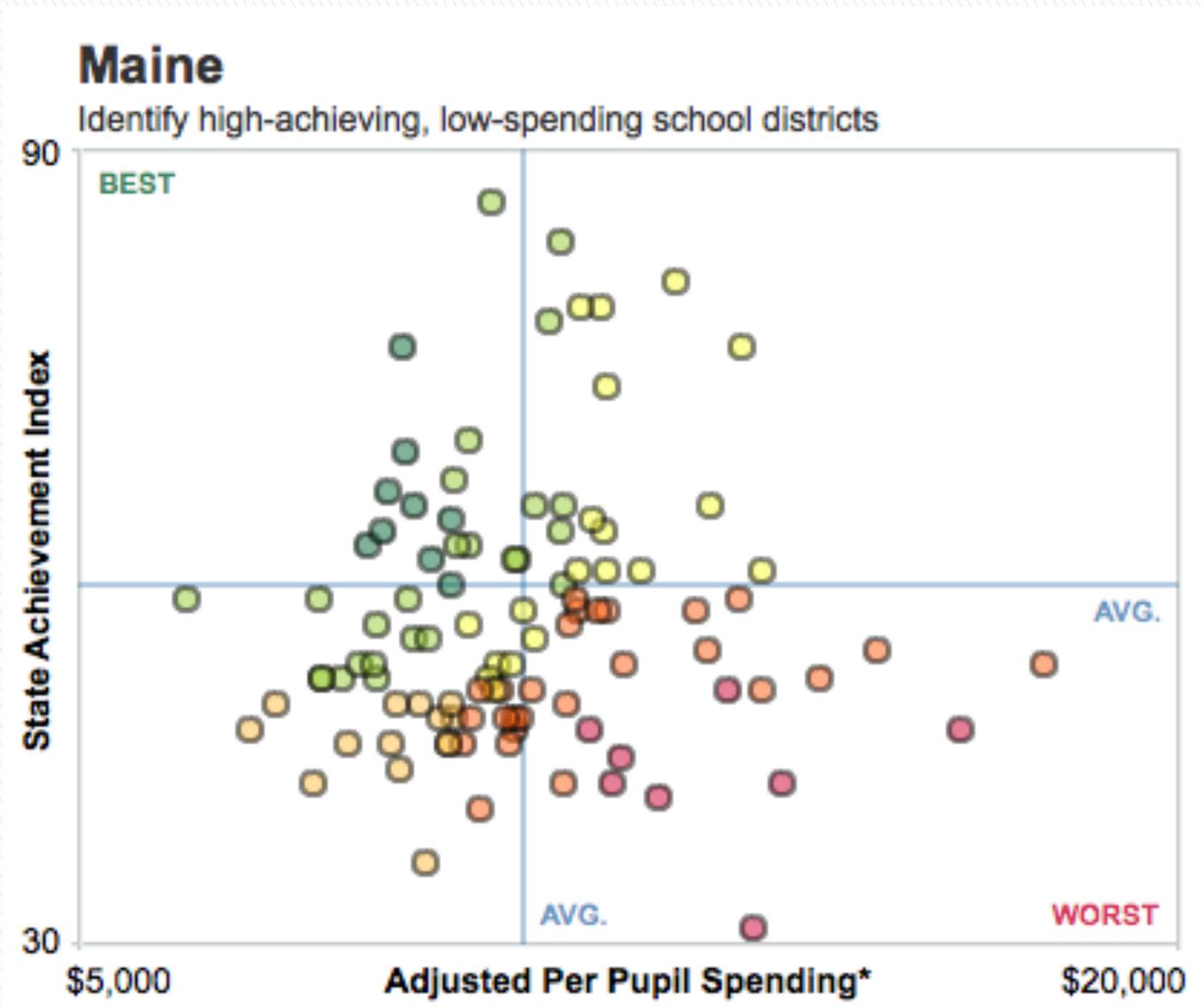
Presented by:
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Current conditions

