

ResourceCheck: Assess your District's Resource Use

How well does your district organize its resources to support high performing schools?

Background: For over a decade, Education Resource Strategies, Inc. (ERS) has helped leaders of urban school districts strategically reallocate their resources to improve student performance. Through this work, funded by a grant from the William and Flora Hewlett Foundation, we have identified seven Core Transformational Strategies that support high performing schools; in high functioning districts, resources (people, time, and money) are aligned to support these strategies:

Core Transformational Strategies

1. Ensure equitable, transparent, and flexible funding across schools
2. Restructure the teaching job
3. Support schools in organizing people, time, and money to maximize learning
4. Ensure access to aligned curriculum, instruction, assessment, and professional development
5. Build school and district leader capacity
6. Redesign central roles for empowerment, accountability, and efficiency
7. Partner with families and communities

We have designed this questionnaire to help you better understand how well the resources in your district are aligned to support these Transformational Strategies.

How to Use this Questionnaire: Each of the seven Core Transformational Strategies is broken down into several principles. Each principle has several questions to help you think about your district's practices.

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion.

For questions that have multiple parts, please use your best judgment in picking one of the answer choices.

The last page allows you to view all of your responses at once, which can help you identify patterns of opportunity.

We recommend that several people representing different areas (e.g., CFO, CAO, Superintendent) all complete the questionnaire to provide multiple perspectives.

How to interpret your results: There are two ways to use the results of this questionnaire.

1. If multiple people have completed the questionnaire, the first step is to compare results, and discuss areas of disagreement. This can help increase everyone's understanding of your district's resource use.
2. Principles where you answered "Never"/ "Sometimes"/ "Strongly Disagree" / "Disagree" all indicate areas where current resource use does not support the Transformational Strategy and there may be a resource misalignment. These results will help you prioritize what areas need further investigation and what action should be taken.

Additional resources to help you think about resource use in your district and opportunities for reallocation are available at www.educationresourcestrategies.org/toughtimes.

Transformational Strategy	Principle	Statement	Scale (fill in)				
Ensure equitable, transparent, and flexible funding across schools	E-1: Allocate Resources Equitably	1. Students with similar needs (e.g., SPED or ELL) receive the same level of resources regardless of what school they attend.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
		2. Students with greater learning challenges (e.g., SPED, ELL, poverty) intentionally receive specific additional resources to support these needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	E-2: Create Funding Transparency	The district reports school budgets with all funding sources, and presents it in a format that is easy to understand and to compare across schools.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	Don't Know <input type="radio"/>
	E-3: Ensure Funding Flexibility	Principals can make decisions without requiring a full faculty vote (hiring, adjusting schedules, trading resources, etc.).	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>

Transformational Strategy	Principle	Statement	Scale (fill in)				
Restructure the teaching job	T-1: Measure Teaching Effectiveness	All teachers in the district receive accurate evaluations each year based on clear standards for teaching effectiveness and student performance.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
	T-2: Facilitate Hiring & Assignment	1. Virtually all teaching positions are filled by August.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2. The district identifies schools with a high concentration of new teachers and ensures additional support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	T-3: Ensure Team Collaboration & School Based PD	1. All core teachers in the district participate in at least 90 minutes of collaborative planning time a week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2. Collaborative planning is focused on student data and supported by teacher leaders/coaches to ensure that time is used well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		3. Teacher professional development is primarily job embedded and driven by student performance data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	T-4: Promote Individual Growth and Retention	1. The district carefully evaluates teachers before making tenure decisions and promotes only those who are high performing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2. Teacher professional development is individualized based on performance and identified learning need.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	Don't Know <input type="radio"/>
	T-5: Restructure Career Path & Compensation	1. The district's career path provides opportunities for strong teachers to pursue multiple leadership paths (e.g., administrative or teacher leader).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2. The teacher salary structure does not automatically increase based on years and course credits, but grows with leadership contribution and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transformational Strategy	Principle	Statement	Scale (fill in)				
Support schools in organizing people, time, and money to maximize learning	SD-1: Design Portfolio of Schools	<ol style="list-style-type: none"> The district has a clear plan for staffing small (<300) and under-filled schools to ensure cost effectiveness. The district actively plans school sizes and configurations to balance three factors: (1) Provide programs (e.g., SPED, ELL) cost-effectively (2) Utilize existing facilities (3) Allow neighborhood access. 	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	Don't Know <input type="radio"/>
	SD-2: Promote State-of-the-Art "Strategic School Designs"	1. The district provides schools with a menu of school design options (schedule, staffing, intervention) so that each school can choose the best plan for its size, priorities, and instructional designs.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
		2. Schools have the flexibility to lower and raise class sizes based on unique content area and student needs.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	Don't Know <input type="radio"/>
		3. The district class size guidelines suggest lower class sizes and teacher loads for the most critical grades, subjects, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		4. The district helps schools to maximize academic time for core subjects and extended learning time for students who need it.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>

