



FWISD Board Presentation

ERS Efficiency Audit

April 23rd, 2019

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For Board Presentation

EFFICIENCY

Delivering the highest-quality education to all students while optimizing the use of scarce resources (people, time & money)

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For Board Presentation

As FWISD pursues this vision, it must use its resources as efficiently as possible while facing an increasing "triple squeeze"



A higher bar for student learning and greater needs



Unsustainable cost structures



Flat or decreasing revenue

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For Board Presentation



Every School. Every Child.
Ready for Tomorrow.

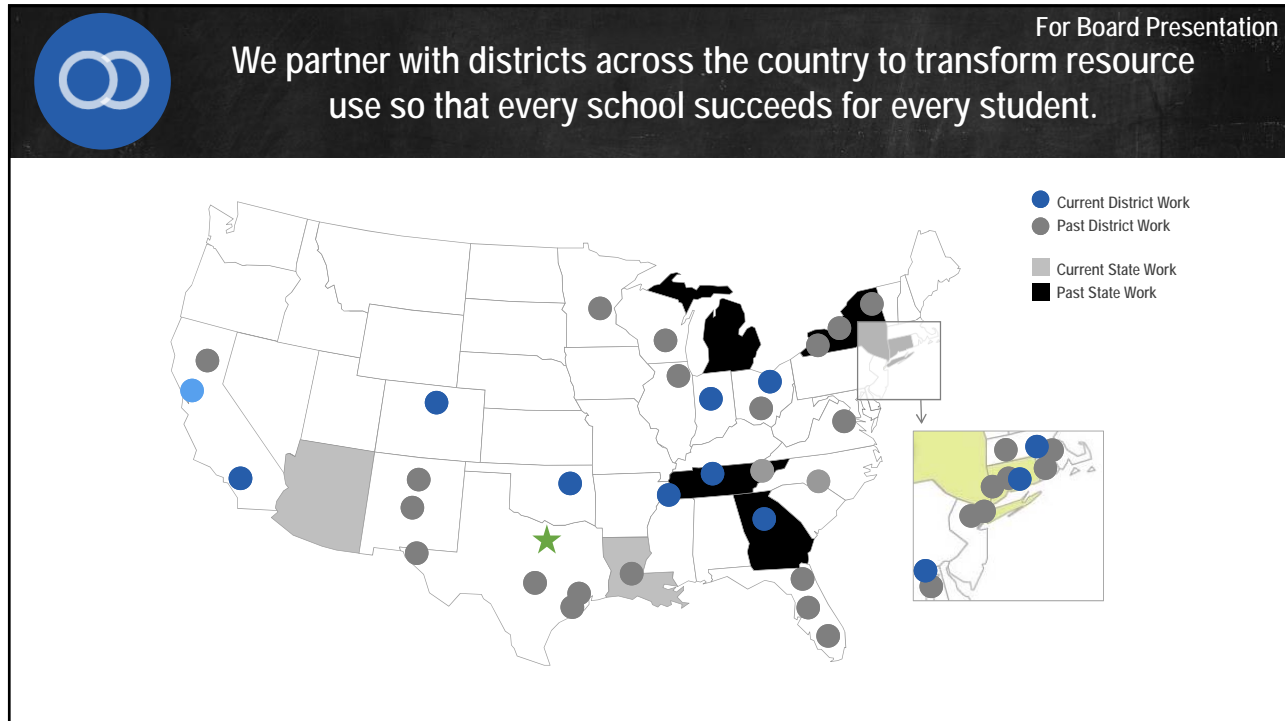
Mission:

ERS is a national nonprofit that **partners with district, school and state leaders** to transform how they **use resources** (people, time, and money) so that **every school prepares every child for tomorrow**, no matter their race or income.