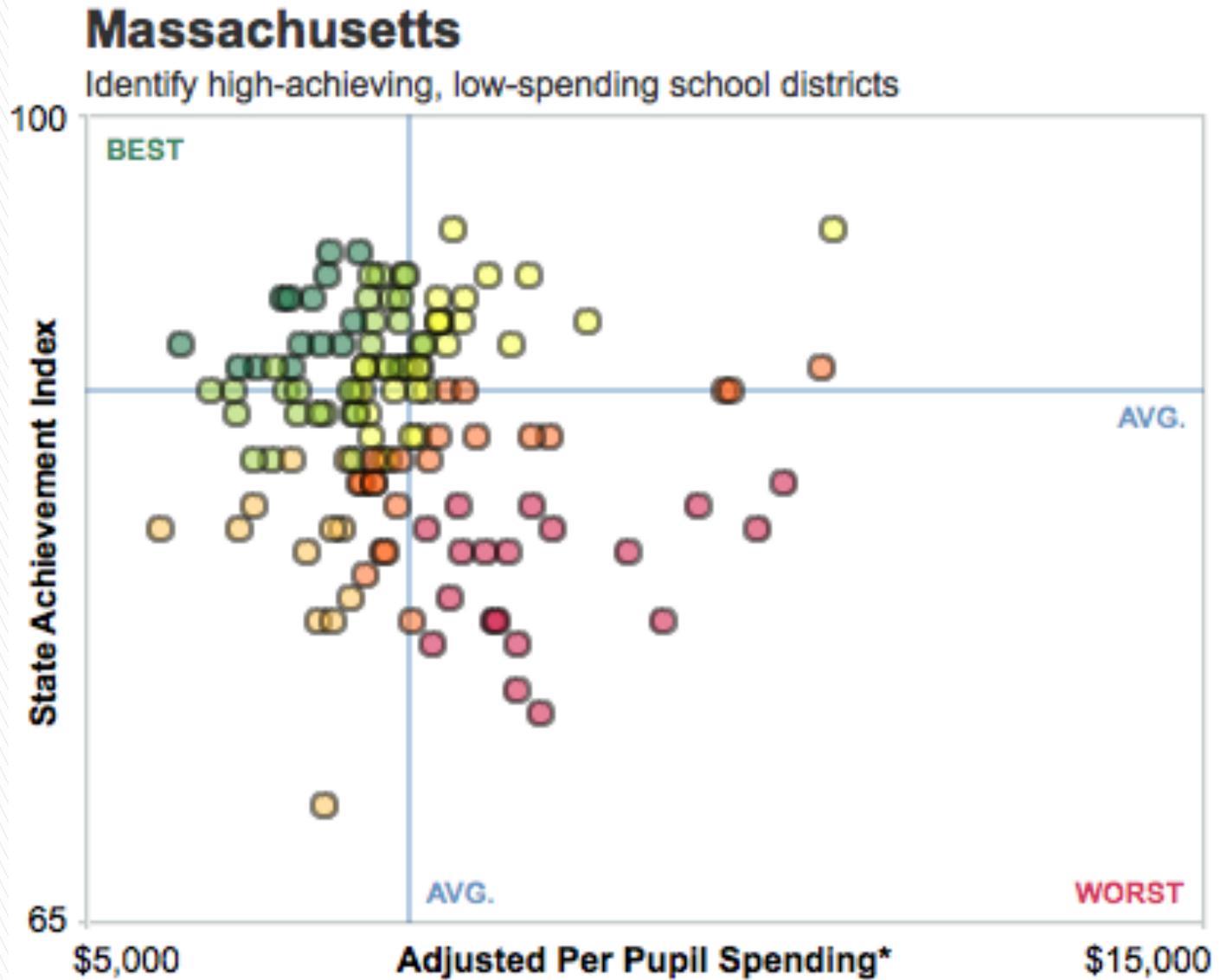
- ⇒ Over next decade, costs will likely escalate faster than revenue.
- ⇒ We haven't yet asked this system to work on getting the most bang for the buck. The result: Poor relationship between spending and outcomes.
- ⇒ Some schools are already more “productive” than others. (And two schools can spend the same money in the same way and get different results.)
- ⇒ Some productivity improvements can come from using labor differently (if schools are bought into the redesign).



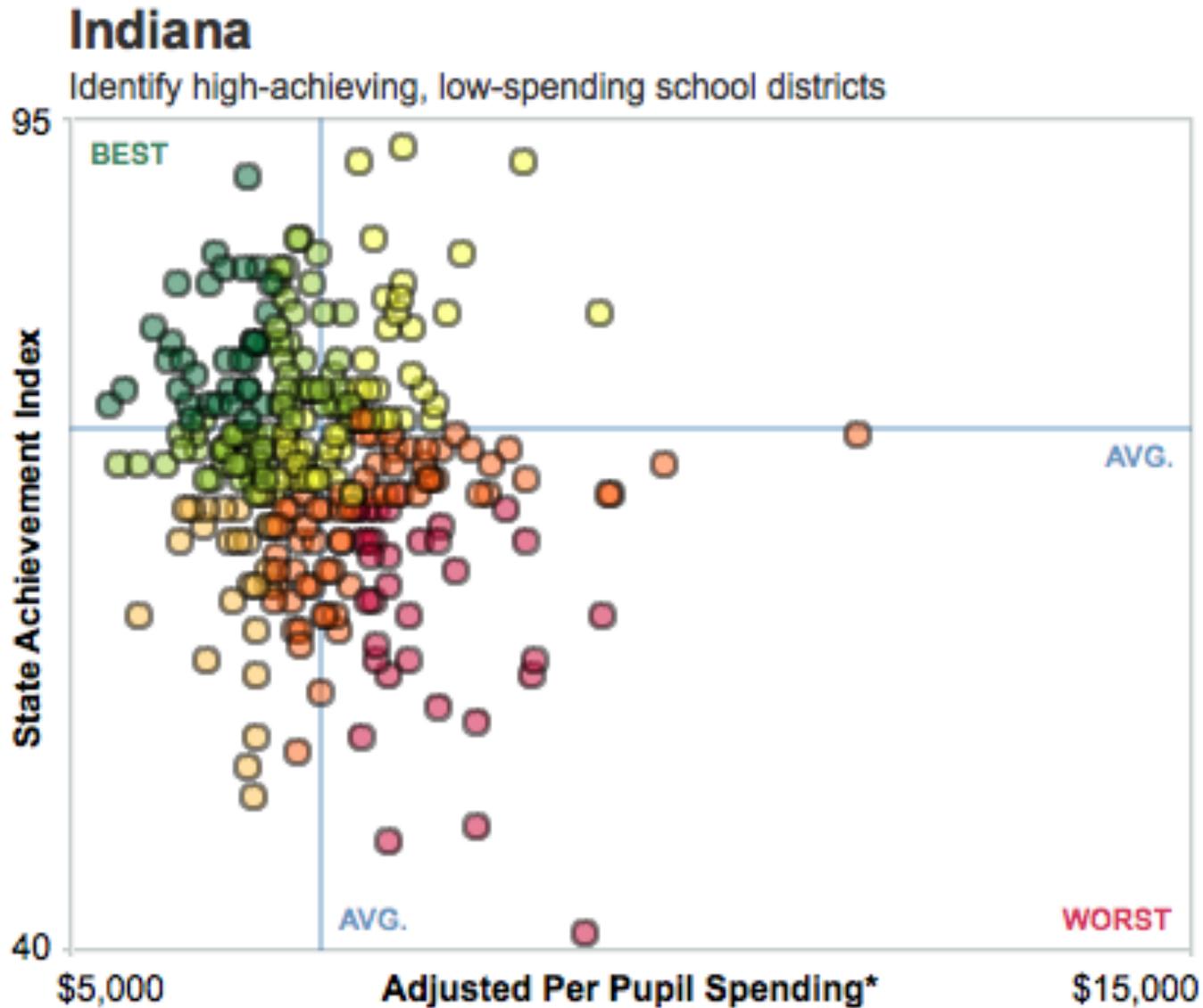
Districts within states vary on spending, outcomes and ROI



