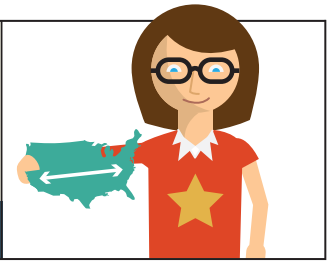


REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

CLASS-SIZE INCREASES



The size of all classes for which a willing, excellent teacher is available increases, without reducing the size of other classes. Over time, or immediately in new schools, one out of every four or more classes is eliminated (through attrition or other means discussed below), and pay is increased for remaining teachers. In some schools, accepting more students may allow immediate raises for excellent teachers with larger classes, paid for through existing per-pupil funds. Estimated Reach Extension Effect: approximately 10%–40% more students reached with excellent teachers. For more on this model, see opportunityculture.org/reach/class-size-increases-in-person/.

Note: Few pilot Opportunity Culture schools have chosen to use this model alone. Although it requires the least change in school processes, it maintains the one-teacher-one-classroom mode, and does not create a natural team of teachers who can help one another succeed. By combining technical class-size increases (increased student: teacher ratios) with Time-Technology Swaps or Elementary Specialization, teachers can reach more students *while maintaining or decreasing the number of students in a class* with a teacher at any given time. Teachers can gain planning and collaboration time in some combinations, too. Schools must plan class-size increases carefully to serve students’ and teachers’ interests in great instruction.

MORE DETAIL:

In this model, *all* teachers in a school are expected to produce excellent outcomes and reach more students in larger classes. This higher expectation and performance standard comes with more pay.

The benefit to students is very direct: More have excellent teachers. They also experience learning in an organization where striving for excellence is part of the culture for adults as well as students.

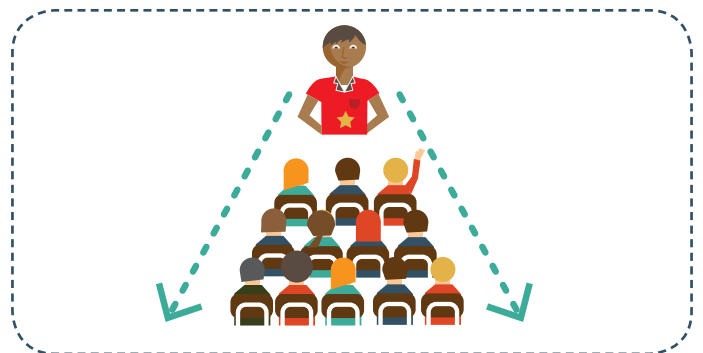
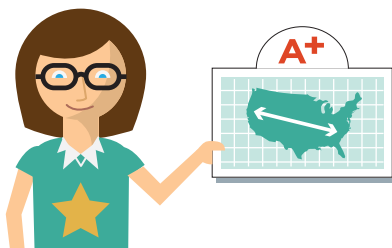
Teachers capable of producing excellent results must be identified during the teacher recruitment, selection, and preparation processes. Rigorous, frequent evaluation, feedback, and development become essential for all teachers-in-training and new teachers, as does the outplacement of candidates who do not rapidly

rise to this level. Teachers who remain know that they are part of an elite corps of professionals committed to and capable of the highest standards of excellence, and they can openly work together to maintain that standard and further improve practice.

Schools with many excellent teachers or a strong supply of high-caliber candidates may find this model useful for closing all or nearly all school performance gaps. Any school with some excellent teachers and rising overall enrollment or demand for certain courses (secondary) can offer larger classrooms for more pay to consistently excellent teachers. (See *Class-Size Shifting* for options that also reduce class size for other teachers, at opportunityculture.org/reach/school-models/)

Schools that implement this model by enrolling more students (by assignment or by choice) and funneling students into select classrooms can use class-size increases to retain teachers who want the benefits of enhanced student impact and pay.

In an **Opportunity Culture**, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.



Any school can use this model in combination with other models to increase the number of students reached by excellent teachers. It may be possible to reduce the number of non-classroom instructional specialists in subjects for which an excellent classroom teacher is available to all.

The number of students with whom a teacher can produce excellent outcomes may vary by teacher and student characteristics. More sophisticated versions of this model might address differences among students: Students are placed into classes based on which teachers and classroom environments best fit their needs. Student-based budgeting, which ties higher pay to particular groups of students with higher needs, might enhance the appeal.

This model requires minimal changes at most in teaching roles, time use, technology use, and facilities.

Role and Schedule Changes for Excellent Teachers: Excellent teachers have larger class sizes. No role or schedule changes are required at the school level. Teachers may choose to manage their classroom time differently, depending on the number of students and how different their needs are.

New Roles for Other Staff: Roles for other staff members do not change. However, selection, preparation, and frequent evaluation and feedback for entering teachers become far more important when all class sizes are increased and excellent student outcomes are expected in every classroom.