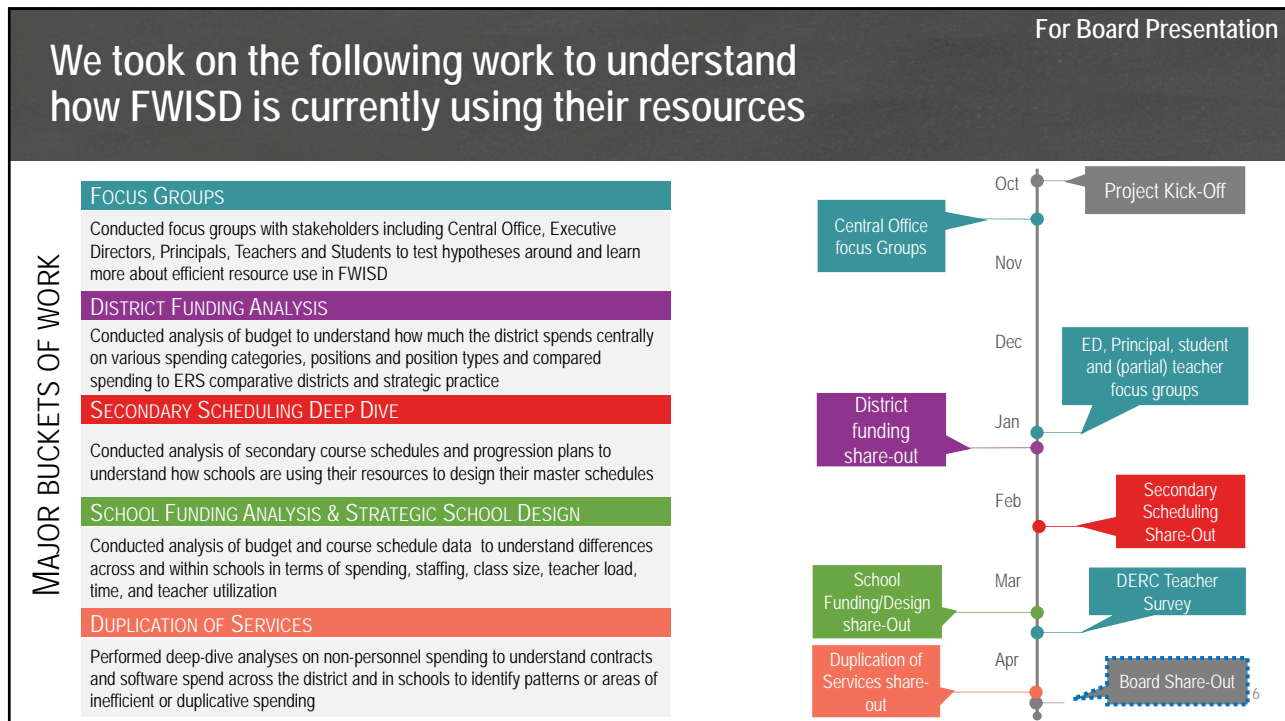
We believe...

- All students deserve a great education tailored to their needs.
- One school-at-a-time reform is not enough; we must redesign school systems to create the conditions for all schools to succeed.
- It's not *just* about how much you have, but how well you use it: districts can restructure their resources to meet their strategic goals and schools' unique needs.

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Areas of Investigation



ALIGN AND INTEGRATE CURRENT INVESTMENTS IN ACADEMIC STRATEGY

| Topic | Resources for Consideration |
|--|--|
| Investments in curriculum development that have not yet translated into a consistent, rigorous set of materials being used in all classrooms | \$2.9M more in this department than comparison districts |
| Data analyst positions that play a variety of roles in schools at a high cost to the district | \$5.1M more in schools than comparison districts |
| Spend on travel to conferences (75% school based) that research shows is not a form of professional development likely to improve performance | \$2.9M more than comparison districts spend |
| Conditions for high-quality teacher teaming including cost effective ways to provide all teams with deep instructional expertise | -- |



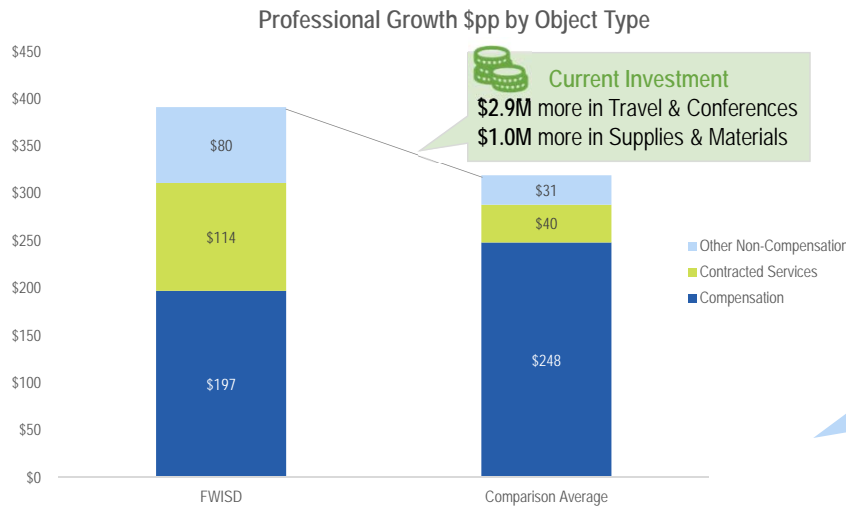
Put together, these investments exceed "typical" spend and are on par with what strategic systems put towards their professional learning strategies

| | PL Activities | FWISD Investments | % of Operating Budget | | |
|--|-----------------------------|---|-----------------------|---|-------------|
| | | | Typical | FWISD Current Investment or Available Resources | Strategic |
| RIGOROUS, COMPREHENSIVE CURRICULA AND ASSESSMENTS | Curriculum and Assessments | Curriculum development personnel, contracts, and supplies; Assessment Data Analysts; principal/AP time | 1.5% | 2.3% | 2.1% |
| CONTENT-FOCUSED, EXPERT-LED COLLABORATION | PL Days/Workshops | Teacher, principal, instructional coach, and central personnel time; PL contracts, consultants, and supplies; PL extra duty pay; teacher travel and substitute compensation | 3.1% | 4.2% | 3.8% |
| | Collaborative Planning Time | Teacher and instructional coach time | 0.9% | 1.7% | 2.3% |
| FREQUENT, GROWTH-ORIENTED FEEDBACK | Observation & Debrief | Instructional coach, teacher, and principal/AP time | 1.9% | 1.8% | 1.6% |
| | Total Investment | | 7.4% | 10.0% | 9.8% |