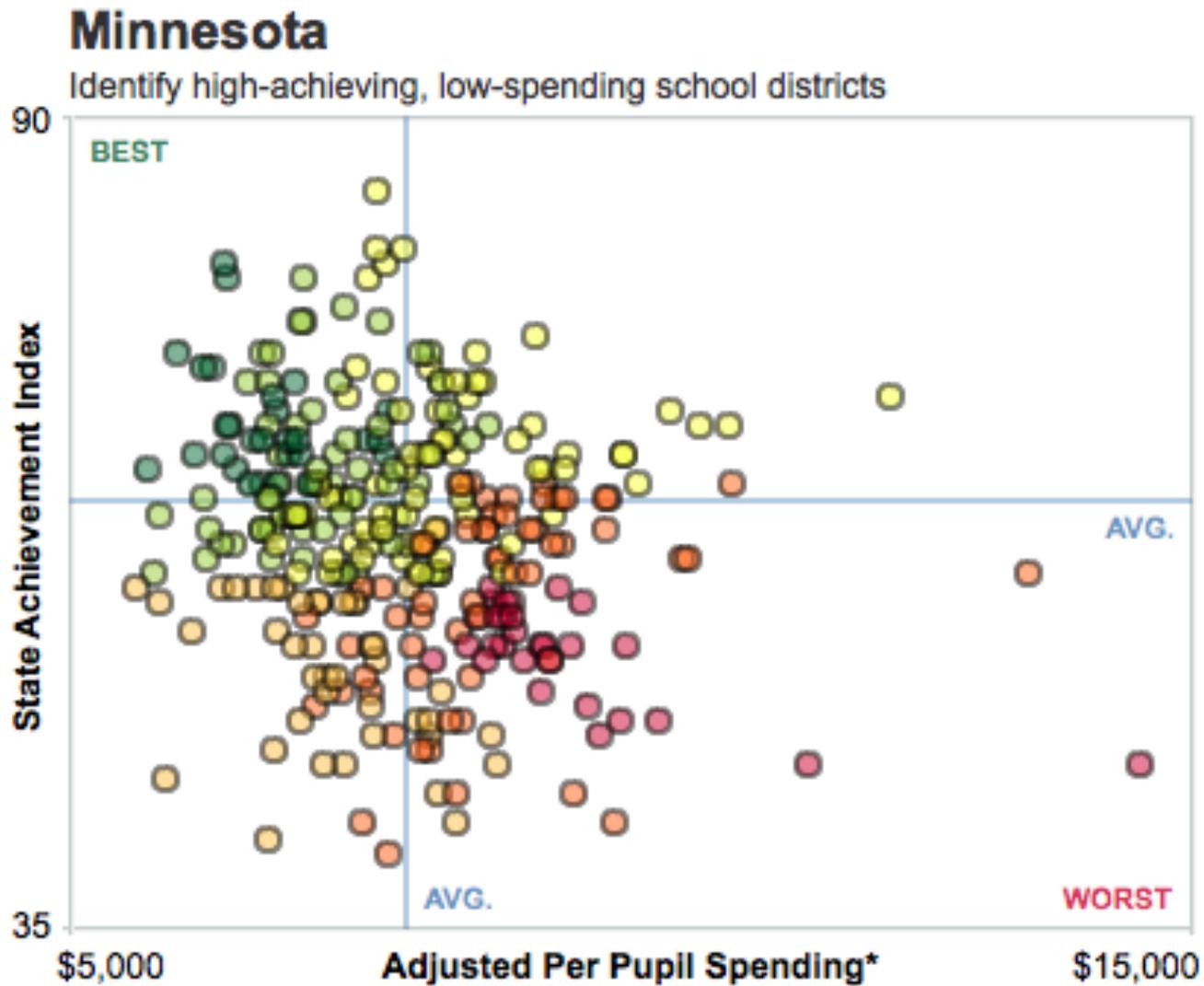
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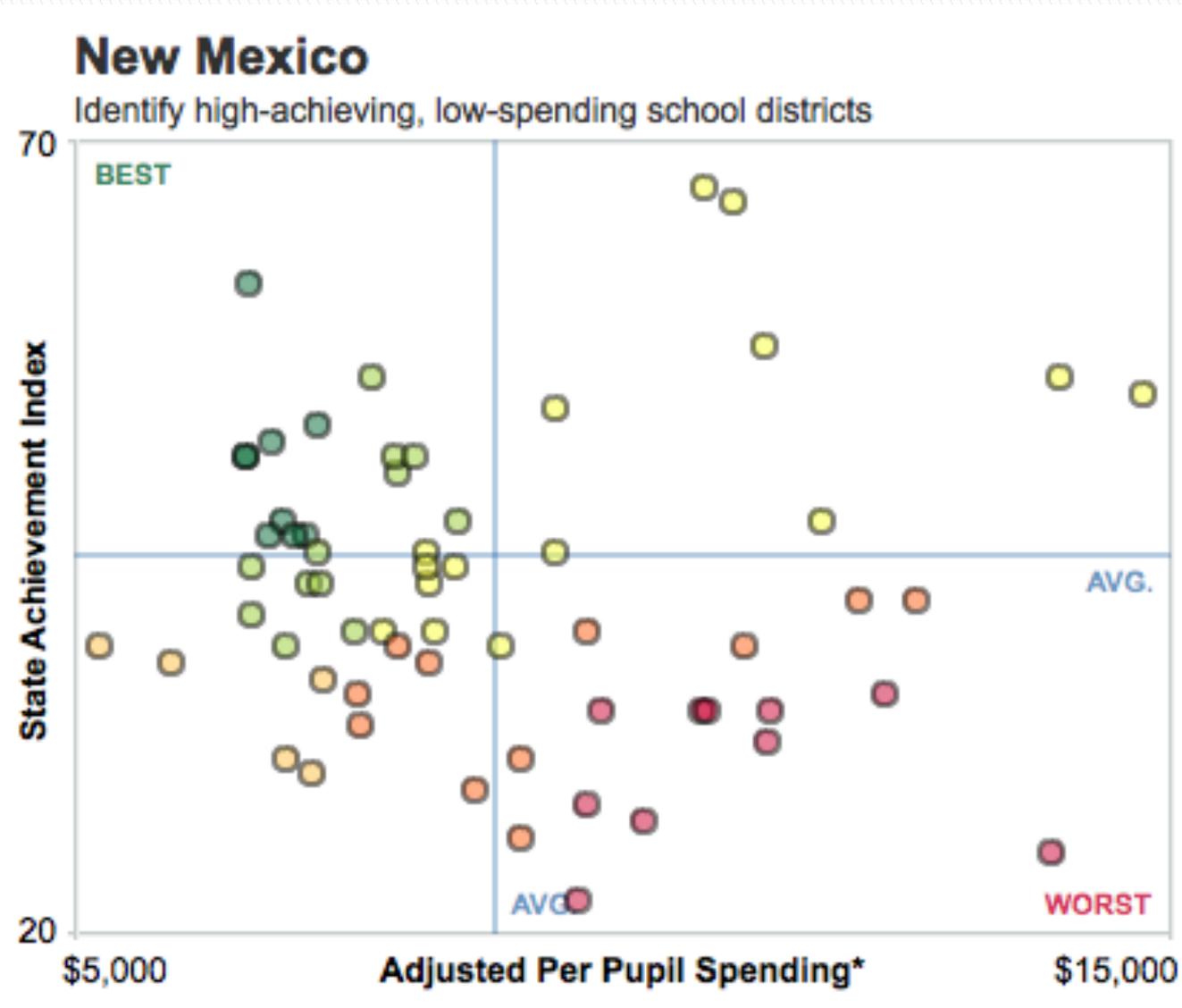
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