

**Getting to the Heart of School Improvement: Integrating Professional Development  
Spending in the Cincinnati Public Schools**

May 2001

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**Education Resource Management Strategies**

## *Executive Summary*

### **Introduction**

Cincinnati Public Schools (CPS) is now four years into implementing *Student's First*, a powerful strategic plan for improving student performance. CPS has put many of the structures in place to encourage district-wide improvement - some of them recognized nationally for their innovation. This strategy has four critical components:

- Defining high academic standards and creating accountability for meeting them.
- Decentralizing responsibility for decision-making on instructional practice and the use of time and resources to schools and teacher teams.
- Requiring schools to implement a Comprehensive School Reform design and utilize research based curriculum and instructional strategies.
- Reorganizing district resources to provide support and professional development revolving around each teacher's professional growth needs *and* each school's uniquely developed strategy.

This report, requested by Superintendent Steven Adamowski and his leadership team, examines district spending and activities related to providing the professional development and support necessary to dramatically improve school performance as targeted. We reviewed spending and activities in light of two critical elements:

- How well each activity matches sound principles for professional development as defined by the National Partnership for Excellence and Accountability in Teaching (NPEAT). The American Federation of Teachers and other professional organizations have endorsed these principles derived from current research on professional development that improves school performance.
- How the activities fit together with the components of the *Student's First* strategy outlined above.

### **Primary Finding**

Cincinnati has a potentially powerful structure for transforming instruction in all of its schools over time. The district spends significant dollars to support individual teacher professional career growth *and* school based, school wide professional development. Except in the most poorly performing schools, there is little accountability for the effective use and organization of professional development resources and limited guidance provided to schools in doing so. Cincinnati's next challenge will be to combine the promising pieces of its district structure into a more focused, integrated effort to support teachers in all schools in working together around sustained, intensive efforts to improve instruction school wide.

## FINDINGS

1. In 2000-2001, the Cincinnati Public Schools plan to spend significant funds on professional development for teachers and principals: \$10.1 million or 2.5% of its total budget including all funding sources. This amounts to about \$3,900 per teacher — a significant commitment of resources. District spending allocated to the Mayerson Academy, the traditional focal point of district professional development efforts, represents \$1.5 million or 14% of this total. Ultimately, the district may need to increase spending on professional development, but the first step will be to marshal existing dollars.
2. District professional development spending does not focus on improving instruction in academic content areas.
  - Spending on teacher induction and career growth combined with teacher leadership dominate CPS spending on professional development accounting for about one-third of all professional development spending and nearly \$3 million. In contrast, spending on principal leadership is extremely limited.
  - CPS spends only a small portion on professional development focused on academic content areas. This year marks an emerging focus on coaching teachers toward improving literacy instruction. Literacy represents only 6% of total professional development spending and all academic content spending represents a total of 12%.
  - Mayerson costs are not tracked by topic, but course offerings emphasize general classroom strategies and technology skills rather than academic content.
3. CPS is investing more than \$6 million or about 60% of all professional development dollars to provide teacher coaching and instructional support at the school site. But these efforts are not integrated into an overarching multi-year strategy and so can conflict with or dilute each other. There is limited school level accountability and support for effective, integrated use of professional development resources.
  - The district's "School Redesign and Assistance Plan" targets resources to selected poorly performing schools. However, school level resources available for professional development vary significantly across schools and from year to year.
  - Schools that have a Comprehensive School Reform model or other school instructional model devote significantly more of their discretionary resources to professional development and appear to have more instructionally focused, integrated professional development plans.

4. CPS relies heavily on the use of external funds to pay for professional development on topics other than teacher leadership and career growth. The district uses most of its external funds to support integrated school wide professional development revolving around comprehensive school reform (CSR) efforts. There is opportunity to build on this effective strategy by further integrating external funds and actively seeking more private support for CSR implementation.
5. CPS invests heavily in creating time for teacher leaders, but less than other districts to create professional development time for other teachers to participate in school based improvement efforts. This lower spending level is because Cincinnati does not require that any of the instruction-free days in the teacher calendar be used for professional development. This is especially important as lack of time for teachers to work together is the most often cited barrier to school improvement.

## RECOMMENDATIONS

CPS should consider the following four recommendations to provide more integrated, instructionally focused coaching linked to student performance at the school level and create a system of school level accountability for implementing professional development plans that meet the district's high standards.

### 1. **Invest District Resources in School Based Instructional Coaching.**

Define and implement a professional development strategy that supports school based instructional coaching linked to student performance. To do this CPS should:

- a. Center responsibility with one senior district leader accountable for all professional development, including activities funded from all sources (general fund *and* federal, state, and private resources).
- b. Integrate school based instructional coaching around Comprehensive School Reform and the implementation of evidence-based school wide literacy models.
- c. Re-examine the activities of the Career in Teaching Program, Lead teacher assignments and Team based school initiatives to link them more clearly to school level efforts to implement school wide instructional improvement.
- d. Create a comprehensive plan that methodically allocates *multi-year* school level professional development resources based on school performance and need.
- e. Further integrate the use of external funds - federal, state, private sources - around school based coaching and accountability plans. (This may require waivers from state and federal regulations.)

**2. Create School Level Accountability for High Quality Professional Development.**

- a. Develop and implement professional development for principals aimed at building their capacity to lead instructional improvement and to coach and supervise teachers.
- b. Build in more accountability for the quality and focus of school level professional development, through more effective, integrated use of the “One Plan,” the “Redesign and Assistance school review process” and the “Standards in Practice” coaches.
- c. Track the professional development provided to schools and teachers in order to measure effectiveness and evaluate investment levels.

**3. Create More Professional Development Time for Teacher Teams.**

Add more time for professional development and planning to the teacher contract and explore changes in the contract that make it easier to use time during the school day for school based coaching and planning efforts.

**4. Revitalize the Mayerson Strategy.**

Working with Mayerson staff, create a new long-range plan for the Academy’s role in supporting teacher professional growth linked to the new evaluation system and the integrated school based coaching and support strategies. Outline a more explicit partnership around the planning and provision of school level professional development, with a clear emphasis on literacy. Create tighter accountability for Mayerson activities in support of school level improvement.

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### **“STUDENTS FIRST”: STANDARDS BASED REFORM IN CINCINNATI**

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- Defining high academic standards and creating accountability for meeting them.
- Decentralizing responsibility for decision-making on instructional practice and the use of time and resources to schools and teacher teams.
- Requiring schools to implement a Comprehensive School Reform design and utilize research based curriculum and instructional strategies.
- Reorganizing district resources to provide support and professional development revolving around each teacher's professional growth needs *and* each school's uniquely developed strategy.

### *CSP Accountability Framework*

CPS has devoted great attention to building a meaningful accountability system. A powerful accountability system creates mechanisms for individual professional accountability *and* school level accountability for student performance. The CPS system addresses both of these needs. It targets individual accountability with a recently revamped principal evaluation system and a new teacher evaluation and compensation system. This “Teacher Evaluation System” (TES) links the teacher salary structure more directly to each teacher's demonstrated skill in improving student performance.

<b>Target of Accountability</b>	<b>Mechanism</b>
District	<ul style="list-style-type: none"> <li>• Decentralization of services</li> </ul>
School	<ul style="list-style-type: none"> <li>• Student’s First School Standards</li> <li>• Assistance and Redesign Plan</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Revamped Principal Evaluation</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>• New Teacher Evaluation tools</li> <li>• New teacher salary structure linked to teacher proficiency</li> </ul>

*Student’s First Standards and the “One Plan”*

The Cincinnati strategy requires that all schools adopt either a comprehensive school design of their own development (using proven components) or an existing design with evidence of effectiveness. These designs may utilize other curriculum materials, organize staff and time differently, and provide formative assessment tools. Regardless of design, CPS requires that all schools show that their plan meets high standards for instructional learning. The district has developed ten “Student’s First standards (see Appendix B) as well as rubrics for measuring how well schools meet them. For example, the standards require that all schools implement a proven literacy approach school wide, provide small group and individual instruction when needed based on student performance, and use performance-based assessments to measure student progress throughout the year. Schools develop annual comprehensive plans or “One Plans” that describe school wide efforts in each area and include a self-assessment of how well they meet high standards of instructional excellence.<sup>1</sup>

*School Redesign and Assistance Plan*

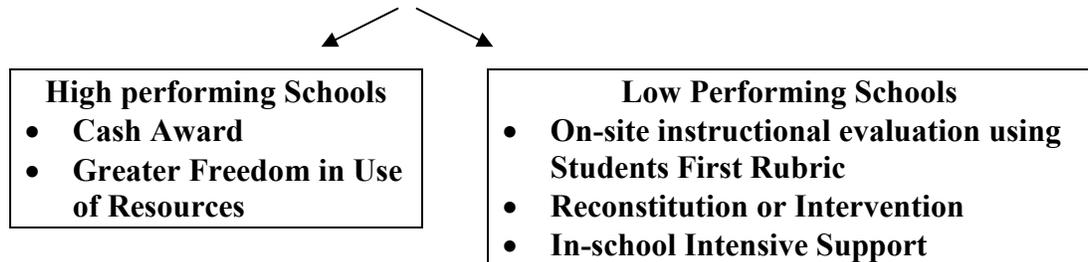
The “School Redesign and Assistance Plan” creates the CPS framework for school level accountability by rating schools annually based on student performance gains and providing rewards for those schools that meet targets and intervention and support for those schools that perform poorly.

As the figure below shows, schools that fall into the top-performing category receive a school incentive award and greater freedom in the use of resources. The district allocates \$1,400 to each professional staff member in schools that reach “achieving status” and \$700 for each civil service member. Also, this year, schools in the top performance category received their pro-rated portion of the dollars slated for the Mayerson Academy to use at their discretion for professional development – in essence a Mayerson “block grant”- was awarded to high performing schools. The lowest performing schools received assistance from an “intervention” team or became eligible for school redesign.

The intervention team uses the “Standard’s First” Rubric to guide an intensive evaluation of the school’s instructional conditions and develops a set of recommended changes to be included in the school support plan for the year.

All Schools complete “Student’s First One Plan” incorporating their comprehensive school reform (CSR) design.

All schools are rated based on student performance.



This well-defined accountability system gives CPS the opportunity to target support to the schools that need it most and to measure the effectiveness of this support over time. But, there are no “quick-fixes” to low student performance-especially as measured by standardized tests. Estimates for the length of time needed to transform school instruction range from five to ten years. A school may be doing many of the “right” things and see little change in standardized test scores in the first years of efforts to improve instruction. Since student performance is often a “lagging” indicator of whether a school is improving instruction, school systems must have a framework for measuring whether schools are making the necessary changes and then for ensuring that schools have access to and are able to implement support measures.

In organizations, like school systems, where the consequences of failure are so high, *accountability systems are only as powerful as the speed and effectiveness of the support provided.* This makes the focus and integration of CPS professional development of paramount importance.

## THE ROLE OF PROFESSIONAL DEVELOPMENT IN IMPROVING SCHOOL PERFORMANCE

A growing body of research on schools that have dramatically improved student performance shows that sustainable improvement in student performance happens for two reasons:

- Individual teachers have the necessary knowledge, skills and attitudes.
- The entire school makes systematic changes in instruction.

The CPS strategy addresses both individual teacher quality and school wide instructional improvement. The CPS teacher compensation structure rewards teachers for improving their teaching knowledge and skills and provides incentives for them to invest in coursework that helps them improve. This suggests that any new or reorganized district investment should be aimed at school level professional development.

Several recent studies confirm CPS' emphasis on Comprehensive School Reform and on developing and supporting teacher teams. Paul Hill and other researchers studying highly successful schools in Washington State report six keys to school success.<sup>ii</sup> According to research, improving schools:

- 1) Demonstrate effective changes in teaching methods and use materials that are focused and school wide;
- 2) Focus on developing children's skills in a few core subjects or skill areas;
- 3) Operate as teams;
- 4) Focus professional development on priority content areas;
- 5) Use limited resources strategically; and
- 6) Have parents that are involved in supporting academic performance.