Source: Igniting the Learning Engine, Education Resource Strategies, 2017; FWISD SY18-19 Budget, All Funds merged with SY18-19 Position Control and Vacancy Reports; interviews with FWISD staff



FWISD has an opportunity to improve the effectiveness of teacher professional growth while reducing spend on travel for conferences



Two significant challenges with traditional teacher PD are:

- **The cost of teacher and staff time** – in systems studied, teachers spent a total of 13 school days in self-initiated PD* each year which has corresponding substitute costs
- **The lack of impact** – “Most teachers seem to be marching in place when it comes to their development. While some do make meaningful improvement—it is too rare.”

“...Lower performing schools have a lot of money and need to spend it by the end of year....so they will send 20-25 teachers [to conferences].” -ES Principal

*150 hours per year cited for total PD days minus an average of 56.5 hours per year cited for district-led PD, or 93 hours per year on self-initiated PD, equivalent to 13 days per year at 7 hours per day
 Source: FWISD SY18-19 Budget, All Funds merged with SY18-19 Position Control and Vacancy Reports; TNTP, *The Mirage*, p. 13.

ACTION SUMMARY



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Areas of Investigation



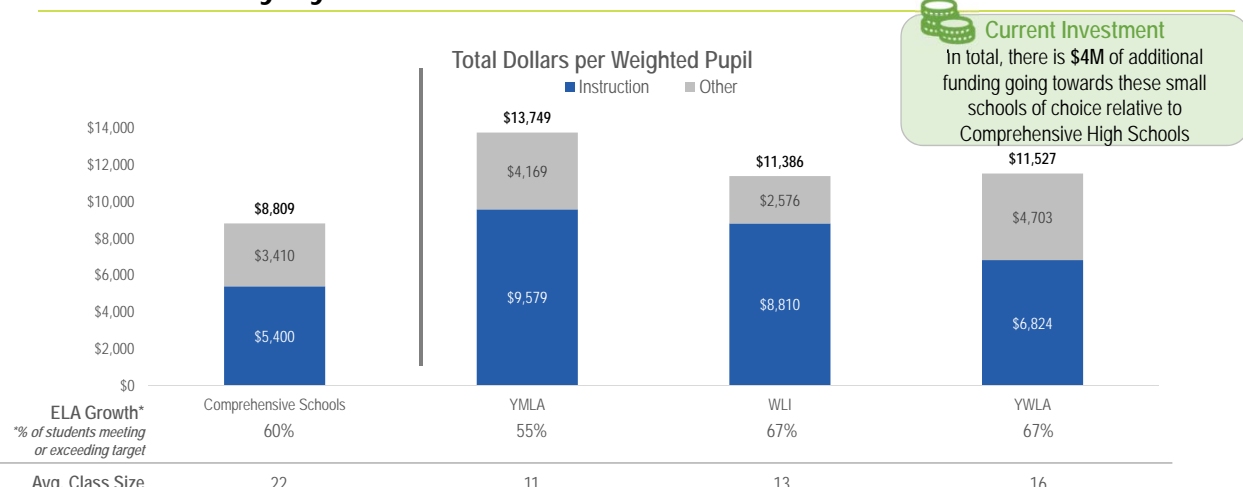
OPTIMIZE SPEND ON THE SIGNATURE ASPECTS OF THE SCHOOL/PROGRAM OF CHOICE

| Topic | Resources for Consideration |
|--|--|
| Investment in small secondary schools of choice , not tightly linked to instructional model | \$4M above comprehensive high-school average funding level |
| Comprehensive high schools over-investing in non-core breadth of offerings relative to core instruction | \$10.8M more in staffing smaller class sizes than stated ratios + \$4M in underutilized teacher time |
| Investment in elementary programs of choice , not tightly linked to instructional model | \$3.0M more than expected funding level based on size |

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YMLA, YWLA and WLI are the highest funded secondary schools, driven mostly by instructional costs of smaller class sizes



Current Investment
In total, there is **\$4M** of additional funding going towards these small schools of choice relative to Comprehensive High Schools

ELA Growth*
% of students meeting or exceeding target

Avg. Class Size

Note: Trimble Tech is excluded from this analysis due to its larger enrollment which makes its costs more in line with comprehensive schools of similar size. I.M. Terrell Academy has been excluded from this analysis as the current year funding does not represent funding in the future.
Source: FWISD SY18-19 Budget all funds merged with position control and vacancy reports, FWISD Oct 26th Student Enrollment Snapshot, FWISD School Database 2018

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In part, the additional funding may be due to the program model, in part, it may be due to a breadth of offerings unrelated to the program

