



THE NEW AMERICAN ACADEMY

A New Vision for Education

The Next Generation of Differentiated Compensation: after Merit Pay. What Next?

Shimon Waronker, Founder
November 12, 2014

“Our Nation is at risk . . . the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people . . . If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves

. . . We have, in effect, been committing an act of unthinking, unilateral educational disarmament.”

NATION AT RISK

A Nation At Risk, 1983

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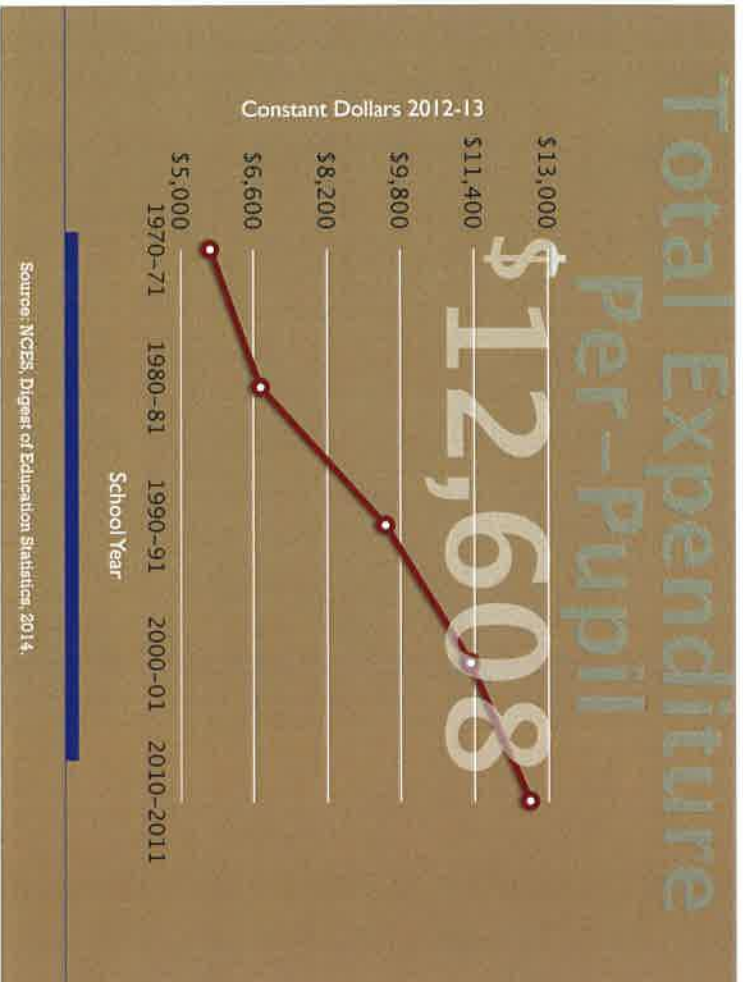
NATION AT RISK

A Nation At Risk, 1983

Total Expenditure Per-Pupil



Source: NCES, Digest of Education Statistics, 2014.



Monday, November 10 14

THE CHALLENGE

16.8% national teacher turnover

Teacher attrition has grown by 50 percent over the past 15 years. The national teacher turnover rate has risen to 16.8 percent. In urban schools it is over 20 percent.

In 1970 in New York City
...a starting lawyer going into a prestigious firm and a starting teacher going into public education had a differential in their entry salary of about \$2000.

Today in New York City
including salary and bonus, that starting lawyer makes \$160,000, while starting teachers in New York make roughly \$45,000.

The Center for the Future of Teaching & Learning, 2007

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\$7.3 billion teacher turnover cost

The national cost of public school teacher turnover could be over \$7.3 billion a year.

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TODAY'S STUDENTS FACE A COMPLEX AND CHALLENGING ENVIRONMENT

The 21st Century economy is increasingly interconnected and **knowledge-driven**.

+

For colleagues on a team or members of a community, **strong interpersonal skills** have become rare and valuable assets².

To be successful, today's students must be **empowered to innovate** and **wired to collaborate**.