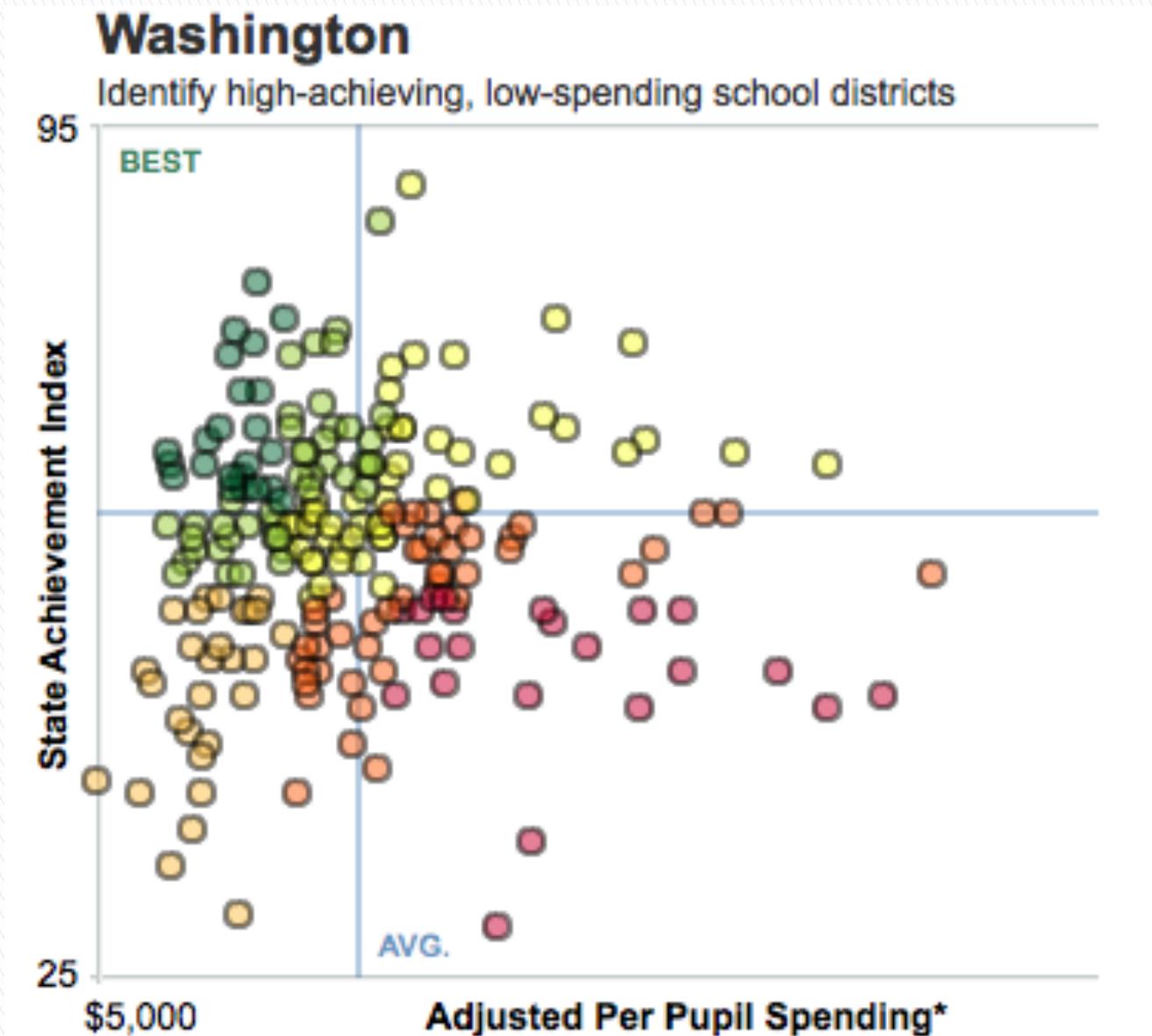
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Data from the ROI project at the Center for American Progress