Unique Courses per 100 Students

| | Core Subjects | | | | Non-Core Subjects | | | |
|-----------------------------------|---------------|------|---------|----------------|-------------------|------------------|-----------|-------------------|
| | ELA | Math | Science | Social Studies | Art/Music | Foreign Language | PE/Health | Vocational/Career |
| Comprehensive High School Average | 1.8 | 1.4 | 1.4 | 1.8 | 2.7 | 1.8 | 2.7 | 3.5 |
| Small School of Choice Average | 3.2 | 3.5 | 3.0 | 3.1 | 4.1 | 6.7 | 3.1 | 3.6 |
| 081-YWLA | 2.5 | 3.0 | 2.2 | 2.6 | 4.0 | 5.3 | 2.5 | 3.3 |
| 083-YMLA | 4.7 | 5.0 | 4.4 | 4.6 | 4.1 | 2.6 | 5.2 | 3.4 |
| 084-World Languages Institute | 2.4 | 2.6 | 2.3 | 2.1 | 4.1 | 12.3 | 1.6 | 4.0 |

Part of the higher ratios at small schools are due to the minimum required courses schools must offer such as four English and four math classes; part of the higher ratios at small schools are due to additional courses offered beyond the minimum requirements.

Source: FWISD SY18-19 Course Schedule Data

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ACTION SUMMARY



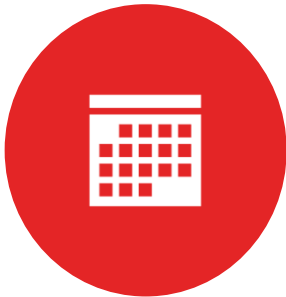
OPTIMIZE SPEND ON THE SIGNATURE ASPECTS OF THE SCHOOL/PROGRAM OF CHOICE

| Topic | Resources for Consideration | Potential Actions |
|---|--|---|
| Investment in small secondary schools of choice, not tightly linked to instructional model | \$4M above comprehensive high-school average funding level | <ul style="list-style-type: none"> Conduct a deep review of the programs at each of the small schools of choice to understand and then focus resources on the most effective aspects of those programs moving forward |
| Comprehensive high schools over-investing in non-core breadth of offerings relative to core instruction | \$10.8M more in staffing smaller class sizes than stated ratios + \$4M in underutilized teacher time | <ul style="list-style-type: none"> Continue to consolidate courses and disciplines provided within school pathways based on student demand through course requests, job market demands, relevant certifications, available sources of teacher expertise, and available curriculum Review list of "under-utilized" secondary teachers at each school as part of the staffing & schedule development process so principals and EDs can explore options for capturing greater efficiency |
| Investment in elementary programs of choice, not tightly linked to instructional model | \$3.0M more than expected funding level based on size | <ul style="list-style-type: none"> Review programs of choice at elementary to identify drivers of additional spend and determine whether the additional spend is core to the theory of action for improving student performance at those schools |

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Areas of Investigation



MAXIMIZE THE VALUE OF SECONDARY SCHEDULES ENSURE ON TIME GRADUATION AND DEEPER LEARNING

| Topic | Resources for Consideration |
|--|--|
| Comprehensive high schools over-investing in non-core breadth of offerings relative to core instruction | \$10.8M more in staffing smaller class sizes than stated ratios + \$4M in underutilized teacher time |
| Development of scheduling, staffing, and budgeting prototypes to support schools in planning | -- |
| The school planning process which requires cross-functional teams with ED leadership to enable strategic decision making | -- |

Source: ERS

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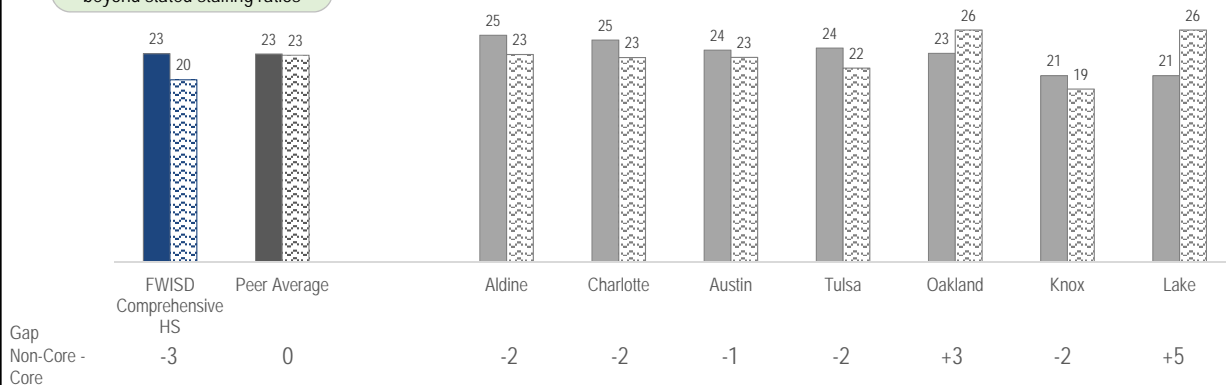
In comprehensive schools, non-core classes are smaller on average than core classes and comparison districts' non-core classes



Current Investment
The non-core class sizes represent a \$10.8M investment beyond stated staffing ratios