Transformational Strategy	Principle	Statement	Scale (fill in)				
Ensure access to aligned curriculum, instruction, assessment, and professional development (PD)	CA-1: Align Curriculum	The district publishes learning standards, topics of study, and approved curriculum materials for each grade level, mapped to state and local standards.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
	CA-2: Provide Assessment Systems	Teachers frequently assess student progress and use the results to adjust their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Percent of school leaders and teachers that are trained and proficient in using data to inform school improvement and classroom practice.	0-25% <input type="radio"/>	25-50% <input type="radio"/>	50-75% <input type="radio"/>	75-100% <input type="radio"/>	Don't Know <input type="radio"/>
	CA-3: Redesign Support for Special Populations	Special education and ELL programs are cost effective and meet student needs in the least restrictive environments.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
	CA-4: Target Professional Development	The district has a system that identifies areas of improvement within each school, helps schools develop a multiyear PD plan, and deploys PD resources based on the school's need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transformational Strategy	Principle	Statement	Scale (fill in)				
Build school and district leader capacity	C-1: Measure Leadership Effectiveness	The district evaluates principals on clear standards of performance, and uses evaluations to determine appropriate levels of support and compensation.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
	C-2: Manage Hiring & Assignment	The district strategically places its best leaders in the toughest assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	C-3: Promote Growth & Retention	The district uses a leadership building strategy for high-potential school leaders that: (1) provides intensive training in successful school leadership (2) strategically places them in schools where they can have the most academic impact and professional growth (3) infuses significant operational support throughout the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transformational Strategy	Principle	Statement	Scale (fill in)				
Redesign central roles for empowerment, accountability, and efficiency	CR-1: Measure School Performance	The district sets targets for academic performance growth for all schools that are easy to understand and used to drive instruction.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
	CR-2: Differentiate School Support	The district differentiates school support and resources based on each school's academic performance, practice, and leadership capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	CR-3: Turnaround Low Performing Schools	<p>1. Does your district have a deliberate turnaround strategy for persistently low-performing schools?</p> <p>2. If yes, how many of the six practices below does your strategy have?</p> <ul style="list-style-type: none"> – Diagnose the needs and resource levels of the school – Ensure transformational leadership – Assemble expert teacher teams – Provide sufficient expert instructional support and collaborative planning time – Target student support (extra time, tutoring, etc.) – Provide additional problem-solving, support, and monitoring from the central office 	No <input type="radio"/>	Yes <input type="radio"/>			
	CR-4: Integrate Data	The district integrates student, teacher, and resource data through a system that is easy for administrators, teachers, and central office staff to use.	Strongly Disagree <input type="radio"/>	Disagree <input type="radio"/>	Agree <input type="radio"/>	Strongly Agree <input type="radio"/>	Don't Know <input type="radio"/>
	CR-5: Ensure Efficient Operations	The district tracks the costs and service quality for each central department, and manages its spending in response to change in key cost drivers (e.g., enrollment or funding streams).	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>