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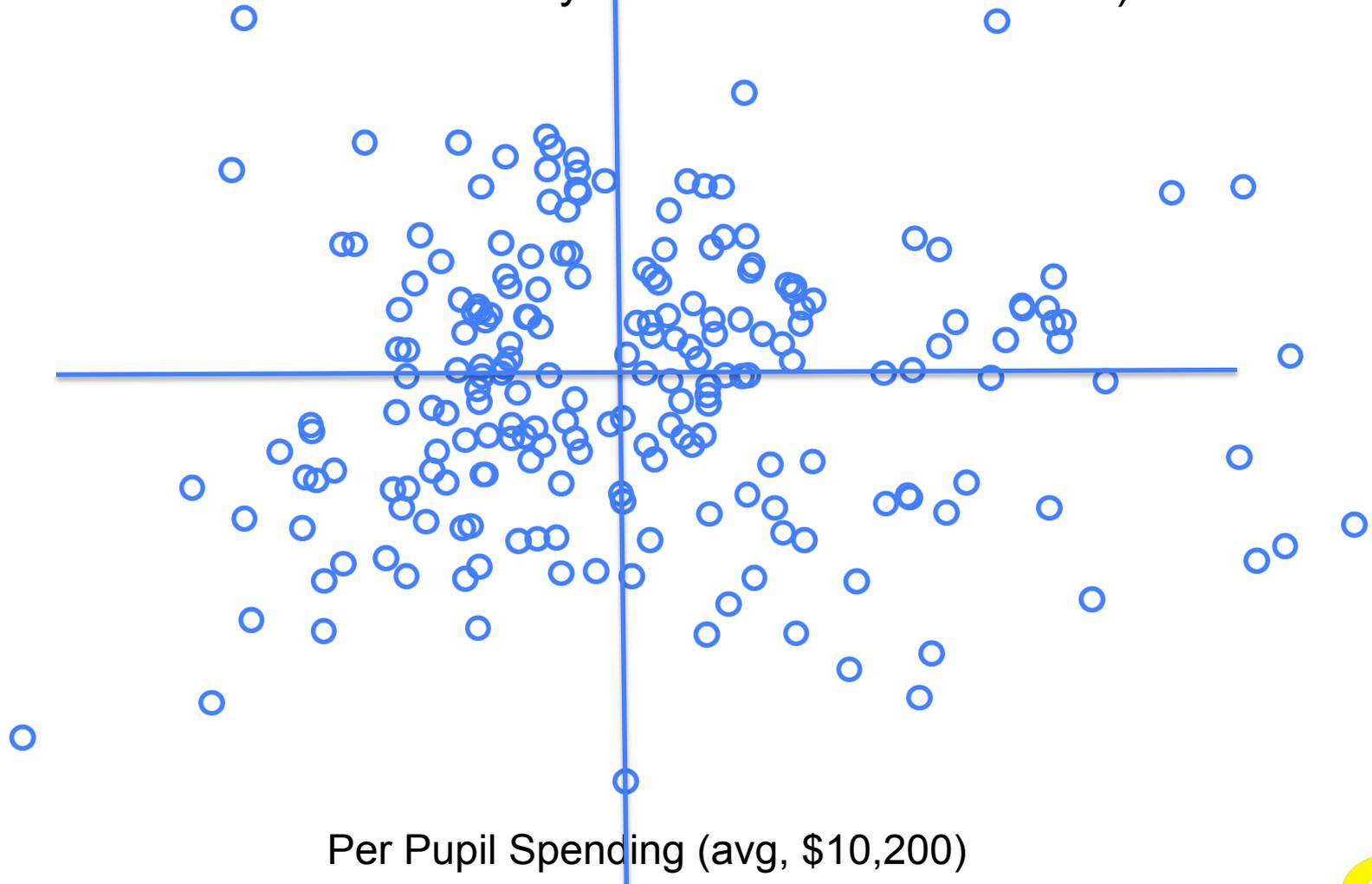
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Relationship between spending and outcomes is no better at the school level.