Average Class Size in Grades 9-12 by Subject Area

■ Core □ Non-Core



Gap Non-Core - Core

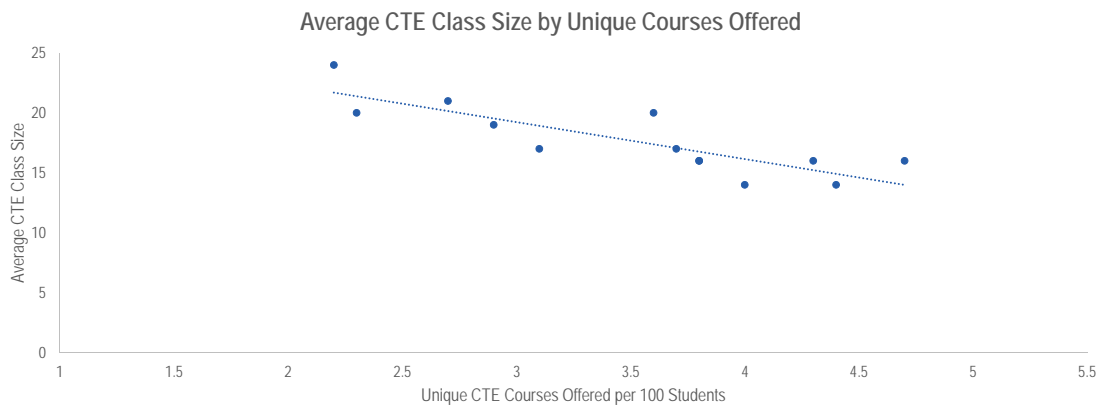
Note: an average teacher compensation of \$64k was used to convert the number of sections district wide [(gap in class size x # of sections)/intended ratio] into a dollar value
Source: FWISD SY18-19 Course Schedule Data (includes only comprehensive secondary schools with analysis focusing on grades 9-12 only)

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One of the drivers of smaller class sizes is the number of choices students have within a subject area



Offering a greater breadth in programming also makes assigning teachers a reasonable number of courses to prepare for each day more challenging, potentially leading to creating more smaller sections of any one course or underutilizing some teachers.

Source: FWISD SY18-19 Course Schedule Data

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FWISD can help schools continue to narrow course offerings to better focus on the needs of students as they prepare for college and career

Guiding Principles for Prioritizing CTE Course Offerings:

1. **Student Interest:** How much student demand is there for the course?
2. **Job Market Demands:** Will the skills learned in the course make the student attractive to the current job-market?
3. **Number of Certificates:** How many exit points does the course offer in terms of certificates and degrees?
4. **Teacher Expertise:** Does the district have a consistent source of teacher expertise to teach the course?
5. **Current Curriculum:** Is there existing curriculum for the course that is rigorous and prepares students for college and career?

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ACTION SUMMARY



MAXIMIZE THE VALUE OF SECONDARY SCHEDULES ENSURE ON TIME GRADUATION AND DEEPER LEARNING

| Topic | Resources for Consideration | Potential Actions |
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| Comprehensive high schools over-investing in non-core breadth of offerings relative to core instruction | \$10.8M more in staffing smaller class sizes than stated ratios + \$4M in underutilized teacher time | <ul style="list-style-type: none"> Continue to consolidate courses and disciplines provided within school pathways based on student demand through course requests, job market demands, relevant certifications, available sources of teacher expertise, and available curriculum Review list of "under-utilized" secondary teachers at each school as part of the staffing & schedule development process so principals and EDs can explore options for capturing greater efficiency |
| Development of scheduling, staffing, and budgeting prototypes to support schools in planning | -- | <ul style="list-style-type: none"> Define non-negotiables for each school that ensure all schools have a set of opportunities while allowing for student-focused variation In advance of the planning year for SY20-21, develop teacher and student schedule templates that target time and attention on core subjects in highest leveraged ways along with staffing and budget implications of those models |
| The school planning process which requires cross-functional teams with ED leadership to enable strategic decision making | -- | <ul style="list-style-type: none"> In advance of the planning year for SY20-21, design an aligned, cross-function school planning process to ensure a coherent set of resources and supports for all principals |