1. By 2020, North American employers will require 16.4 BM more college-educated workers than will be available. (McKoway, 2012)

2. Puvion. "Or growth in interactions work Page 14 file:///C:/Users/Scott/Downloads/State of Human Capital 2012.pdf"

BUT OUR SCHOOLS ARE CONSTRAINED BY AN OUTDATED DESIGN

Large, static classes
student-teacher ratios at ~25:1



Teachers are stuck
with the same material but new pupils each year

Time To Get Started

Limited flexibility for:

- collaborative group work
- project-based learning
- inter-teacher mentoring

Lost time and flat lessons:

- 20%+ of each classroom year spent establishing systems & relationships
- teaching innovation stifled by monotony

AND OUR TEACHERS ARE NOT EMPOWERED TO DELIVER

Developing high-level skills like **innovation** and **collaboration** is difficult, particularly for teachers in under-resourced schools, given:

Minimal practical training
in managing group work and project-based learning

Scant planning time
to tailor their instruction to students having their own

No long-term incentives
to continue having their own

We are working to create a new brand of schools, where design **constraints are removed** and **teachers are empowered** to deliver.

OUR SOLUTION

RE-IMAGINES SCHOOL DESIGN & TEACHER SUPPORT

Optimized Design

- Grade-wide teaching teams, spaced along a career ladder, plan and work together every day
- Teams “loop” with students (i.e. progress through grades alongside their pupils)



Empowered Teachers

- Deep Training daily mentoring, Summer Institute
- Broad Autonomy common planning time, flexible student grouping
- Pathways for Growth performance-based advancement

Our empowered teachers, working together in a school structure optimized for building deep relationships, can instill high-level skills like **innovation** and **collaboration**.



EMPOWERED TEACHERS ARE WELL-EQUIPPED, INDEPENDENT AND MOTIVATED

Deep Training

- 5-week summer training institute
- Daily, in-class mentoring from master teacher on their team
- Bi-weekly professional coaching sessions

Benefits

- Teachers master the challenge of managing inquiry-driven curricula, center-based learning and individualized instruction
- Teams can incorporate new members, gel and co-plan well before September

Broad Autonomy

- Teaching teams leverage 90 minutes of daily planning time to design and deliver tailored instruction across all subjects

Benefits

- Flexible groupings allow for supported growth of struggling students and new teachers
- Collaborative approach promotes strong peer accountability

Pathways for Growth

- Career ladder salaries increase and responsibilities evolve based on performance and peer-review, not tenure

Benefits

- Collaboration, effort, and academic results translate into financial and professional growth
- Opportunity to blend-in coaching with classroom duties

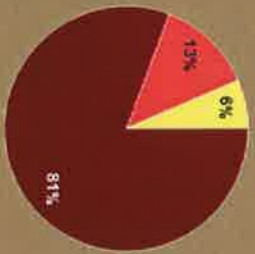


WHO WE SERVE

PROVING OUR MODEL IN HIGH-POVERTY SCHOOLS

We currently serve 1000 elementary-aged children across three schools in high-poverty areas of NYC: the South Bronx, Crown Heights, and East Flatbush. Each school starts small and adds one grade at a time.

Student population by Family Income



Free lunch Reduced-price lunch Full price

Student population by Race / Ethnicity



African-American White Latino



HOW WE'RE DOING

THE BEGINNINGS

Because we build one grade at a time, beginning with kindergarten, we do not have meaningful state test data yet. In the meantime...

Parents are lining up to enroll students

- PS 770 has 72 kindergarten students when we wanted to max out at 65 students.
- PS 274 was projected for 385 students this year. We have enrolled 505 students.
- Our Charter school had 488 applications for 90 slots
- 100% of parents at all three schools said they would either recommend or *strongly* recommend TNAA to other parents

Internal reading data demonstrates great improvement

For example, this past year TNAA's Kindergarten students went from 39% on grade level in September to 69% on grade level by June. While in our 1st grade where 74% of students came in two years behind grade level 34% of students moved 5 or more reading levels, which comes out to 1.5-2 years of growth in just one year.