All WA State Elementary Schools with > 75% F/RL)

Math performance

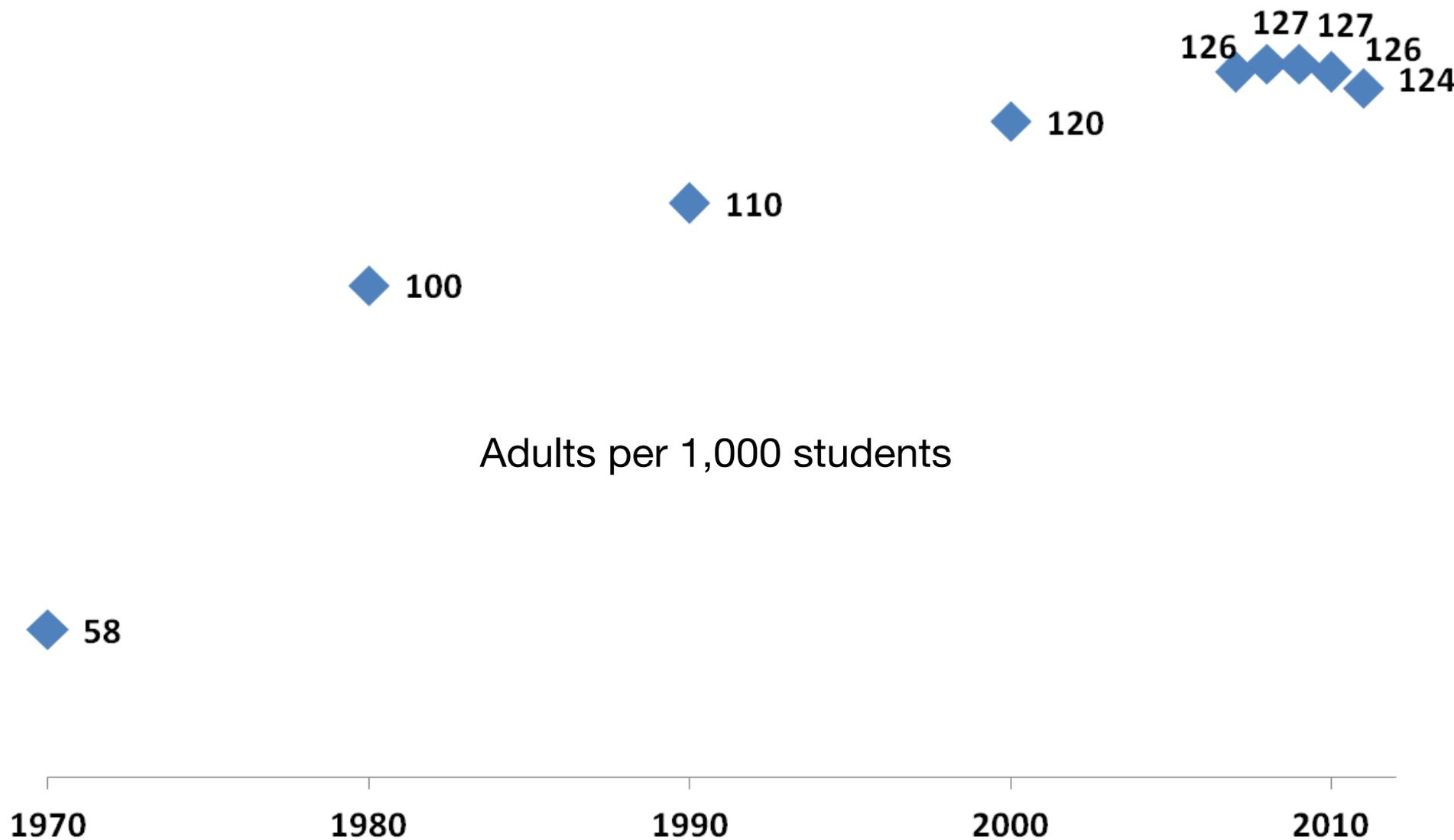


Per Pupil Spending (avg, \$10,200)

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



What will happen to staff in coming years?