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For Board Presentation

Areas of Investigation



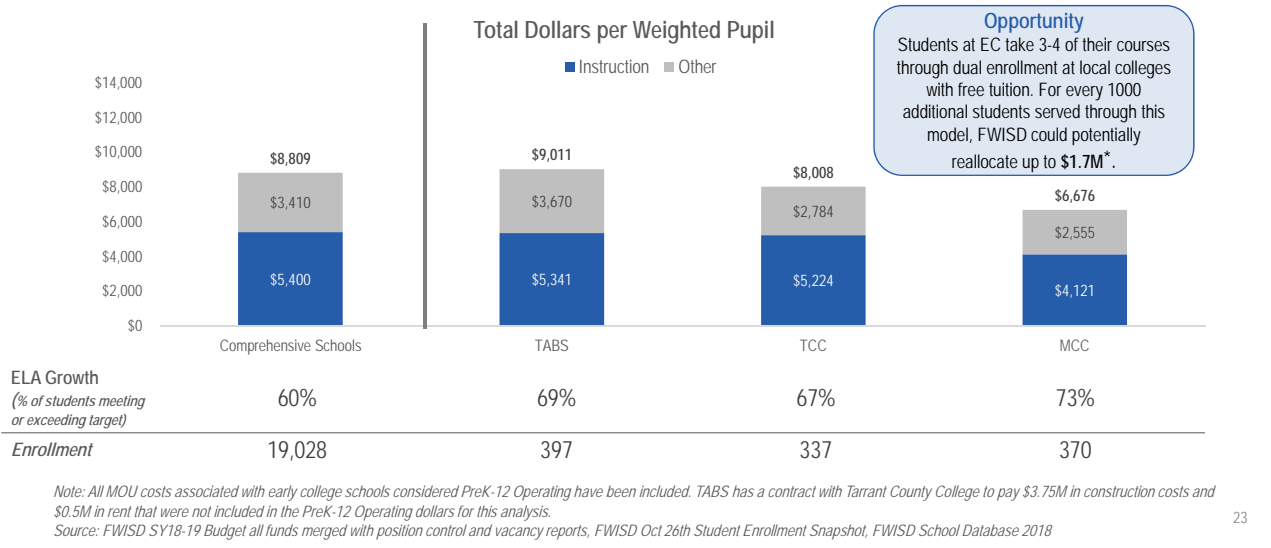
MAXIMIZE AND MAKE SUSTAINABLE COMMUNITY PARTNERSHIPS

| Topic | Resources for Consideration |
|---|--|
| Investment in Leadership Academies that has seen early signs of growth and requires sustained support | \$8.8M more than average non-IR status ES funding level |
| Additional funds for turnaround in IR status schools that support ongoing needs of students, but with non-recurring funds | \$1.5M of non-recurring grant funding supporting turnaround |
| Dual enrollment opportunities that are seeing better student outcomes at the early college high schools at a lower investment level than other high schools | \$1.7M for every 1000 additional students enrolled in a dual-enrollment environment similar to the early college model |

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Early College High Schools not only operate more efficiently on average, they also see higher growth scores than other high schools



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ACTION SUMMARY



MAXIMIZE AND MAKE SUSTAINABLE COMMUNITY PARTNERSHIPS

| Topic | Resources for Consideration | Potential Actions |
|--|---|--|
| Investment in Leadership Academies that has seen early signs of growth and requires sustained support | \$8.8M more than average non-IR status ES funding level | <ul style="list-style-type: none"> Fully utilize resources made available through SB1882, while monitoring the returns of this partnership before scaling further |
| Additional funds for turnaround in IR status schools that support ongoing needs of students, but with non-recurring funds | \$1.5M of non-recurring grant funding supporting turnaround | <ul style="list-style-type: none"> Ensure that student needs are met through recurring funds, and direct grant funding towards transitional costs to ensure sustainability |
| Dual enrollment opportunities that are seeing better student outcomes at the early college high schools at a lower investment level than other high schools | \$1.7M for every 1000 additional students enrolled in a dual-enrollment environment similar to the early college model | <ul style="list-style-type: none"> Expand access in high schools to dual-enrollment opportunities for more students |

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Areas of Investigation



STREAMLINE CENTRAL RESOURCES PROVIDED TO SCHOOLS

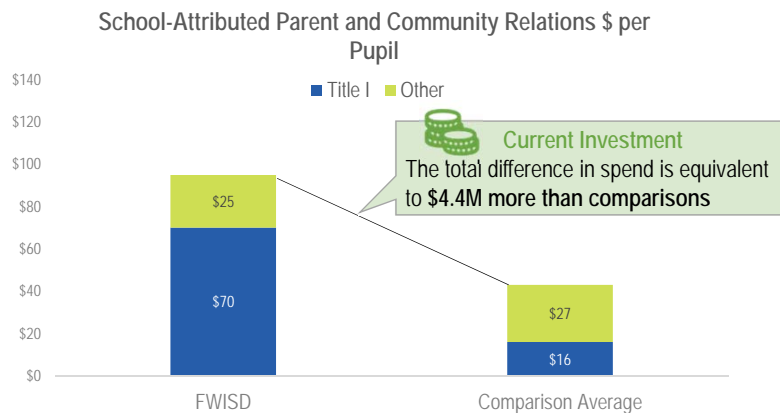
| Topic | Resources for Consideration |
|--|--|
| Investment in three different counseling initiatives in schools | \$3.2M more than comparison districts spend |
| Two departments organizing parent engagement for a total investment double that of comparisons | \$4.4M more than comparison districts spend |
| Contracts and software purchased centrally that may not be used by schools or may not be meeting school needs | \$10M in contracts and software with unfavorable principal feedback |

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FWISD invests twice as much in school-based parent and community relations than comparison districts



*FWISD spends 9.5% of its Title I funds (identified both by Fund = 211 and Program Intent = 30) on parent engagement, which exceeds the minimum federal requirement of 1%
 Source: FWISD SY18-19 Budget, All Funds merged with SY18-19 Position Control and Vacancy Reports, FWISD October 26th Student Enrollment Snapshot