These findings are consistent with emerging consensus on the kind of professional development that is most likely to improve student performance. This research is well summarized by a set of principles for sound professional development defined by the National Partnership for Excellence and Accountability in Teaching (NPEAT). The American Federation of Teachers (AFT) and other professional organizations have endorsed these principles listed below. The principles emphasize the importance of professional development that is *school based, linked to student performance priorities, and part of a school wide collaborative effort to systematically improve instruction.*

The NPEAT principles also highlight the need to move away from the idea that professional development means simply "course taking." Instead, building teaching capacity means working together with experts over time and adjusting instruction and school organization based on student performance results.

### **NPEAT Principles for Effective Professional Development**

- 1) Professional development should be based on analyses of the differences between student performance and goals for student learning.
- 2) Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- 3) Professional development should be primarily school based and built into the day-to-day work of teaching.
- 4) Most professional development should be organized around collaborative problem solving.
- 5) Professional development should be continuous and on-going, involving follow-up and support for further learning — including support from sources external to the school that can provide necessary resources and new perspectives.
- 6) Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.
- 7) Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
- 8) Professional development should be connected to a comprehensive change process focused on improving student learning.

Professional development that meets these criteria is labor intensive and takes place over the long term. Estimates of how much it can cost to support schools in these kinds of endeavors range from \$75,000 per year for three to five years to well over \$100,000 per year depending on how schools pay for teacher time.<sup>iii</sup> To school leaders, this sounds like an astounding sum of money because most school leaders are accustomed to very limited discretionary budgets. For this reason, we must look more comprehensively at district spending on professional development to see how to find the resources it takes to create meaningful change in instruction.

### **PRIMARY FINDING**

Cincinnati has a potentially powerful structure for transforming instruction in all of its schools over time. The district spends significant dollars to support individual teacher professional career growth *and* school based, school wide professional development. Except in the most poorly performing schools, there is little accountability for the effective use and organization of professional development resources and limited guidance provided to schools in doing so. Cincinnati's next challenge will be to combine the promising pieces of its district structure into a more focused, integrated effort to support teachers in all schools in working together around sustained, intensive efforts to improve instruction school wide.

## **ANALYTIC APPROACH**

This analysis, requested by Superintendent Steven Adamowski and his leadership team, examines district spending and activities related to providing the professional development and support necessary to dramatically improve school performance as targeted. We reviewed spending and activities in light of two critical elements:

- How well each activity matches sound principles for professional development as defined by the National Partnership for Excellence and Accountability in Teaching (NPEAT) outlined above. The American Federation of Teachers and other professional organizations have endorsed these principles derived from current research on professional development that improves school performance.
- How the activities fit together with the components of the *Student's First* strategy outlined above.

## **WHAT THIS REPORT CONSIDERS**

The numbers presented differ from the district's reported totals for three important reasons.

1. We have attempted to reflect the spending for the current school year, 2000-2001. Even though this decision meant that some of the dollars would still be unspent or plans for their use might be under development, the leadership team felt that the closer we could get to reflecting current efforts, the more useful the analysis would be.
2. The data include spending from all funds -federal, state, local and private resources- at the district level whether or not these funds are represented in an official "professional development" budget. Typically, districts do not report professional development spending from all funds. However, as we will show, more than one-third of all professional development dollars come from non-local sources (sources other than the "General Fund"). Making sure that these funds are integrated effectively can have a powerful impact on CPS' ability to improve teaching and leadership.
3. The categories for spending will look different than other reports because we scrutinized each line item and position to understand the purpose of spending and place it correctly in categories that make the analysis possible and easily comparable to other districts.

This analysis does not include three other kinds of costs that are components of district spending on professional development. Though these are legitimate and costly district expenditures aimed at increasing teacher capacity, these policies are not the focus of this report.

- Salary increases for teachers who earn advanced degrees or additional college credits;
- Common planning time for elementary teachers (student-free periods during the school day that are required to be used for professional development); and
- Administrative periods for middle and high school teachers (student-free time during the school day that is assigned at the discretion of the principal and may be used for professional development).

## FINDINGS

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## ANALYSIS OF FINDINGS

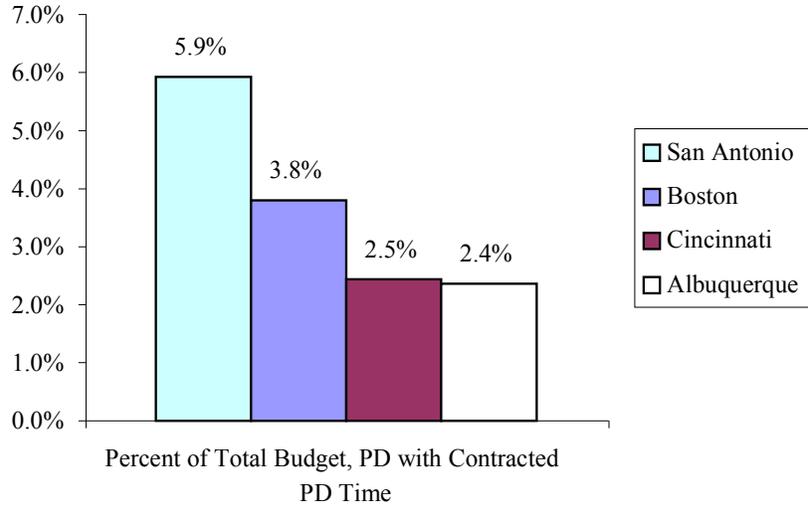
### Finding 1

In 2000-2001, the Cincinnati Public Schools plan to spend significant funds on professional development for teachers and principals: \$10.1 million or 2.5% of its total budget. District spending on the Mayerson Academy, the traditional focal point of district professional development efforts, represents \$1.5 million or 14% of this total. Ultimately, the district may find it needs to increase spending on professional development, but the first step will be to marshal existing dollars.

This \$10 million represents 2.5% of all funds used to operate the Cincinnati Public Schools. This is similar, but slightly lower than the spending levels of two of three other districts studied that are actively engaged in reform efforts. The primary reason CPS has lower spending than San Antonio and Boston is that CPS does not provide contractual time for professional development days as both of these districts do.<sup>iv</sup>

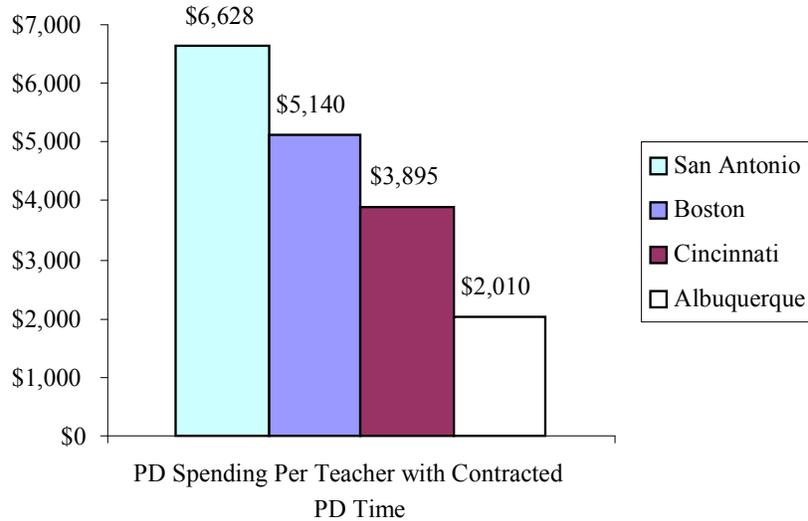
CPS spending on professional development may also look lower because the district spending totals here do not include dollars that schools may choose to spend on their own for additional professional development. Since CPS has deliberately reduced district spending and pushed more dollars to the school level, this may mean that district numbers show CPS spending at a lower level compared to other districts that have kept a higher percent of the dollars at the district level. Our analysis shows that schools spend more on professional development than the district tracks, a conclusion we explore further in finding three.

**Percent of Total Budget Allocated for Professional Development with Contracted PD Time**



Translated into dollars per teacher, CPS again spends at similar levels as other districts. At \$3,900 per teacher, this spending has the potential to powerfully impact instructional practice

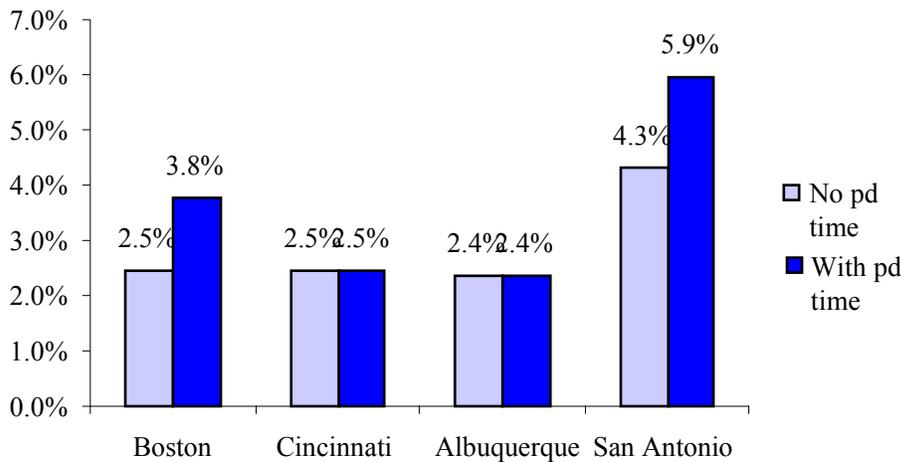
**Per Teacher Spending on Professional Development with Contracted PD Time**



As the chart below shows, when the cost of providing contracted time for teacher professional development is removed, CPS spending levels look even more similar to other districts studied.

Both Boston and Albuquerque spend about 2.5 % of their total funds on professional development.

**Comparative Spending on PD with and without Contract PD Time**



The table below shows the initiatives included in professional development spending. Appendix A details each of these initiatives. Here, we describe the top initiatives and why they are included in this analysis of professional development.

District spending on activities sponsored through “*Mayerson*” represents the largest single spending item at nearly \$1.5 million. The Mayerson Academy offers courses that teachers may attend free of charge. Each year, the Mayerson works with the district and surveys schools to develop a catalog of courses for teachers to choose from. The district has required that all teachers complete a set of courses over a period of years related to the implementation of the “Students First” strategy. These courses have included topics such as curriculum alignment, working as a team and using student performance data. In the past, most of these courses took place at the Academy in groups with teachers from across the district’s schools. Mayerson also contracts with experts in various areas who have worked on-site with schools and with principal leadership development.

“*Team Based Schools*” represents the second largest category of professional development spending. Four years ago, Cincinnati created a category of schools called “Team Based” schools. Once the faculty at a school voted to become team based and the district accepted the school’s application, team based schools agreed to reorganize into teacher teams that share responsibility for students over a period of years. Teacher teams in team-based schools have greater flexibility in the use of their budgets than non-team based schools. Each teacher team in the school has a “team leader” who receives an annual stipend of about \$5,000 for taking on this responsibility. In addition, the district sponsors training in the summer and throughout the year for teacher teams. The bulk of the “Team Based” dollars pay for stipends for team leaders.

These resources are not “available” to schools to pay for other items. But, schools can choose how team leaders spend their time. Because team leaders use this additional time to lead their teams in addressing ways to improve instruction, we have included these costs as part of the CPS investment in professional development.