Financial models show staffing innovations that expand “reach” have productivity implications.

E.g. High performing teachers could earn sizable bonuses for taking on 3 more students, by reallocating the savings.

	Elementary
Existing class size	21.6
Current average teacher salary	\$50,620
Bonus per teacher per additional student	
Bonus per teacher for taking 3 additional students	

Key Opportunities for the SEA

1. Build information systems that districts and schools can use to fuel productivity gains
2. Prioritize funding flexibility so that districts and schools are free to pursue productivity improvements
3. Harness lower cost/ higher reach SEA levers to affect schools/districts
4. Use state leverage to tackle long term cost obligations

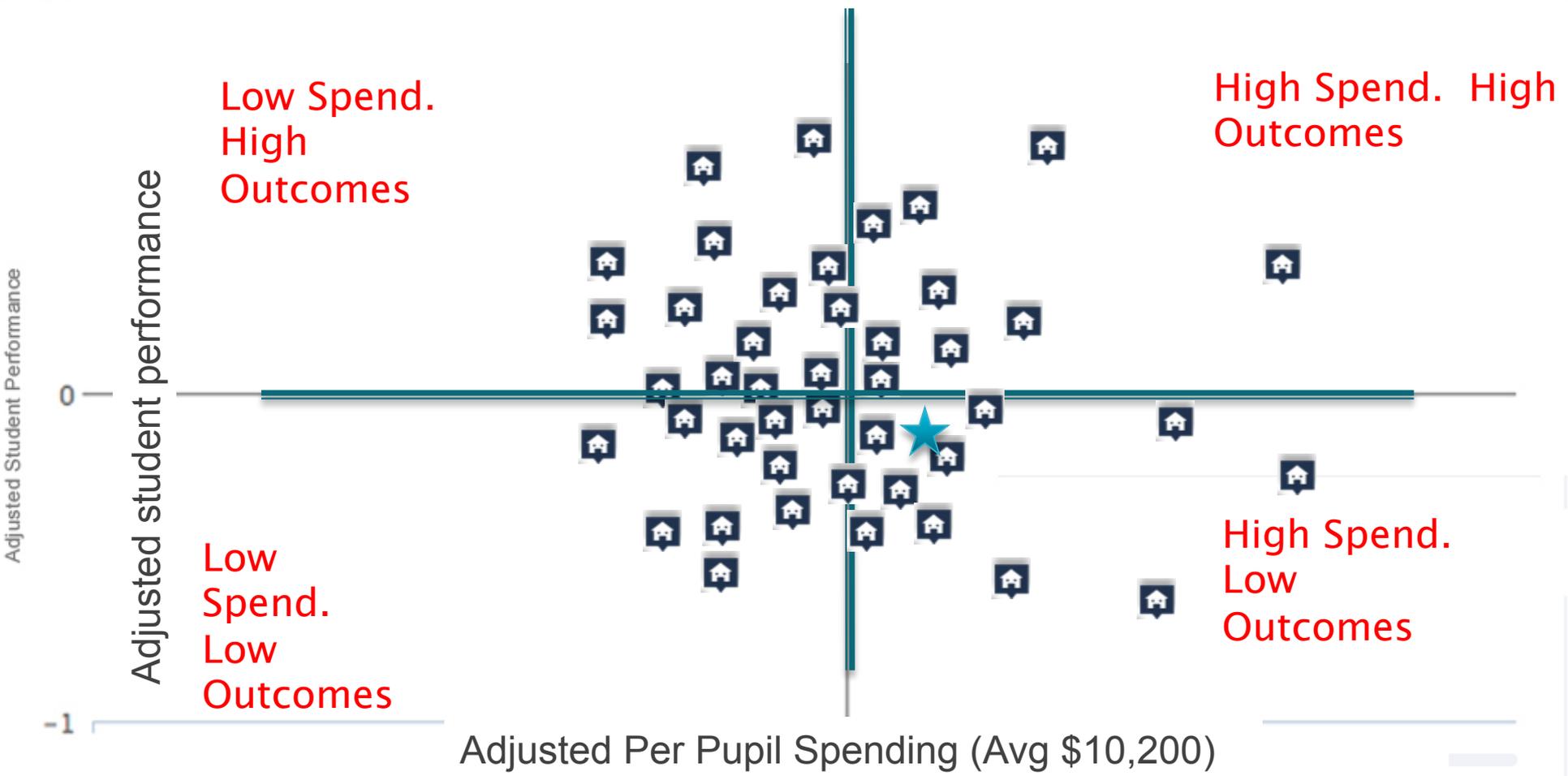


1. Information Systems: The Productivity Opportunity

- ❑ Integrate student outcomes and spending, by district and by *school*. Enable search-ability and filtering for comparisons among like schools.

- ❑ Use the system to make sure productivity becomes part of everyone's conversation on school improvement:
 - Benchmarking- Schools/communities measuring their progress relative to peers.
 - Discovery- leaders searching for better practices amidst cost constraints.
 - Management- District leaders managing their schools, and allocating funds sustainably. Principals in questioning district spending choices on their behalf

- ❑ Focus attention throughout the system on productivity through training or awards.