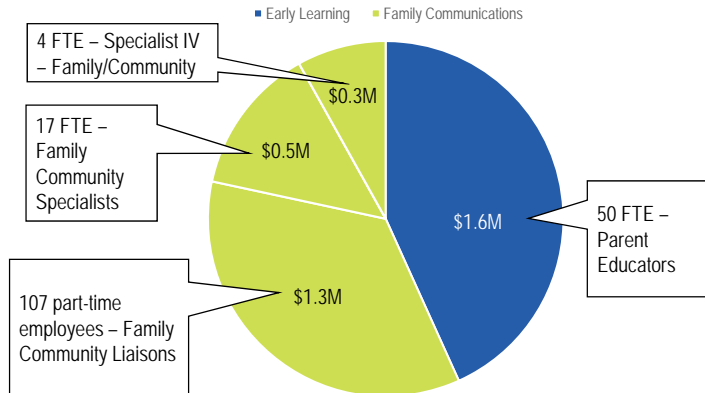
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The additional spend may be driven by the overlap of two departments overseeing parent engagement activities

Parent and Community Relations Total Personnel \$'s by FWISD Department



Source: FWISD SY18-19 Budget, All Funds merged with SY18-19 Position Control and Vacancy Reports, FWISD October 26th Student Enrollment Snapshot

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ACTION SUMMARY



STREAMLINE CENTRAL RESOURCES PROVIDED TO SCHOOLS


| Topic | Resources for Consideration | Potential Actions |
|---|--|--|
| Investment in three different counseling initiatives in schools | \$3.2M more than comparison districts spend | <ul style="list-style-type: none"> Consolidate counseling services to leverage the higher number of counselors than peers so that strong student/adult relationships can be built |
| Two departments organizing parent engagement for a total investment double that of comparisons | \$4.4M more than comparison districts spend | <ul style="list-style-type: none"> Consolidate parent engagement to be under one umbrella so that parents experience a seamless transition from pre-school to K-12 |
| Contracts and software purchased centrally that may not be meeting school needs | \$10M in contracts and software with unfavorable principal feedback | <ul style="list-style-type: none"> Sunset underutilized and disliked software, expand the use of or devolve the purchase of high-impact but low-use software, improve the functionality of or training around high-impact, but disliked software |

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For Board Presentation

Areas of Investigation



CONTINUE TO PURSUE
FULL EFFICIENCY IN
CENTRAL
ADMINISTRATION

| Topic | Resources for Consideration |
|--|---|
| Spend on true district overhead in central office administration | \$6.3M more than comparison districts in three specific departments |

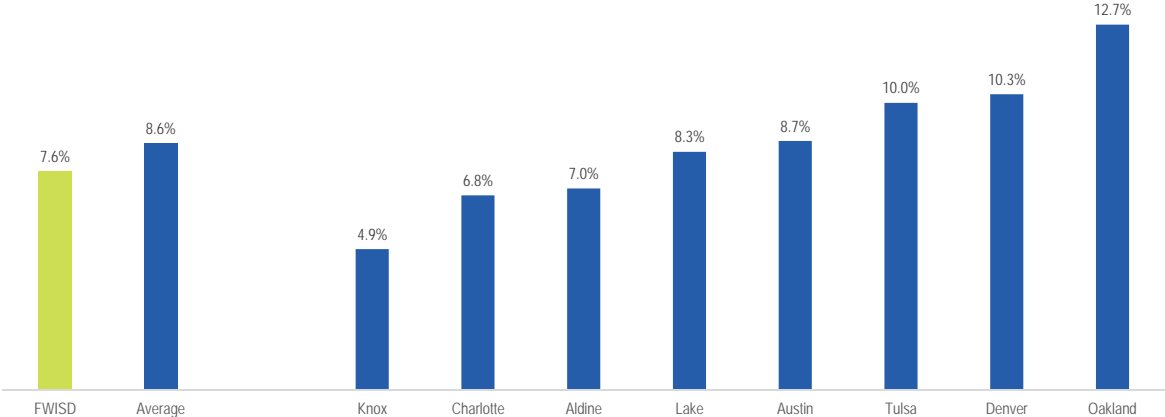
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Central Administration
For Board Presentation

FWISD central admin spend is slightly lower than comparisons – suggesting efforts to reduce spending on central administration are unlikely to yield major savings

% of Operating Budget on Leadership & Management



| District | % of Operating Budget |
|-----------|-----------------------|
| FWISD | 7.6% |
| Average | 8.6% |
| Knox | 4.9% |
| Charlotte | 6.8% |
| Aldine | 7.0% |
| Lake | 8.3% |
| Austin | 8.7% |
| Tulsa | 10.0% |
| Denver | 10.3% |
| Oakland | 12.7% |