Transformational Strategy	Principle	Statement	Scale (fill in)				
Partner with families and communities	FC-1: Maximize Community Resources	The district actively partners with community providers to offer enrichment and social service support.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Frequently <input type="radio"/>	Always <input type="radio"/>	Don't Know <input type="radio"/>
	FC-2: Engage Families	The district supports schools to partner with parents around meeting student learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transfer your answers from the preceding questionnaire to this answer sheet to see patterns within and across Transformational Strategies.

1 = Never or Strongly Disagree 2 = Sometimes or Disagree 3 = Frequently or Agree 4 = Always or Strongly Agree 0 = Don't Know

- E-1: Allocate Resources Equitably** - Allocate resources equitably across schools, adjusting for student and school needs.
- E-2: Create Funding Transparency** - Create funding system that builds trust and allows school leaders to organize resources to fit school and student needs.
- E-3: Ensure Funding Flexibility** - Ensure school leaders have the flexibility to organize people, time, and money to fit school and student needs.
- T-1: Measure Teaching Effectiveness** - Define and measure teacher effectiveness in a way that informs all other aspects of the human capital system.
- T-2: Facilitate Hiring & Assignment** - Hire those who fit district needs; facilitate selection and assignment to match experience and capacity to needs of the job.
- T-3: Ensure Team Collaboration & PD** - Ensure access to support and PD that matches the school's instructional design and responds to student/ teacher needs.
- T-4: Promote Growth and Retention** - Structure PD and career opportunities to encourage individual professional growth and retain most-effective educators.
- T-5: Restructure Career Compensation** - Create compensation models/career paths that reward greatest contributors and attract top talent to biggest challenges.
- SD-1: Design Portfolio of Schools** - Design a portfolio of school sizes and program offerings to optimize resources in the context of facilities and enrollment.
- SD-2: Provide State-of-the-Art "Strategic School Designs"** - Provide state-of-the-art strategic school designs (course-offerings, staffing templates, schedules) that strategically organize resources, time, and attention to match instructional design and student needs.
- CA-1: Align Curriculum** - Provide access to curriculum in each grade and subject that aligns with performance standards.
- CA-2: Provide Assessment Systems** - Provide access to assessments that align with standards and include timely feedback.
- CA-3: Redesign Support for Special Populations** - Implement effective systems and strategies for serving all learners, including Special Education, English Language Learners, gifted, and at-risk students that integrate with general education and emphasize ongoing assessment and response.
- CA-4: Target Professional Development** - Target professional development so that is integrated and aligned across the district's instructional programs.
- C-1: Measure Leadership Effectiveness** - Define and measure leadership effectiveness in a way that informs all other aspects of the human capital system.
- C-2: Manage Hiring & Assignment** - Facilitate assignment of talented individuals, who bring right set of skills, for each school and district leadership role.
- C-3: Promote Growth and Retention** - Structure PD, career opportunities, and compensation to encourage prof. growth and retain most effective leaders.
- CR-1: Measure School Performance** - Define and measure school progress using student outcomes and standards for school practice.
- CR-2: Differentiate School Support** - Organize central roles, timelines, and processes to differentiate support provided to schools based on their needs.
- CR-3: Turnaround Low Performing Schools** - Deliberately organize resources, roles, and processes to support persistently low-performing schools.
- CR-4: Integrate Data** - Develop an integrated data infrastructure that facilitates district-wide monitoring, analysis, and problem solving to improve performance.
- CR-5: Ensure Efficient Operations** - Ensure efficient provision of school operations and services in a way that maximizes resources devoted to instruction.
- FC-1: Maximize Community Resources** - Use local expert resources to augment instruction and provide enrichment.
- FC-2: Engage Families** - Actively involve parents and family members in their student's learning and in the daily work of the school.