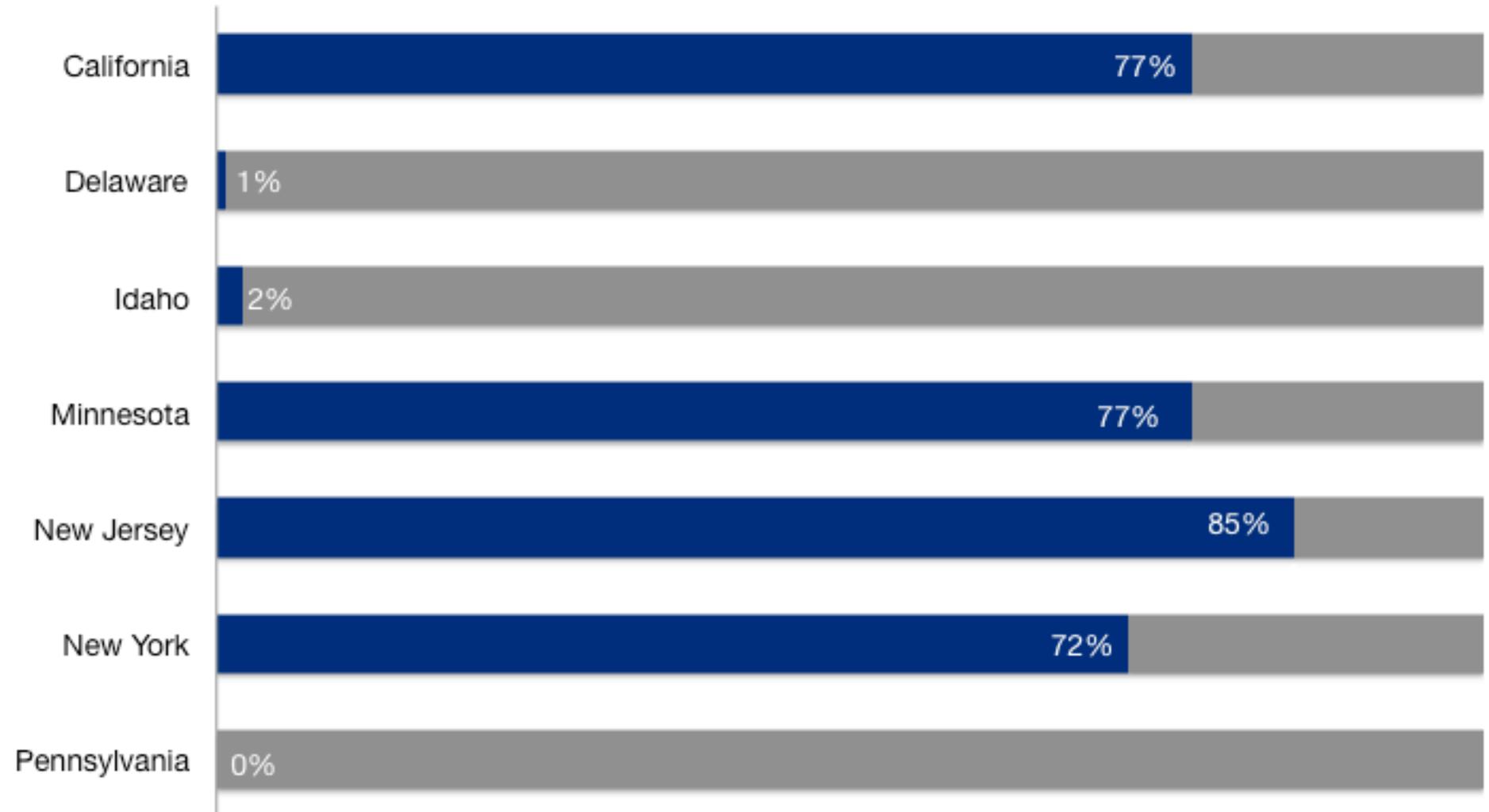


2. Funding Flexibility

- ❑ Structure state allocations to follow students, not processes, or purchased inputs.
 - Eliminate targeted funds for salaries, class sizes, programs, reimbursements, etc.
 - Allocate a fixed amount of funds per student type with greater amounts for higher student needs.

- ❑ Remove state regulations that inhibit resource decisions, such as staffing requirements, schedule prescriptions, etc.
 - Where not possible, institute a waiver mechanism

What share of state/local allocations follows students?



3. Lower cost/ higher reach SEA levers

- ❑ Compute cost per student of all SEA support/ intervention strategies
- ❑ Leverage licensing authority
 - Pull certifications for lowest performers
 - Raise training requirements for certification (or recertification) to cover new PD priorities (common core, SEL, financial training, etc.)
- ❑ Make online training modules available for free.
(Districts can require new hires, promoted staff, etc. to have completed the training.)
- ❑ Leverage tools/ data systems
- ❑ Require financial training for school board members or district leaders.

Cost of paying for 20 hours of training:

Per teacher: \$1,373

Total for all teachers in Florida: \$256 million

Cost to district of requiring all new hires to have received online training before hire (or that online training required for step raises):

\$0

Cost to district of state certification requirements that all recertified teachers have done the online training:

\$0

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