“*School Redesign and Intervention*” activities represents just under \$1 million or 10% of professional development spending. As described above, the CPS “Redesign and Assistance Plan” stipulates that schools that perform at the lowest level are eligible for “Redesign.” Redesign schools are reorganized to implement evidence-based comprehensive school designs. Teachers are hired to fit the new structure and philosophy of the design. The cost of comprehensive school designs and the expert support needed to fully implement them are included in this category. Schools in the second lowest category receive intensive support from a two person “intervention team” composed of a master teacher and master principal. The team conducts an intensive review of the school’s instructional conditions and has broad authority to recommend changes in the school. With the approval of a district level “Redesign Committee”, the team works closely with these schools over the year to help make improvements. The cost of this team is included here.

### **District Professional Development Initiatives**

<b>Initiative</b>	<b>Total</b>	<b>Percent</b>
<b>1. Mayerson</b>	<b>\$1,460,000</b>	<b>14%</b>
<b>2. Team Based Schools</b>	<b>\$1,285,000</b>	<b>13%</b>
<b>3. Redesign and Intervention</b>	<b>\$965,000</b>	<b>10%</b>
<b>4. High School Reform (SLC and Gates)</b>	<b>\$822,000</b>	<b>8%</b>
<b>5. Lead Teachers (not serving as Team Leaders or working in other district initiatives listed here)</b>	<b>\$656,000</b>	<b>6%</b>
<b>6. Peer Assistance and Evaluation (PAEP)</b>	<b>\$633,000</b>	<b>6%</b>
<b>7. Standards in Practice Coaches (SIP)</b>	<b>\$414,000</b>	<b>4%</b>
<b>8. Literacy Coaches</b>	<b>\$406,000</b>	<b>4%</b>
<b>9. Title II-Eisenhower Federal Funding</b>	<b>\$343,000</b>	<b>3%</b>
<b>10. Special Education Training Activities</b>	<b>\$336,000</b>	<b>3%</b>
<b>11. Vocational Education</b>	<b>\$335,000</b>	<b>3%</b>
<b>12. Comprehensive School Reform*</b>	<b>\$300,000</b>	<b>3%</b>
<b>13. Magnet Comprehensive School Reform</b>	<b>\$269,000</b>	<b>3%</b>
<b>14. Professional Practice Schools</b>	<b>\$219,000</b>	<b>2%</b>
<b>15. Unspent Class Size Reduction that may be used for pd</b>	<b>\$215,000</b>	<b>2%</b>
<b>16. Union Professional Development Fund</b>	<b>\$105,000</b>	<b>1%</b>
<b>17. Extended Time</b>	<b>\$103,000</b>	<b>1%</b>
<b>18. Teacher Evaluation System (TES) Training</b>	<b>\$87,000</b>	<b>1%</b>
<b>19. Curriculum Department staff time on pd</b>	<b>\$77,000</b>	<b>1%</b>
<b>20. National Board of Professional Teaching</b>	<b>\$69,000</b>	<b>1%</b>
<b>21. Curriculum Subject Councils</b>	<b>\$44,000</b>	<b>.5%</b>
<b>22. Title I District - Capacity Building</b>	<b>\$40,000</b>	<b>.5%</b>

<b>23. Smaller items not part of major initiative</b>	<b>\$900,000</b>	<b>8%</b>
<b>Grand Total</b>	<b>\$10,100,000</b>	<b>100%</b>

\*This total does not include CSR design costs paid out of school level budgets and CSR design costs for Redesign teams, as these are included with the cost of redesign.

*High school redesign* represents the fourth largest professional development initiative at just over \$800,000 for this school year. These dollars represent this year’s professional development portion of two large, multi-year grants just received. A federal “Small Learning Communities” grant will support creating smaller schools within schools at five CPS high schools over the next three years. In addition, a grant from the private Gates Foundation will support other high school redesign efforts.

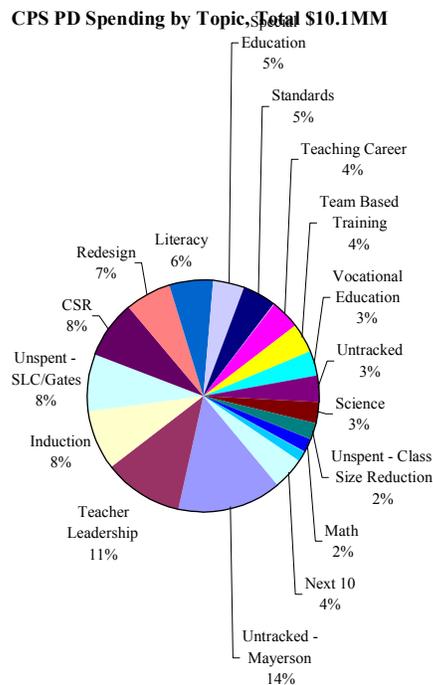
*Lead teachers* represent the next largest initiative. Like many districts, CPS has created a status of teacher termed “Lead Teacher.” Lead teachers receive an annual stipend of about \$5,500 above their salary for this status and the additional roles they take on. To become lead credentialed, teachers submit evidence of their professional distinction to a district level committee. If approved, Lead Teachers perform additional roles that utilize their expertise. The Career in Teaching department governs these assignments. In total, CPS paid nearly \$1.3 million to Lead Teachers in various roles. Some of these roles, such as team leader are represented here as initiatives. Where the stipends support another district initiative, we have included the stipend cost there. The \$656,000 listed here support other initiatives and will be discussed further later in this report. Though these teachers are not all involved in activities that are explicitly “professional development”, most are leading activities related to improving instruction at the school level.

## Finding 2

District professional development spending does not focus on improving instruction in academic content areas.

- Spending on teacher induction and career growth combined with teacher leadership dominate CPS spending on professional development accounting for about one-third of all professional development spending and nearly \$3 million. In contrast, spending on principal leadership is extremely limited.
- CPS spends only a small portion of spending on professional development focused on academic content areas. This year marks an emerging focus on coaching teachers toward improving literacy instruction. Literacy represents only 6% of total professional development spending and all academic content spending represents a total of 12%.
- Mayerson costs are not tracked by topic, but course offerings emphasize general classroom strategies and technology skills rather than academic content.

When we look more closely at professional development spending by topic, we find that the largest three items relate to teacher leadership and teaching career. We have grouped these topics together because this spending is largely governed by the Career in Teaching Program and the use of resources is regulated by the Cincinnati Federation of Teachers (CFT) Union contract and by teams including joint district and union leaders. Though they represent significant resources aimed at building teaching capacity, most are explicitly *not* linked to school level instructional improvement activities.



The topic of *teacher leadership* (11% of spending) consists of stipends paid to teachers who lead teams in team-based schools and lead teacher stipends for school leadership roles. *Induction*, or the coaching and developing of new teachers, represents 8% of professional development resources. These dollars largely represent the costs of the Peer Assistance and Evaluation Program (PAEP) and the Professional Practice Schools (PPS). CPS assigns eight full-time “consulting teachers” to support new or poorly performing teachers through on-site mentoring and coaching. Consulting teachers have caseloads of about eight teachers each and are not assigned to schools. The teachers they are coaching work all over the district. Spending to support the professional growth of individual teachers throughout their *teaching career* represents 4% of total spending. This topic includes sabbatical dollars, the cost of the “Teacher in Residence Program”, and costs for a committee that reviews individual teacher professional development plans.

Professional development activities aimed at building teacher content knowledge and skills in *academic subject areas* represents about 12% of total professional development spending. This year, the district increased its focus on literacy instruction by adding a curriculum manager who focuses exclusively on literacy and manages a literacy coaching program that provides six full-

time literacy coaches who work intensively with teachers on reading instruction in schools needing the most help. In total, the district spent 6% of its professional development resources to improve literacy instruction. This does not include spending on CSR designs such as “Success For All”, “America’s Choice” and “Expeditionary Learning.” These designs each include a school wide literacy program and extensive training and materials to assist in effective implementation. The staff development support of CSR models represents another 6% of district professional development spending.<sup>v</sup>

Professional development spending managed through the *Mayerson Academy* represents about \$1.5 million or 14% of total spending. This year the district used a new strategy for allocating Mayerson resources to schools. The traditional Mayerson Academy budget represented \$1 million. The remaining \$500,000 was allocated as block grants directly to the highest achieving schools to use through Mayerson at the discretion of the school. We do not attempt to estimate and distribute Mayerson Academy costs because they do not track their costs by topic or course and Mayerson’s activities have been in a state of transition this year. An analysis of Mayerson’s first semester course catalog shows a much-streamlined set of offerings compared to last semester. This year, Mayerson offered 29 courses as compared to 56 offered last year. Most courses in this semester’s catalog appear to be of the workshop format with contact hours ranging from one to 16 hours. The courses offered included:

<u>Mayerson Topic</u>	<u>Number of Courses Offered</u>
• Teacher teaming	11
• Interpreting Data	2
• Leadership for Principals	3
• Math and Science	7
• Literacy	6

By creating “block grants” for the achieving schools, the district aimed to redirect Mayerson resources away from traditional coursework and toward integrated school based efforts that support school priorities. We will discuss block grants further in finding number three when we look at ways to create accountability for integrated, high quality school professional development.

Finally, at this point in the year, there are also significant funds for professional development that have yet to be spent. These include:

<b>Funding Source</b>	<b>Total Amount Unspent (as of April 2001)</b>
Small Learning Communities & Gates Grants	\$822,000
Federal Class Reduction (Available for Professional Development)	\$215,000
Special Education State Grant (Carryover)	\$145,000

The newly won Small Learning Communities and Gates Foundation grants, aimed at high schools, represent the largest set of these funds. Federal Class size reduction funds offer another potential funding source. The district estimates that just over \$200,000 from this grant will be left after class sizes have been reduced to targeted levels. Federal legislation encourages the use of these funds for professional development to help teachers improve instruction. In fact, if the district chooses to do so for 2001-2002, it could reserve at least 25 percent of federal class size reduction funds (more than \$650,000) for professional development activities. Finally, the special education department won a grant from the state that might be used in support of district wide priorities.

### **Finding 3**

CPS is investing more than \$6 million or about 60% of all professional development dollars to provide teacher coaching and instructional support at the school site. But these efforts are not integrated into an overarching multi-year strategy and so can conflict with or dilute each other. There is limited school level accountability and support for effective, integrated use of professional development resources.

- The district’s “Redesign and Assistance Plan” targets resources to selected schools poorly performing schools. However, school level resources available for professional development vary significantly across schools and from year to year.
- Schools that have a Comprehensive School Reform model or other school instructional model devote significantly more of their discretionary resources to professional development and appear to have more instructionally focused, integrated professional development plans.

### *Integration and Focus of School Level Professional Development Resources*

Over 60% of all of CPS professional development resources are allocated to the school level, but this does not mean that schools can integrate them to best meet their school wide needs. Nor does it necessarily mean that the school resources are effectively focused to improve instruction. The table below shows the major professional development spending resources at the school level, the cost of the resource for a typical school that receives it and what kind of resource the initiative provides. Most schools receive only some of these resources and the last column shows how a school might gain access to each particular type of professional development. The typical costs include an allocation of the administrative costs of the particular program as well as the direct cost of the program in the school.

#### **School Level Professional Development Resources**

<b>PD Resource</b>	<b>Typical Cost in an Elem. School</b>	<b>Type of Support</b>	<b>School Discretion Over Use</b>	<b>Why a School Gets It</b>
Title I Professional Development	\$40,000	Dollars	Yes	High Poverty Level
Lead Teacher Stipends	\$10,500	Teacher Time	No	District Decision
Team Leader Stipends	\$16,000	Teacher Time	No	Team Based Status
Team Based Training and Support	\$7,000	Coaching	No	Team Based Status
Mayerson Block Grant	\$30,000	Flexible	Yes	High Performing
Standards in Practice Coaches	\$15,000	Coaching	No	Low Performing
Intervention Team	\$45,000	Coaching	No	Poor Performance
Redesign Support for CSR Models and Staff	\$75,000	Coaching	No	Poor Performance
Literacy Coach	\$8,000	Coaching	No	Poor Performance
Peer Consulting Teachers	\$5,000	Coaching	No	Number of New and Intervention Teachers
Federal Grants for Science and Math: Title II	\$3,000	Coaching	No	School Application

Though a school may look like it has significant resources, it is sometimes hard to pull them together to best support school priorities. The “Standards in Practice” (SIP) program has provided schools with a way of doing this and is receiving high marks from evaluators and teachers for its focus on instruction.<sup>vi</sup> The SIP program provides coaches to work with teacher teams in looking at student work and student performance data to inform changes in instruction. The coaches are experts in content areas like literacy and math and in the use of student performance data. SIP coaches work with schools for at least one day a week over a full year.