When excellent teachers reach more students successfully, schools may be able to reduce the number of non-classroom instructional specialists who provide remedial and advanced instruction, freeing funds that might be used to pay excellent teachers more. Some non-classroom instructional specialists may be candidates for reach-extended teaching roles.

Optional positions may increase the number of students excellent teachers reach successfully. Tutors and teaching assistants may contribute to excellence, by following the lead of excellent teachers and playing supporting roles.

- * Tutors may provide small-group and individual instruction at the direction of excellent teachers. Tutors may work in person or be remotely located when necessary.
- * Teaching assistants may relieve excellent teachers of administrative work.



A Teacher's Impact =
Student Outcomes x
Number of Students Reached

Impact on Students: Students who would not otherwise have excellent teachers benefit directly with higher learning progress and other improved outcomes. Students are exposed to a culture of excellence.

Scheduling Changes: None.

Pay Changes: Financial benefit accrues to classroom teachers who teach more students, produce excellent results, and are paid more from per-pupil funds. If budgeting is student-based (students who require more time and resources are funded at a higher level), teachers also may be rewarded for teaching particular groups of students.

Cost Savings To Be Shared by Excellent Teachers and School: This model can be budget neutral. Cost savings occur when the total number of teaching positions is reduced, because fewer classroom teachers are needed and some non-classroom specialist positions may no longer be necessary. Some savings may be invested in additional feedback and development to promote excellent outcomes in every classroom, particularly for new and developing teachers.

Changes to Class/Group Size: Increases of up to approximately 40%.

Facilities Changes: Most class-size increases can be handled within existing facilities, but would require reallocation of furniture (more tables or desks and chairs; fewer bookshelves and other materials permanently stored in classrooms).

Technology Needs: None.

Estimated Reach Effect Calculation Assumptions: The table below shows increases from today's average U.S. class size of 24 students by reallocating existing students in a school to a smaller number of teachers. Increasing class sizes through new enrollment to 34 students produces an increased reach of 42% per teacher over the U.S. average.

BEFORE			AFTER		
Starting # of Classes	# of Students Per Class	Total # of Students	New # of Classes	New # of Students Per Class*	% Increase in Child Reach**
3	24	72	2	36***	50%
4	24	96	3	32	33%
5	24	120	4	30	25%
6	24	144	5	29	20%
7	24	168	6	28	17%

*The average class size in Japan and South Korea—two countries with high graduation rates—is approximately 34, which we use here as an outside limit. Classes of 34 are approximately 42% larger than today's average U.S. class of 24 students.

**Percentages are rounded.

***The first row illustrates a scenario with 36 students per class. This is higher than the number we have proposed as an outside limit, but provided here for illustration.

CRITICAL IMPLEMENTATION DECISIONS, AMONG OTHERS, INCLUDE:

- * Will **class-size limits** be uniform, or will they be different for teachers taking more students, based on their readiness to manage larger classes and the needs of students in each class?
 - If uniform, how many students will shift?
 - If not uniform, will there be outside limits on class sizes, or will this be decided on a case-by-case basis?
- * Which **teachers** have larger classes? Consider past results, classroom management skills, and indicators of job potential among candidates. Will new teachers have larger classrooms, or will they ramp up over time?
- * Which **students** will be added to larger classrooms of excellent teachers first? Consider which students will benefit most from available top teachers. Consider the differing populations and needs of students who are struggling, advanced, learning English, or who have special needs. Consider the overall student mix in each classroom and the demonstrated strengths of available teachers with differing students.
- * How will **pay** change for teachers with larger classrooms? Are immediate pay increases fundable with existing per-pupil funding if the school takes more students for excellent-teacher classrooms? Or will pay increases be possible only after larger-scale implementation and reduction in the number of classroom teacher positions? What portion of pay will be contingent on student outcomes? How will midyear departures and entry of students affect pay?
- * Do differing class sizes affect allocation of **teacher aides** (elementary) **or other resource staff**? Will an additional support team member be needed for each set of larger classrooms? If so, deduct that cost from available money for pay increases.

- * For existing schools changing to larger classes (rather than new schools), consider **transition issues**. How *quickly* will you increase class sizes? How will you *eliminate* positions? Natural attrition, early retirement, voluntary shifting of current teachers into alternative positions, or (where warranted) dismissal of ineffective teacher(s) are a few options. Some schools using this model may not have fewer jobs, just fewer classroom teachers.
- * What, if any, changes in **facilities** are necessary?
- * How will the change be **communicated** to convey the value of larger classes with top teachers?
- * What changes in policies and practices related to **hiring, retention, dismissal, professional development, leadership, and teacher evaluation** are needed?

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must choose and tailor models to:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities



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