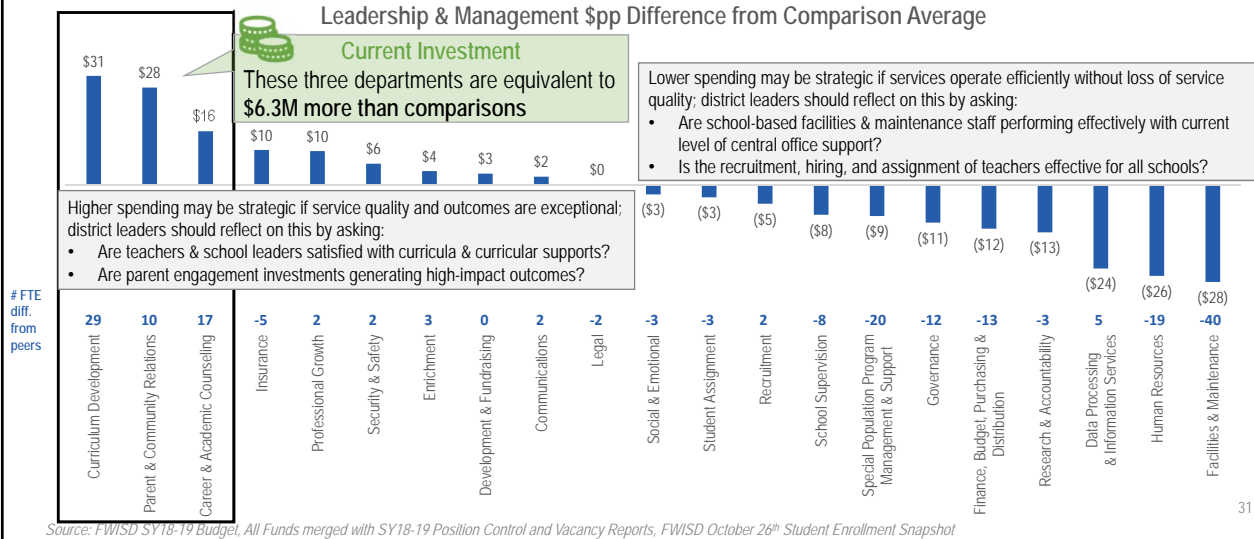
Source: FWISD SY18-19 Budget, All Funds merged with SY18-19 Position Control and Vacancy Reports

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There are still a few functional areas where FWISD's spend and staffing levels are higher than comparison districts



ACTION SUMMARY









CONTINUE TO PURSUE FULL EFFICIENCY IN CENTRAL ADMINISTRATION

| Topic | Resources for Consideration | Potential Actions |
|--|---|--|
| Spend on true district overhead in central office administration | \$6.3M more than comparison districts in three specific departments | <ul style="list-style-type: none"> • Review service quality of departments where spending is significantly higher or lower than comparisons to determine if the current investment is aligned with strategy |

For Board Presentation

WITHIN EACH OF THESE AREAS, WE HAVE IDENTIFIED \$'S FOR FWISD ACTION TO PURSUE GREATER EFFICIENCY


| | | |
|--|---|--|
| <p>\$11M</p>  <p>1. ALIGN AND INTEGRATE CURRENT INVESTMENTS IN ACADEMIC STRATEGY</p> | <p>\$22M</p>  <p>2. OPTIMIZE SPEND ON THE SIGNATURE ASPECTS OF THE SCHOOL/PROGRAM OF CHOICE</p> | <p>\$22M</p>  <p>3. MAXIMIZE THE VALUE OF SECONDARY SCHEDULES TO ENSURE ON TIME GRADUATION AND DEEPER LEARNING</p> |
| <p>\$12M</p>  <p>4. MAXIMIZE AND MAKE SUSTAINABLE COMMUNITY PARTNERSHIPS</p> | <p>\$18M</p>  <p>5. STREAMLINE CENTRAL RESOURCES PROVIDED TO SCHOOLS</p> | <p>\$6M</p>  <p>6. CONTINUE TO PURSUE FULL EFFICIENCY IN CENTRAL ADMINISTRATION</p> |

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For Board Presentation

We asked Focus Group participants for 3 words to describe FWISD or their FWISD school....



The word cloud contains numerous terms such as: **Hard-Working**, **Stressful**, **Data-Driven**, **Supportive**, **Efficient**, **Helpful**, **Kind**, **Great**, **Diverse**, **Family**, **Fun**, **Engaging**, **Smart**, **Committed**, **Determined**, **High-Standards**, **Collaborative**, **Dedicated**, **Unique**, **Historical**, **Inviting**, **Excellent**, **Good**, **Safe**, **Busy**, **Old**, **Big**, **Friendly**, **Focused**, **Caring**, **Academic**, **Awesome**, **Engaging**, **Smart**, **Helpful**, **Efficient**, **Supportive**, **Kind**, **Great**, **Diverse**, **Family**, **Fun**, **Engaging**, **Smart**, **Committed**, **Determined**, **High-Standards**, **Collaborative**, **Dedicated**, **Unique**, **Historical**, **Inviting**, **Excellent**, **Good**, **Safe**, **Busy**, **Old**, **Big**, **Friendly**, **Focused**, **Caring**, **Academic**, **Awesome**, **Engaging**, **Smart**.

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