The coaches receive training and support from the Education Trust's Ruth Mitchell who developed SIP methods and refined them through work with school teams nationwide.

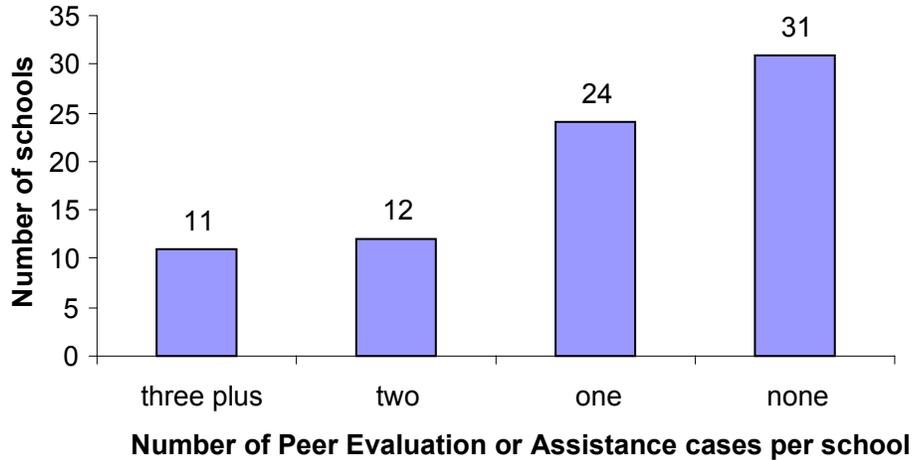
The SIP process connects the largest pieces of school support. It provides support and training to team leaders and helps them to focus their efforts on improving instruction. Under the leadership of Kathy Witherup, the coaches have worked mostly with schools in the "Intervention" category. This means SIP coaches have worked closely with "intervention teams" of master teachers and principals who spend at least one day a week working in schools for a full year. They do this by meeting regularly with district leadership and with each other to share what they have learned and plan the joint support of schools. The SIP process works hand in hand with CSR designs as well. In some cases, the consultant who provides CSR design support receives training in SIP and leads the process in schools. SIP coaches also work with literacy coaches assigned to schools, sometimes attending meetings together. This ensures the complete integration of multiple approaches to school improvement.

The SIP program also creates an important link between support and accountability that makes it possible for schools to move more quickly and also for the district to insist on change when necessary. For example, in the beginning, a number of SIP coaches were having trouble finding time to work with teacher teams. The district leadership was able to respond in two ways. First, they made it clear that schools were expected to find ninety-minute blocks of time weekly. Second, they provided each school with consultant support to develop alternative schedules that created common time for teams during the school day.

Two sources of school level support are not always coordinated with the SIP process: "Peer Consulting Teachers" and "Lead Teachers." Though these resources may look relatively small in size, the total of about \$15,000 in cost for a typical school underestimates their importance for three reasons. First, almost every school has these resources regardless of performance level, poverty level or team based status. Second, for some schools, these resources represent the bulk of their district-provided professional development resources. Third, some schools have significantly more lead teacher and consulting teacher resources.

Consulting teachers are assigned to specific teachers based on the number of new or poorly performing teachers in a particular school. We analyzed the number of consulting teacher cases by school level and found that 11 schools had more than three teachers receiving coaching from a master teacher (see chart below). Three teachers represent nearly half of the caseload for a consulting teacher.

**Distribution of Peer Consulting Cases:  
Cost of \$5,500 per case**



If these resources were available on-site to assist needy teachers with school improvement and student performance strategies, they might have more impact on improving teacher and school performance. But, consulting teacher resources are not controlled at the school level. The CFT and CPS are conducting a pilot test exploring alternative ways of organizing this peer assistance and these results will be important to analyze.

*Level and Distribution of School Level Resources*

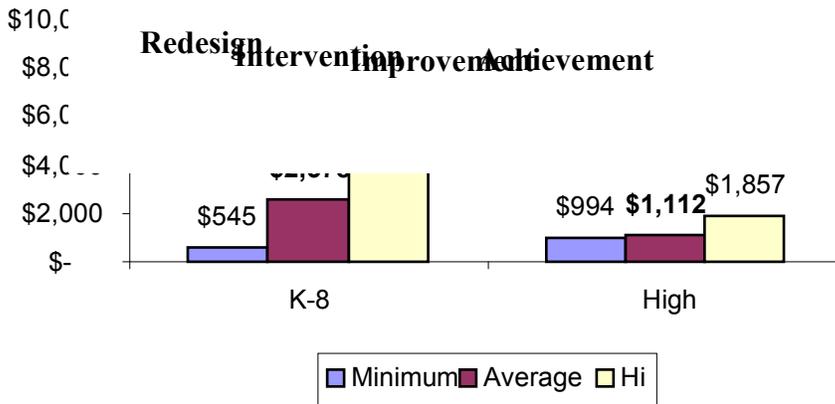
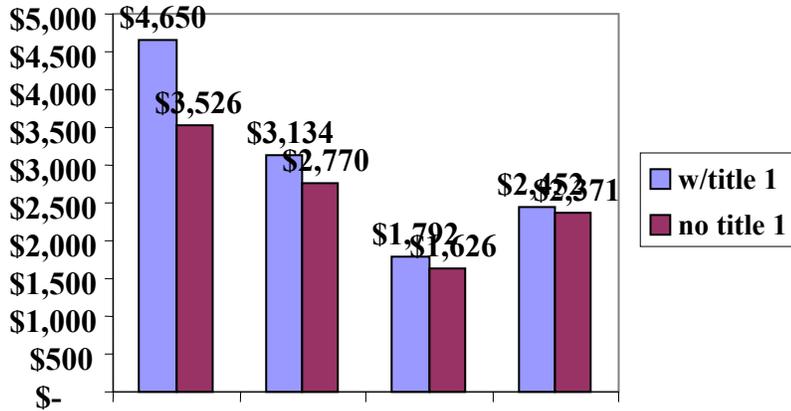
The distribution of school level resources is not fully coordinated or planned across schools and some schools have access to only a few of these sources of support. This means that total professional development resources for each school and teacher vary significantly. The chart below highlights a dramatic spread in the total professional development resources available to schools. It shows that the lowest elementary school receives about \$18,000 in district support. This support is in the form of teacher stipend dollars for team leaders and lead teachers. Meanwhile, the highest school has \$260,000 in resources for professional development and school improvement. This school uses Title I dollars to implement a comprehensive school design and also receives support from the intervention team.

**Total School Based Professional Development Resources  
K-8 vs. High School  
Including Title I, but not including school level general fund dollars**

School Level	Lowest Total	Average Total	High Total
<b>K-8</b>	\$18,470	\$74,959	\$259,856
<b>High</b>	\$87,197	\$95,976	\$352,505

Though the total high school resources look much higher, when adjusted for the number of teachers, high schools have access to less than half of the resources for professional development than K-8 schools. The chart below shows the average cost of school level resources per teacher for professional development by school need category. The chart shows that schools in the lowest performing category of "Redesign" use an average of \$4,500 per teacher when school level Title I spending on professional development is included and about \$3,500 without including the school's discretionary Title I spending. The school level resources follow a strategic pattern, with district-provided professional development resources declining as schools improve their performance. The change in the pattern comes with the schools in the "improvement" category. These schools receive less per teacher on average than the schools in the highest "achievement" category. This is because the schools in the achievement category receive an allocation of professional development resources as a Mayerson "block grant".

**School Level PD Resources by School Need**



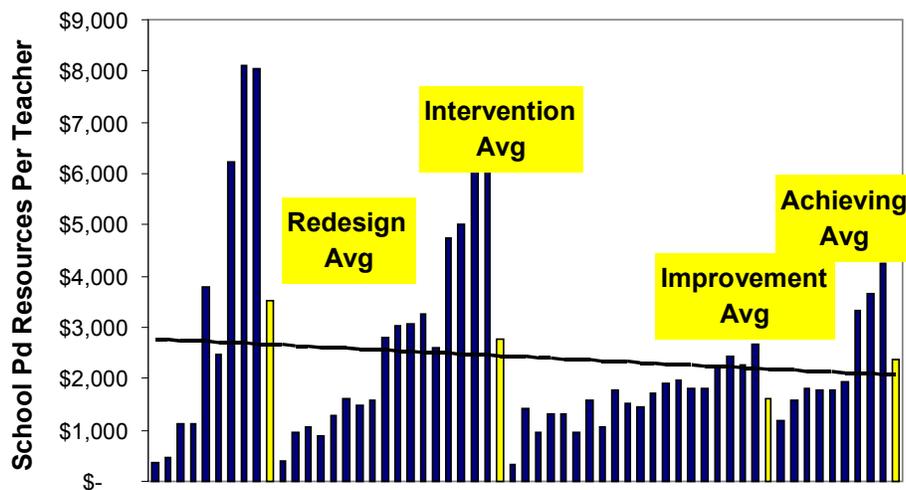
Despite the wide variance, there is a strategy behind some of the differences. As the district has planned, a high poverty, team based school that is poorly performing has access to the most professional development resources. The chart below shows the average cost of school

level resources per teacher for schools in each accountability category. It shows that schools in the lowest performing category of "Redesign" use an average of \$4,500 per teacher when school level Title I spending on professional development is included and about \$3,500 without including the school's discretionary Title I spending. The school level resources follow a strategic pattern, with district-provided professional development resources declining as schools improve their performance. The change in the pattern comes with the schools in the "improvement" category. These schools receive less per teacher on average than the schools in the highest "achievement" category. This is because the schools in the achievement category receive an allocation of professional development resources as a Mayerson "block grant".

Even though school level allocations follow a logical pattern, resources within performance categories vary significantly. The chart below shows the available resources per teacher for each

“accountability” level along with the average for that level (the lightest bar at the end of each category). In order to examine district support, we have not included school level Title I resources. The analysis shows that there is the greatest variation in resource levels in the bottom two performance categories. We see that some schools in the intervention category receive less than 25% of what the schools at the highest end receive. Since the district holds all schools to the same performance standards, it must also be certain that schools have access to similar resources for transforming instructional practice.

## PD Resources by School Performance without Title 1



### *School Level Accountability for Effective Professional Development*

Looking at the level of resources provided to schools and how fragmented they appear, makes it tempting to convert these resources to dollars and give schools more flexibility to integrate the resources in support of a school based plan for professional development. But, giving schools the money with no support for how best to use it or strings attached is not necessarily the answer to improving school-level instruction. Our interviews with individual school principals and reviews of school professional development budgets show a huge range in the quality and depth of professional development efforts taking place in schools. Most of the professional development plans submitted as part of school’s “One Plans” are sketchy at best. Many consist of a few planned workshops and a list of courses that individual teachers have taken.

When schools have discretionary dollars that they can choose to invest in professional development, we find wide variation in investment levels. Title I funded schools have the

opportunity to invest in school wide instructional models or coaching to improve teaching. Though schools are required by federal law to invest 2.5% of resources in staff development, many schools invest much more than this. We found that schools implementing CSR designs, literacy models or other school wide instructional models (such as “Direct Instruction”) were far more likely to submit coherent professional development plans and to allocate their own resources to support them. Title I schools with models devoted *three times* more of their Title I dollars to professional development than schools without models. Schools with models spent an average of 14% versus an average of 5% spent on professional development by those schools without models.

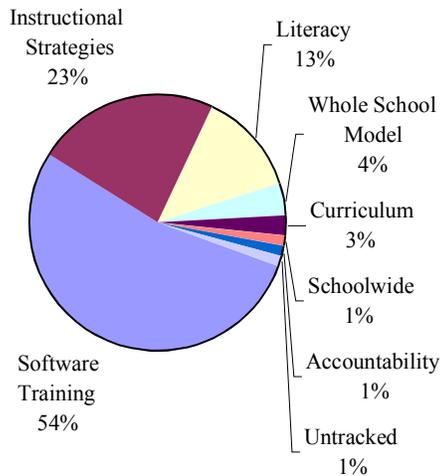
Early results from this year’s strategy of providing schools in the “achieving category” with block grants for Mayerson professional development resources also show the need for more guidance and accountability for effective use of these very significant resources. This year, 16 schools received block grants based on the number of students attending their school. The block grants ranged in size from a low of \$15,000 at Linwood Elementary to \$92,000 at Walnut Hills High.

In this first year of block grants, schools were given little guidance regarding how best to use these resources. Their instructions were to develop plans that fit their school’s “One Plan.” Training would come through the Mayerson Academy. Mayerson worked with schools to discuss their needs and respond to requests, but did not provide a suggested structure or actively push any type of professional development activities. No official review of school plans by the district or Mayerson checks whether school spending plans seem to fit with student performance needs or school improvement strategies<sup>vii</sup>.

As of April of 2001, schools had spent less than half, 42%, of their professional development “block grant” allocations. Some schools have used their entire allocation while five have used less than 20% of the available resources.

Most of the schools chose to use their Mayerson resources to buy computer training for individual teachers. As the table below shows, 54% of all courses offered as part of the block grant were aimed at technology and most of these were courses introducing specific software programs. The main difference between these workshops and those held at the Academy is the location and customized timing. A few schools designed courses that included follow-up over time or used educational consultants to help them with specific issues. For example, the Dater school received help in mapping their curriculum to district and state standards over several sessions. Five schools received training in specific reading instructional models such as “Reading Renaissance” and “Orton Gillingham.” Oyler elementary school scheduled several workshops to follow-up on different aspects of the model. But none went further to receive classroom coaching or implementation checks.

**Mayerson Block Grant, Topics by Numbers of Courses  
Taken, Total 77 Courses**



To be fair, since schools were told to utilize Mayerson resources, they naturally chose from the types of activities that Mayerson typically provides-training courses. So, if schools are to use their resources to support long term, integrated instructional coaching or consultant support in revising their curriculum, Mayerson offerings need to include these options. However, if Mayerson is to offer this kind of support, schools will need to create long range plans for professional development so that Mayerson can recruit and hire coaches to fill these needs.

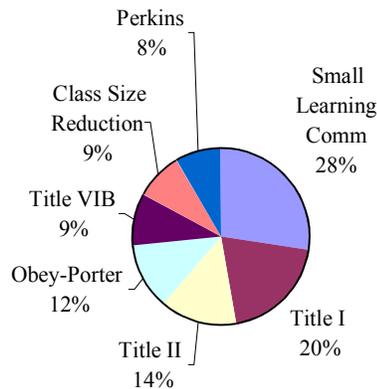
**Finding 4**

CPS relies heavily on the use of external funds to pay for professional development on topics other than teacher leadership and career growth. The district uses most of its external funds to support integrated school wide professional development revolving around Comprehensive School Reform efforts. There is opportunity to build on this effective strategy by further integrating external funds and actively seeking more private support for CSR implementation.

Overall, non-general fund sources pay for 40% of the professional development in CPS. The chart below shows that professional development activities related to teacher leadership, teaching career and peer evaluation receive less than 10% of their funding from external sources while all other topics rely heavily on external sources. It makes sense that these three teacher career related items are paid for out of general funds because the activities are part of the negotiated teachers union contract. But, the heavy reliance on external funds for all other district initiatives aimed at school support makes integration of resources and long-range planning more difficult.

Federal sources of funding are the largest source for professional development. The district’s strategic plan has provided clear focus for the use of these funds. If we take each federal funding source in turn, we can see this more clearly.

**CPS Federal and Federal Competitive  
Spending on PD by Detailed Source, Total  
\$2.5MM**



The largest source, the Small Learning Communities grant, is explicitly aimed at school redesign. Title I dollars related to professional development are spent on two initiatives:

- Standards in Practice Coaches \$224,500
- Contribution to the total Mayerson contract \$222,500

As we have described, the Standards in Practice work helps to integrate other professional development resources. And the contribution to Mayerson supports existing initiatives focused on high poverty schools. Title II funds support professional development in science and math. These funds are structured to support school based instructional coaching but there may be opportunity to more fully integrate these resources with other school level resources. Title VIB supports special education initiatives that are not currently connected with the work described

here. The Class Size Reduction Funds detailed here, the difference between budgeted and actual teacher salary costs, are still unspent. While there was no district decision to set aside specific Class Size Reduction funds for professional development in 2000-2001, these dollars may be used to support teacher training (see above discussion on set aside that is permissible).

The Perkins grant supports professional development related to “vocational education.” Along with state funding for career education, this funding source could provide needed resources for the high school redesign effort. Currently, these dollars are used to define narrow activities that are often “compliance” related rather than aimed at building teacher capacity or revamping the quality and character of education for students headed toward jobs after high school. In addition to dollars reported here, high schools receive significant funding from federal and state sources to support vocational education. These funds come with strict guidelines regarding their use and most pay for teaching staff in the vocational education programs. However, the grant supports district management and school level staff that might play a more proactive role in building school capacity. For example, responding to state requirements, the district pays for career education coordinators in each school and for district management to support them. These coordinators cost the district \$157,000 this year. Working with the state, the district might find ways to help schools use these resources to support redesign efforts.

### **Finding 5**

CPS invests heavily in creating time for teacher leaders, but less than other districts to create professional development time for other teachers to participate in school based improvement efforts. This lower spending is because Cincinnati does not require that any of the instruction-free days in the teacher calendar be used for professional development. This is especially important as lack of time for teachers to work together is the most often cited barrier to school improvement.

The Chart below compares the contractual workdays in a small sample of reform-minded districts. Philadelphia requires the most teacher work time of the districts analyzed with 190.5 days, followed by Boston at 187 days. CPS requires 183 teacher workdays. The total number of days for Boston and Philadelphia includes a number we call “equivalent pd days” (line four). Both of these districts contractually require an additional number of teacher hours devoted to “school determined” professional development activities. Boston requires 28 of these hours over the year and Philadelphia requires 36. These districts previously required full days, but have converted this time to hours so that it can be used more flexibly over the year in support of school level planning.

### **Contracted Professional Development Time in Selected Districts**

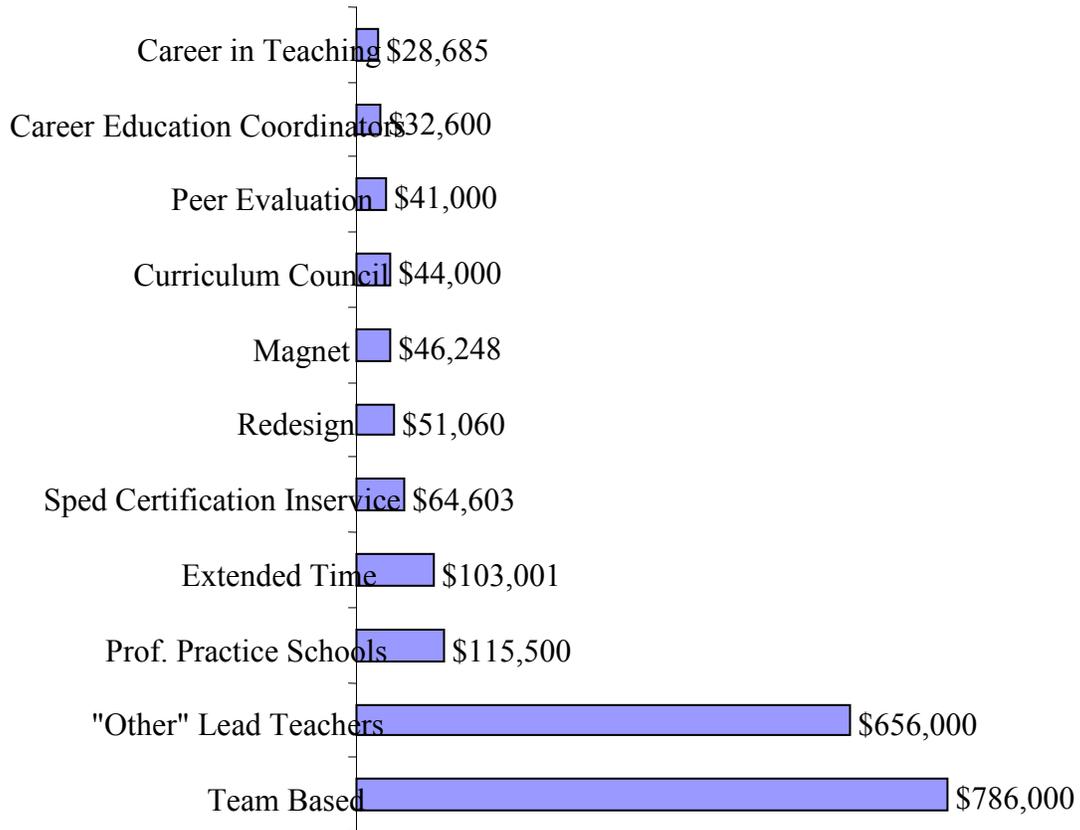
	<b>Albuquerque</b>	<b>Boston</b>	<b>Cincinnati</b>	<b>Philadelphia</b>
<b>1) Total Teacher Days with additional required hours</b>	<b>182</b>	<b>187</b>	<b>183</b>	<b>190.5</b>
<b>2) Student Days</b>	<b>180</b>	<b>180</b>	<b>178</b>	<b>180</b>
<b>3) Non Student Teacher Work</b>	<b>2</b>	<b>.5</b>	<b>5</b>	<b>3.5</b>

<b>Day Equivalents not PD</b>				
<b>4) Designated Teacher PD Days- (Equivalent Day)</b>	<b>0</b>	<b>6.5</b>	<b>0</b>	<b>7</b>

The Table shows that CPS does pay for five teacher work days when students are not in school (line three), but these are not to be used for staff development. Two of the five days are to be used for record keeping, two for parent teacher conferences and one day is for teachers to set up and take down their classrooms at the beginning and end of the school year.

Because Cincinnati does not require that any of the instruction-free days in the teacher calendar be used for professional development, spending on professional development time is lower than many other urban districts. However, Cincinnati will spend \$1.9 million on stipends to pay for teacher time engaged in professional development related activities. But, these district resources are not systematically used for professional development aimed at school wide improvement of instruction. Most of these stipend dollars pay for Team Leaders or Lead teachers engaged in a variety of other district and school level activities.

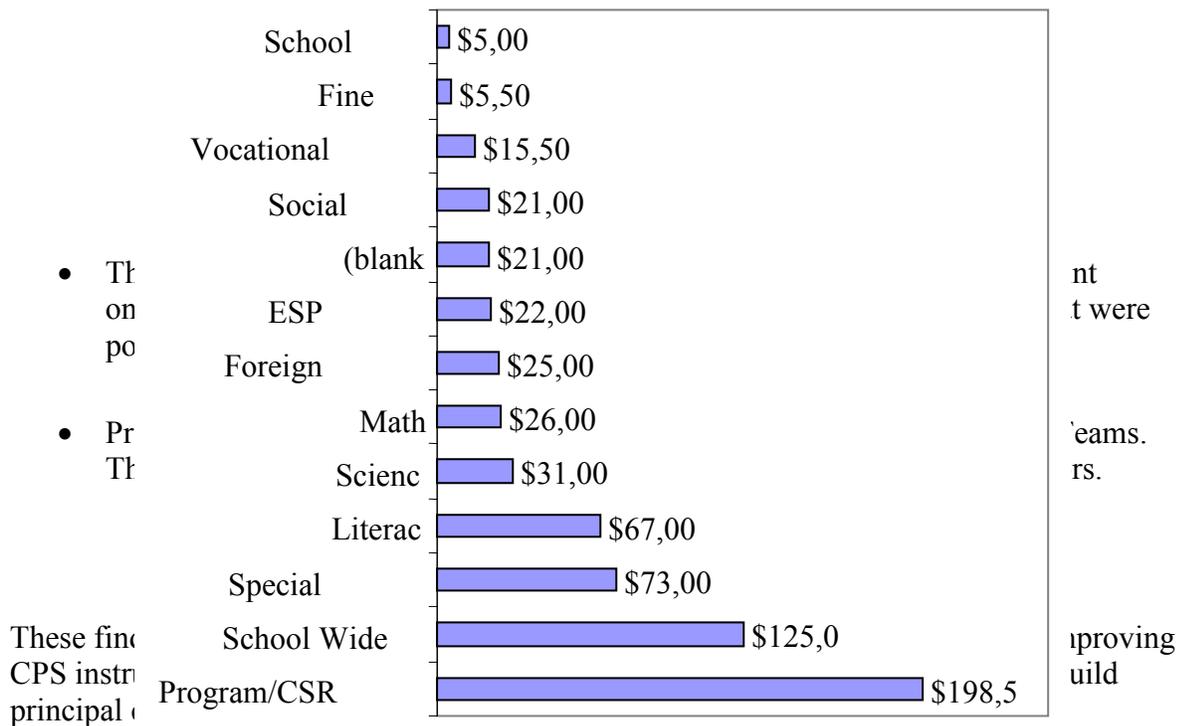
**CPS Spending on Teacher Stipends by Initiative,  
Total \$1.9MM**



The chart above allocates the teacher stipends to the initiatives to which they are assigned. The largest category of stipend spending pays team leaders in team based schools. The \$786,000 spent to pay for teacher leadership of school level teams is an important part of the district strategy. The Consortium for Policy Research in Education (CPRE) is conducting a three-year evaluation of team-based schools. An interim report finds that<sup>viii</sup>:

- When teams are structured in the ways envisaged by the district and teachers union, and when they are engaging in practices that teaming was designed to enable, there is a positive impact on student achievement.

### Other Lead Teachers by Topic, Total



When Lead teachers worked in school level roles rather than district initiatives, we classified them as “other lead teachers”. The district will spend \$656,000 to support teachers in these roles. Using district data on teacher assignment, we looked more closely at these roles. As the

chart above shows, about one-third of these Lead teachers are involved in helping to lead school level activities as “program” or Comprehensive School Reform Facilitators. The next largest category is “school-wide” lead teachers. Without conducting a more detailed analysis, it is hard to evaluate whether these Lead Teachers possess the necessary skills or have jobs structured to allow them to help lead instructional change. Because it is such a large district expenditure, it should be part of the overall review of spending on teacher leadership stipends.

## **RECOMMENDATIONS**

CPS should consider the following four recommendations to provide more integrated, instructionally focused coaching linked to student performance at the school level and create a system of school level accountability for implementing professional development plans that meet the district’s high standards.

### *Summary of Recommendations*

#### **1. Invest District Resources School Based Instructional Coaching**

- a. Center responsibility with one senior district leader
- b. Integrate school based instructional coaching around CSR and literacy models
- c. Re-examine the role and assignment of Consulting Teachers, Lead Teachers and Team Leaders to link them more clearly to school level efforts to implement school wide instructional improvement.
- d. Create a comprehensive plan that methodically allocates *multi-year* school level professional development resources based on school performance and need.
- e. Further integrate the use of external funds - federal, state, private sources - around school based coaching and accountability plans. (This may require waivers from state and federal regulations)

#### **2. Create School Level Accountability for High Quality Professional Development**

- a. Develop and implement professional development for principals aimed at building their capacity to lead instructional improvement and to coach and supervise teachers.
- b. Build in more accountability for the quality and focus of school level professional development, through more effective, integrated use of the “One Plan”, the “Redesign and Assistance school review process” and the “Standards in Practice” coaches.
- c. Track the professional development provided to schools and teachers in order to measure effectiveness and evaluate investment levels.

#### **3. Create more Professional Development Time for Teacher Teams.**

#### **4. Revitalize the Mayerson Strategy.**

## RECOMMENDATIONS

### *Complete Recommendations*

#### **1. Invest District Resources in School Based Instructional Coaching:**

Districts with the most sustained student performance gains have moved away from a professional development approach that stresses individual control by each teacher of his or her own professional development toward a strategy in which district leaders work with each school to budget for and implement a professional development plan that fits that school. These plans typically include professional development for individual teachers, but focus on professional development based on meeting the student learning goals of the whole school.

We recommend *centering responsibility with a high-level district leader* because effective professional development and school support will require:

- Linking support and supervision to ensure quick school action and
- Combining and integrating efforts across departments

As described in the findings, the district already invests 60% of its professional development resources in providing support at the school level. Since the most effective way to learn something is to do it and then receive feed-back, school based and classroom coaching can be a powerful way of building the quality of instruction. Finding ways to better integrate the work of these coaching resources around school level student performance priorities and specific school designs will make these resources more potent. The district funds 30 staff members (full-time equivalents) that provide professional development and instructional support to schools and teachers.<sup>ix</sup> The table below shows that most of these positions are coaches working directly with teachers in schools. The key for CPS will be to ensure that the coaches work together in an integrated way to support schools. The largest number of these staff positions are housed in the Career in Teaching Program, with eight “consulting” teachers serving as coaches to new or poorly performing teachers. Their work is not connected with the activities of the other coaches from the other areas and consulting teachers do not necessarily concentrate their work by school.

<b>Department</b>	<b>Full-Time Equivalent (FTE) Staff</b>
<b>Career in Teaching Program</b>	<b>Total - 11</b>
-Coordinator	1
-Consulting Teachers	8
-Teacher in Residence	.5
-Prof. Practice Schools	1.5
<b>Curriculum and Assessment</b>	<b>Total - 8.5</b>
-Literacy Coaches	6
-Subject Managers*	2.5
<b>Redesign and Intervention</b>	<b>Total - 7</b>
-Intervention Team Coaches	4
-Literacy or Design Coaches in	3

Redesign Schools	
<b>Quality Improvement*</b>	<b>Total – 1</b>
<b>Special Education</b>	<b>Total - 1.5</b>
<b>Vocational Education</b>	<b>Total – 1</b>
<b>Grand Total FTE’s</b>	<b>30</b>

\* This represents the portion of total staff time spent on professional development.

In New York City Community School District #2, where student performance has dramatically improved districtwide, a model is used that might fit well with the CPS strategy. Like CPS, District #2 targets more support to poorly performing schools. One way they do this is by providing struggling schools with a “Distinguished Teacher.” The Distinguished Teacher goes directly into an at-risk school to work one-on-one with a teacher there for six weeks. The visited teacher receives rigorous professional development everyday, onsite. At the same time, the performance of the Distinguished Teacher is measured by how much student performance in that classroom improves.<sup>x</sup>

The District #2 model is similar to the CPS model of providing individual teacher coaching, but it is more tightly linked to student and school performance. The District #2 approach might work especially well for schools with high concentrations of Peer Assistance Cases that are also performing poorly. For example, Winton Montessori, which currently has “Intervention” status has five Peer Assistance Cases and Rothenberg, a “Redesign” school has four such Cases, representing half of a Consulting Teacher’s caseload.

CPS also should consider even further refocusing the Consulting Teacher’s efforts in schools that are struggling. In higher performing schools, the district might allow schools to submit a strategy for supporting new or struggling teachers in learning their school design and becoming part of the team. This could be part of the role for the “Team Leader” or other school wide lead teacher. The principal might also commit to playing an active role in this effort. Nearly half of the peer assistance cases are in “Improving” or “Achieving” schools. If the approximately four consulting teachers that work with these teachers were freed to work in struggling schools, this could have a powerful effect on practice.

Continuing to link the coaching work more directly to supervision and other school support will help CPS improve school performance more quickly. In the first months of the Standards in Practice (SIP) effort, coaches were repeatedly frustrated by the difficulty of commanding teacher attention and time. They needed help to generate a sense of urgency for change and to move beyond structural and personnel barriers. For example, some schools needed to revise their schedules to create enough time for teacher teams to review student work together. In “Intervention” schools, Deputy Superintendent Rosa Blackwell and SIP Director Kathy Witherup were able to move quickly to work with principals and teachers to make needed changes.

A critical piece of this integration will be to *re-examine Lead Teacher and Team Based stipend spending* to ensure that it is most effectively focused on improving instruction. As described in finding five, CPS spends \$1.9 million on teacher stipends - nearly \$800,000 on team leaders and

\$656,000 on lead teachers working in schools. To place these amounts in context, taken together the stipends cost more than the district spends on the Mayerson Academy.

While many of these lead teachers play important roles in helping to improve student performance in their schools, there is limited accountability for their effectiveness. A district union-management committee awards lead teacher credentials on the basis of teacher application. Teachers must have reached the “advanced” or “accomplished” categories of the teaching career ladder. Lead teachers are not selected or screened for their ability to perform the specific tasks to which they are assigned. Further, once a teacher has been granted lead teaching status, they keep it for five years. When assignments requiring a lead teacher arise, schools and the district must select from the existing pool of lead teachers whether or not they have the necessary skills.

This disconnect between the possession of lead teacher status and the skills necessary to perform the roles needed to help lead schools and teachers in improving instruction school wide highlights the need to clarify the purpose of “lead teacher” status. *Is the purpose of lead teacher stipends to reward excellent classroom teachers or to find a way of paying teachers more for taking on extra responsibilities beyond the classroom?* Since the district first introduced the lead teacher status it has implemented new compensation systems to pay especially proficient teachers significantly more. The district also now pays teachers in higher performing schools \$1,400 each. If the district intends to compensate teachers for differentiated roles, then it must be clear that the person selected has the necessary skills for such roles. The skills and knowledge required to lead a team of teachers to improve and change their practice are not the same as those required to be an excellent classroom teacher. Similarly, an excellent third grade teacher does not necessarily possess the skills and knowledge necessary to be an effective literacy coach.

The district should consider three ways of tightening the link between spending on lead teacher and team leader stipends and school wide improvement in instruction.

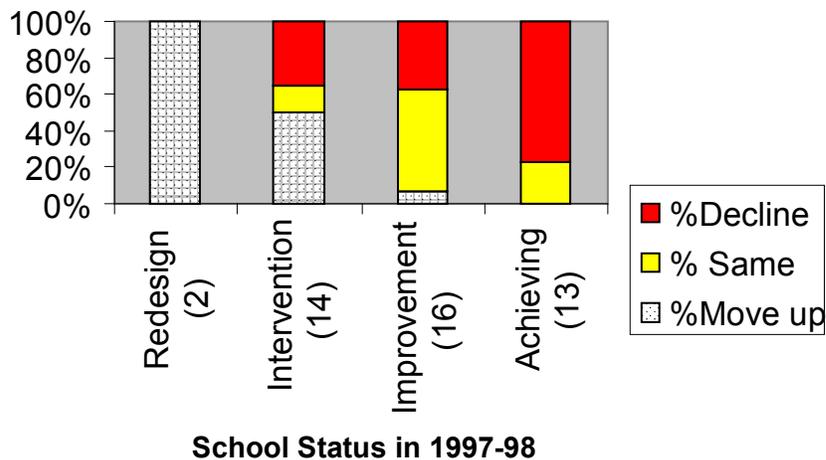
- Review the knowledge and skills needed for the different roles assigned to lead teachers and make these specifications pre-requisite for receiving the assignment.
- Establish a clear procedure for evaluating the lead teacher performance in these roles and for providing support and further development if needed. It is important to be clear that the evaluation does not address whether the teacher is a good classroom teacher, but instead whether they are achieving the goals demanded by the role they are playing.
- Review the professional development offered to lead teachers that play similar roles like team leader. The district has invested in training for teams and some of it has focused on team leaders. But this training has sometimes focused more on process than on how to improve instruction. Creating networks and regular times to come together to focus on common problems and best practices is a powerful part of ongoing professional development.

Developing a *comprehensive multi-year plan to allocate school level resources* across schools more evenly based on school performance will further strengthen the support behind the CPS

accountability system. Preliminary analysis shows that intensive support of schools can make a difference in school performance, but that more sustained and widely available support may be required. *Just because a school rates highly on the school accountability plan in one year, does not necessarily mean they will be able to sustain similar levels of student performance. In other words, reaching a higher level in one year may not be evidence of deep, sustainable improvement in instruction.*

To understand this further, we compared school performance levels from the first year of the school accountability plan, 1997-98, to school performance in year two, 1999-2000. The chart below shows that schools in the lowest performance levels, Redesign and Intervention, were most likely to “move-up” or improve their rating. This is encouraging because these schools received the most professional development support. On the other hand, we see that it is hard for “Achieving” schools, those in the highest category to sustain their level of performance. A third (or five of 18) of the schools rated “Achieving” were also rated at the top level in year three. Schools rated as “Improvement” schools also did not improve their school performance. Of the 24 schools that received ratings each year, only two of these schools moved up and seven declined.

### Change in School Performance over years K-8 schools\* from 97-98 to 99-00



These results show how important long-term support and professional development strategies will be. They also highlight the need to pay attention to the schools in the “Improvement” category. As described earlier, this is the largest category of schools and they receive the lowest amounts of school level professional development support.

We find that schools that are implementing school-wide instructional models or literacy platforms appear to invest more in professional development and have a clearer sense of how to integrate these resources. So it makes sense to continue to invest in these programs for the

lowest performing schools. Expanded use of the Standards in Practice (SIP) Program closely linked with school supervision also can be a powerful tool for helping schools make effective use of their resources.

## **2. Create School Level Accountability for High Quality Professional Development**

- a. Develop and implement professional development for principals aimed at building their capacity to lead instructional improvement and to coach and supervise teachers.
- b. Build in more accountability for the quality and focus of school level professional development, through more effective, integrated use of the “One Plan”, the “Redesign and Assistance school review process” and the “Standards in Practice” coaches.
- c. Track the professional development provided to schools and teachers in order to measure effectiveness and evaluate investment levels.

Creating accountability for effective professional development is especially tricky because typical market mechanisms – like having schools or teachers choose what to purchase- may not result in the kinds of efforts that lead to improved instruction. Changing instructional practice is hard, always intense and sometimes painful work for those who are working to improve. For teachers and school leaders to want to do this they must have:

- A sense of urgency and ownership for improvement;
- An understanding of where improvement is necessary;
- Access to information about ways they might improve their performance;
- Effective professional development and support options available for purchase;
- Accompanying changes in school structure, personnel and practice that are necessary to implement improved instruction; and
- Meaningful benefits resulting from their investment and effort.

The new teacher compensation system helps to set up these conditions for individual teachers. It gives teachers a framework for thinking about their own professional practice and where they need to improve. And because teacher proficiency is regularly evaluated, the system provides teachers with an objective way to measure their improvement as a result of their efforts.

But in poorly performing schools, these conditions are harder to create. As many researchers have observed, creating a collective sense of responsibility and ownership for the need to change may be the first challenge.<sup>xi</sup> In organizations that aren't working well, it's often hard to pinpoint the exact place to start. Knowing that students are having trouble reading, doesn't necessarily

lead to a prescribed set of actions without a sophisticated understanding of the instructional conditions in a school. The link between effort and results can be hard to trace since individual effort may not always result in immediate improvements in test scores. The reasons for the lack of improvement can be due to factors outside the control of the individual teacher such as the structure of the school day or the cooperation of other teachers in the school. Or, it can be due to the measure of improvement being used. Standardized test scores may be only a partial indicator of the richness and quality of instruction.

CPS has the framework for creating this elusive set of conditions for school level accountability. The recommendations included in this section are aimed at strengthening these conditions. The table below lists the conditions, the existing mechanisms that address each condition and refinement for CPS to consider.

<b>Condition</b>	<b>CPS Mechanism</b>	<b>Refinement to Consider</b>
Sense of urgency and ownership for improvement	-“One Plan” Process - School Accountability Plan - School Redesign and Assistance Plan -Standards in Practice Process	- More systematic and expanded use of Student’s First Standards and Ratings and Review Process through intervention team and “One Plan.”
Understanding of where improvement is necessary	-Student’s First Standards -Student’s First Review Process -Standards in Practice Coaches	- More systematic and expanded use of Students First Standards and Ratings and Review Process through intervention team and “One Plan.” - Expanded professional development for principals.
Access to information about ways they might improve their performance	-Intervention Teams -CSR Design Teams -Literacy Models -Standards in Practice Coaches	Expanded use of “intervention team” type support.
Effective professional development and support options available	-Standards in Practice Coaches -Literacy Coaches -Lead and Consulting Teachers -CSR Designs -Literacy Models -Mayerson Courses and Coaches	- Vigilance in screening the quality and qualifications of coaches, models and lead teachers working in schools. - Improved information about the effectiveness of professional development options. - Tighter integration of coaching support through coordination.
Accompanying changes in school structure, personnel	-Team Based Schools -Redesign Intervention Teams	- Tighter connection between accountability and support

and practice that are necessary to implement improved instruction	-Consulting Teacher work with struggling teachers -Teacher Evaluation System	through “One Plan” and expanded intervention team. -Expanded professional development for principals.
Meaningful benefits resulting from their investment and effort	-Improved School Status in accountability system. -Improved student performance on school level formative assessments and other indicators.	-Continued refinement of Accountability rating system. -More systematic use of “Student’s First” ratings and review process.

Creating school level accountability in poorly performing schools requires an artful combination of empowerment and decisive direction and action from the district. Empowerment takes the form of providing clear standards and goals and more information about what needs to change and how to do it. The Student’s First Standards provide the district with a way of communicating and measuring the most important instructional conditions. The intervention teams, evaluators and district leaders help schools assess their own practice and pinpoint the most leveraged actions to take. Coaches provide teacher support. By “surrounding” instructional support, the intervention teams provide quick action to make changes in structures and personnel that make improvement possible. For example, intervention teams can replace a poorly performing principal or teacher or change the daily schedule in order to create more time for literacy instruction. When these changes are made in concert with the instructional support and professional development they are far more likely to improve instruction.

**3. Create More Professional Development Time.**

Add more time for professional development and planning to the teacher contract and explore changes in the contract that make it easier to use time during the school day for school based coaching and planning efforts.

**4. Revitalize Mayerson Strategy.**

Working with Mayerson staff, create a new long-range plan for the academy’s role in supporting teacher professional growth linked to the new evaluation system and the integrated school based coaching and support strategies. Outline a more explicit partnership around the planning and provision of school-level professional development. Create tighter accountability for Mayerson activities in support of school level improvement.

The Mayerson Academy has the opportunity to play a two-part role in partnership with CPS. First, Mayerson could become the leading edge provider of individual teacher professional development in support of the new Teacher Evaluation System. And second, it could help implement the district’s strategy of providing more school-based coaching support based on school need and performance. Both of these roles suggest a shift in focus and delivery strategy.

In support of individual teachers, Mayerson could develop and adopt sophisticated information and tracking systems that would allow the tailoring of courses to needs teacher have in common as well as meeting individual teacher needs. Since successful professional development will result in an increase in salary, CPS would not pay for these courses. Individual teachers would pay the course fees. By tracking the results of this professional development, Mayerson could continually improve their offerings to support faster improvement of teaching capacity.

Shifting to provide more support for integrated, school based improvement efforts will require Mayerson to provide more coaches and consultation. Mayerson could play an important role in recruiting, screening and matching coaches to school needs. Mayerson might experiment with different kinds of coaching models such as intensive classroom support from expert classroom teachers and laboratory models. In order to do this, Mayerson will need to begin to track the effectiveness of its professional development offerings and to conduct ongoing systematic research to understand professional development needs at the school level. Also, Mayerson will need to work in concert with district leaders who are providing support to schools in order to help identify needs and integrate effective support.

As Mayerson works to revitalize its role in support of the CPS strategy, the district needs to create tighter accountability for the effectiveness of the Mayerson spending. The district spends about \$1.5 million through Mayerson and receives no information about the cost or effectiveness of its efforts. Mayerson is accountable only for providing a certain number of “contact hours” each year. For this reason, Mayerson carefully tracks attendance and time by course. If Mayerson can show that it has provided the requisite hours of training, 66,000 this year, it has met its financial obligation to the district. There are no targets by school or even by topic, though the district does work with Mayerson on the broad outlines of course offerings. Mayerson does not systematically conduct course evaluations and there is no attempt to measure improved teaching practice or student performance increase as a result of the training provided.

One way to create accountability and test usefulness might be to allow schools to directly purchase Mayerson services and courses. However, this would only be a true test if schools were free to choose services from other providers, which the current arrangement with Mayerson does not allow. It is clear that there are powerful reasons to concentrate professional development activity with the Mayerson Academy. The partnership and support such an organization can provide a school system with can be an essential long-term source of stability, improvement and innovation. Mayerson is in a unique position to help the district design and test the effectiveness of different ways of providing school and teacher support aimed at improving student performance.

So, CPS and Mayerson together need to find ways of identifying different models and approaches to instructional improvement and measuring their effectiveness. Make no mistake, this is a complicated endeavor. The reasons for success or failure of professional development efforts to improve student performance are often unrelated to the “quality” of the support. Measuring effectiveness is not a simple calculation of inputs and results. Instead, it must become a joint exploration of the “hows and whys” of improving student performance. In

anticipation of this exploration, Mayerson might consider adding a significant research and innovation component to its scope of work.

## **Conclusion**

CPS is at an important threshold as it nears the end of its five-year strategic plan. With structural pieces in place and successes to point to, the challenge becomes one of deepening and sustaining teacher and school supports. Doing so, will require shifting and combining resources from the many existing and worthy initiatives to more integrated and focused efforts. As the district begins to understand what kinds of support are most helpful to schools in improving student performance it will also need to become more insistent that schools use these kinds of support.

## Appendix A

### Description of District Professional Development Initiatives

Initiative	Total	Percent
1. <b>Mayerson Academy</b>	<b>\$1,460,000</b>	<b>14%</b>
2. <b>Team Based Schools</b>	<b>\$1,285,000</b>	<b>13%</b>
3. <b>Redesign and Intervention</b>	<b>\$965,000</b>	<b>10%</b>
4. <b>High School Reform (SLC and Gates)</b>	<b>\$822,000</b>	<b>8%</b>
5. <b>Lead Teachers (not serving as Team Leaders or working in other district initiatives listed here)</b>	<b>\$656,000</b>	<b>6%</b>
6. <b>Peer Assistance and Evaluation (PAEP)</b>	<b>\$633,000</b>	<b>6%</b>
7. <b>Standards in Practice Coaches (SIP)</b>	<b>\$414,000</b>	<b>4%</b>
8. <b>Literacy Coaches</b>	<b>\$406,000</b>	<b>4%</b>
9. <b>Title II-Eisenhower Federal Funding</b>	<b>\$343,000</b>	<b>3%</b>
10. <b>Special Education Training Activities</b>	<b>\$336,000</b>	<b>3%</b>
11. <b>Vocational Education</b>	<b>\$335,000</b>	<b>3%</b>
12. <b>Comprehensive School Reform</b>	<b>\$300,000</b>	<b>3%</b>
13. <b>Magnet Comprehensive School Reform</b>	<b>\$269,000</b>	<b>3%</b>
14. <b>Professional Practice Schools</b>	<b>\$219,000</b>	<b>2%</b>
15. <b>Unspent Class Size Reduction that may be used for pd</b>	<b>\$215,000</b>	<b>2%</b>
16. <b>Union Professional Development Fund</b>	<b>\$105,000</b>	<b>1%</b>
17. <b>Extended Time</b>	<b>\$103,000</b>	<b>1%</b>
18. <b>Teacher Evaluation System (TES) Training</b>	<b>\$87,000</b>	<b>1%</b>
19. <b>Curriculum Department staff time on pd</b>	<b>\$77,000</b>	<b>1%</b>
20. <b>National Board of Professional Teaching</b>	<b>\$69,000</b>	<b>1%</b>
21. <b>Curriculum Subject Councils</b>	<b>\$44,000</b>	<b>.5%</b>
22. <b>Title I District - Capacity Building</b>	<b>\$40,000</b>	<b>.5%</b>
23. <b>Smaller items not part of major initiative</b>	<b>\$900,000</b>	<b>8%</b>
<b>Grand Total</b>	<b>\$10,100,000</b>	<b>100%</b>

1. The *Mayerson Academy* represents about \$1.5 million or 14 percent of professional development spending. Mayerson offers courses that teachers may attend free of charge. These courses have included topics such as curriculum alignment, working as a team and using student performance data. Typically, courses are taken by teams of teachers at the Mayerson Academy. Mayerson also contracts with experts to work on-site with schools and with principals on leadership development.
  
2. *Team Based Schools* represent nearly \$1.3 million or 13 percent of professional development spending. After school staff vote to become a team-based school and the district approves their application, these schools agree to reorganize into teacher teams that share responsibility for students over a period of years. Each teacher team in the school has a “team leader” who receives an annual stipend for taking on this responsibility. These resources are not “available” to schools to pay for other items. But, schools can choose how

team leaders spend their time. Because, in theory, team leaders use this additional time to lead their teams in addressing ways to improve instruction, we have included these costs as part of the CPS investment in professional development. In addition, the district sponsors training in the summer and throughout the year for teacher teams.

3. *School Redesign and Intervention* represents just under \$1million or 10 percent of professional development spending. Redesign schools, because they are among the lowest performing schools in the district, are reorganized to implement evidence-based comprehensive school designs. Teachers are hired to fit the new structure and philosophy of the school redesign. The cost of comprehensive school designs and the expert support needed to fully implement them are included in this category. Schools in the second lowest performance category receive intensive support from a two person “intervention team” composed of a master teacher and master principal. The cost of this team is included here.
4. *High school redesign* represents over \$800,000 or eight percent of professional development spending. These dollars are this year’s professional development portion of two large, multi-year grants. The federal “Small Learning Communities” grant will support the creation of smaller “schools within schools” at five CPS high schools over the next three years. In addition, a grant from the private Gates Foundation will support other high school redesign efforts.
5. *Lead teachers* represent \$656,000 or six percent of professional development spending. Lead teachers receive an annual stipend of about \$5,500 above their salary for the additional roles they take on. In total, CPS paid nearly \$1.3 million to “Lead Teachers” in various roles. However, this report captures about half of the spending on these stipends under specific district initiatives (such as lead teacher stipends paid to “team leaders” found in number two above). This \$656,000 includes stipends paid to lead teachers working on content areas including literacy, science, math, foreign language, social studies, and fine arts. Also covered here are stipends for lead teachers charged with supporting special education and schoolwide programs and serving as program facilitators.
6. *The Peer Assistance and Evaluation Program (PAEP)* represents \$633,000 or six percent of professional development spending. CPS assigns eight full-time “consulting teachers” to support new or poorly performing teachers through on-site mentoring and coaching. Consulting teachers have caseloads of about eight teachers each and are not assigned to schools.
7. *Standards in Practice Coaches* represent about \$400,000 or four percent of professional development spending. The SIP program provides coaches to work with teacher teams in looking at student work and student performance data to inform changes in instruction. The coaches are experts in content areas like literacy and math and in the use of student performance data. SIP coaches work with schools for at least one day a week over a full year. The coaches receive training and support from the Education Trust’s Ruth Mitchell who developed SIP methods and refined them through work with school teams nationwide.

8. *Literacy Coaches* represent over \$400,000 or four percent of spending on professional development. CPS supports six positions with these funds. Literacy coaches provide intensive onsite training for teachers to improve student performance in reading and language arts.
9. *Title II* represents \$343,000 or three percent of professional development spending. These funds are allocated for teacher training in science and math.
10. *Special Education Training Activities* represent \$336,000 or three percent of spending on professional development. This is federal Title VIB funding that is allocated for training costs associated with special education.
11. *Vocational Education* represents about \$330,000 or three percent of spending on professional development. This is funding for consultants, travel, and other training related costs associated with federal (Perkins) and state funded vocational education.
12. *Comprehensive School Reform* represents \$300,000 or three percent of spending on professional development. This is “Obey-Porter” federal competitive grant money for the startup costs associated with the implementation of comprehensive school reform designs at four schools. This total does not include CSR design costs paid out of school level budgets and CSR design costs for Redesign teams, as these are included with the cost of redesign (see number three above).
13. *Magnet Comprehensive School Reform* represents nearly \$270,000 or three percent of spending on professional development. These are district level expenditures on contracted services to improve instruction at Magnet sites. Training, meeting, and travel expenses are included here as well.
14. *Professional Practice Schools (PPS)* represent \$219,000 or two percent of spending on professional development. These funds include the teacher-in-residence salary, stipends for PPS mentor teachers, and the salary of the PPS Program Coordinator.
15. *Unspent Class Size Reduction* funds represent \$215,000 or two percent of spending on professional development. These funds, determined by the district, are the difference between budgeted and actual teacher salary costs. While there was no district decision to set aside specific Class Size Reduction funds for professional development in 2000-2001, these dollars may be used to support teacher training. Federal legislation encourages the use of these funds for professional development to help teachers improve instruction. In fact, if the district chooses to do so for 2001-2002, it could reserve at least 25 percent of federal class size reduction funds (more than \$650,000) for professional development activities.
16. *The Union Professional Development Fund* represents just over \$100,000 or one percent of spending on professional development. These training costs are negotiated as part of the CFT contract with the district.

17. *Extended Time* represents just over \$100,000 or one percent of spending on professional development. This spending is devoted to paying for teacher time to participate in professional development activities and is under the curriculum and assessment office.
18. *The Teacher Evaluation System (TES)* represents \$87,000 or one percent of spending on professional development. These funds are for consultant, travel, and supplies costs associated with training Teacher Evaluators. Teacher Evaluators act to observe and evaluate teachers as part of the district accountability system.
19. *Curriculum Department Staff time* represents \$77,000 or one percent of spending on professional development. These are the salary costs associated with math and social studies managers that spend a portion of their time on professional development activities.
20. *National Board of Professional Teaching Standards* represents about \$70,000 or one percent of spending on professional development. CPS supports teachers seeking National Board Certification with these funds.
21. *Curriculum Subject Councils* represent \$44,00 or less than one percent of spending on professional development. These are stipend costs paid to eight teachers to support curriculum development efforts in particular subject areas.
22. *Title I District – Capacity Building* represents \$40,000 or less than one percent of spending on professional development. These are federal Title I dollars set aside at the district level for general capacity building and training activities.

## **Appendix B**

### **Students First Standards**

- 1. Teacher teams share accountability for a common vision.**
- 2. Teams implement hands-on, standards-based curriculum using proven literacy and math programs.**
- 3. Small learning groups and individual attention are requirements of a standards based curriculum.**
- 4. Rich, performance-based assessments are used to measure student learning.**
- 5. Professional development is driven by student learning.**
- 6. Technology supports hands-on, interactive curriculum.**
- 7. Teacher teams work to understand family and health issues that affect student learning.**
- 8. Families are partners in supporting students in meeting standards.**
- 9. The principal is an instructional and transformational leader.**
- 10. School Climate and Physical Environment are safe and conducive to learning.**

## Primary Investigators

**Dr. Karen Hawley Miles**, of Education Resource Management Strategies in Dallas, Texas, specializes in strategic planning in public schools and district and school resource allocation. She works with school districts nationwide to rethink the use of resources and the organization of districts and schools. She has worked to design school improvement and planning processes in several districts. Dr. Miles is a member of the Annenberg Task Force on the Future of the Urban District. Working at the intersection of research and practice, she has also coordinated national research projects of school district and school level resource allocation. She has focused especially on how districts and schools can find the necessary resources and time to invest in building teacher capacity. She co-directed the recent study by Economic Policy Institute, *Where has the Money Gone?*, which traced the growth in school spending since 1967. She recently concluded a study for the Consortium for Policy Research in Education (CPRE) on resource allocation in high performing schools. Prior to this, she worked at Bain & Company as a strategy and management consultant for hospitals and corporations. She has a B.A. in Economics from Yale University and a Doctorate in Education from Harvard University, specializing in school organization, change and finance.

**Matthew Hornbeck**, an independent consultant, works with local school districts, not-for-profits, and foundations to support and implement comprehensive school reform strategies. He works with Education Resource Management Strategies to help districts develop strategies that support teaching and learning. He has been central to the development of tools being used to define, track, analyze, and reorganize spending committed to instructional and school support in urban school districts. He serves as a senior consultant to the Education Quality Institute (EQI), an organization committed to providing consumers with independent information on the effectiveness of education programs. He is also a senior consultant to New American Schools (NAS), a not-for-profit organization improving student performance through research and design-based assistance. Prior to working as a consultant, he worked for the Council of Chief State School Officers (CCSSO) in Washington, DC. He has a B.A. from Bowdoin College, a Master's in Educational Administration from Temple University, and a J.D. from the University of Maryland School of Law. He is a graduate of the Baltimore City Public Schools, where he later returned to teach.

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<sup>i</sup> If a school is using a Comprehensive School Reform Design that has its own planning tool, schools may substitute this for portions of the One Plan.

<sup>ii</sup> Hill, Paul, Lake, Robin, Lauren O'Toole and Mary Beth Celio, "Making Standards Work: A Case Study of Washington State", July 1999.

<sup>iii</sup> Odden, Allan and Archibald, Sarah, 2001. "A Framework for Assessing the Costs of Effective Professional Development." Madison: University of Wisconsin Center for Education Research, Consortium for Policy Research in Education.

<sup>iv</sup> In Boston and San Antonio teachers are paid for work days and hours that are designated for use as on school wide professional development. We have included these costs by calculating a daily teacher salary rate and then multiplying this cost by the number of teachers and the amount of time designated for professional development.

<sup>v</sup> As we will show later, many schools, especially those with Title I resources chose to spend their discretionary resources to purchase literacy or comprehensive school reform models. The district pays only for models in schools that are in the lowest performing "school accountability" category of "Redesign"

<sup>vi</sup> See Conlan Foundation Evaluation, (2000) and "Team Based Schooling in Cincinnati: The Second Year" by Jonathan A. Supovitz and Susan Watson.

<sup>vii</sup> However, Mayerson staff did attempt to suggest opportunities for improvement in a collegial way. Also, Mayerson denied certain kinds of spending proposed by schools that did not seem to fit the charge, such as spending for travel.

<sup>viii</sup> Supovitz, Jonathan and Susan Watson, "Team Based Schooling in Cincinnati: Interim Report", January 2000.

<sup>ix</sup> This total does not include Standards in Practice Coaches because these are consultant positions.

<sup>x</sup> Maloy, Kate "Professional Development in New York Community School District #2". Learning Research and Development Center: University of Pittsburgh November, 1998.

<sup>xi</sup> Ableman, Charles and Elmore, Richard, "When Accountability Knocks, Will Anyone Answer?" Consortium for Policy Research in Education, Research Report Series, RR-42.