

Appendix C

Comparative Leading Edge School Data on Diagnostic Resource Indicators (Average, Range)

Resource strategy 1: Invest to continuously improve teaching quality through hiring, professional development, job structure, and collaborative planning time.

Design principles	Diagnostic indicators	Range	Average
Hiring and organizing staff to fit school needs in terms of expertise, philosophy, and schedule	Use of a rigorous, strategic hiring process	–	–
	Core academic teachers with three or fewer years' experience	0–57%	23%
	Core academic teachers proficient in area of expertise	N/A	N/A
	Core academic teachers teaching more than one subject	0–100%	54%
	Leverage outside experts	–	–
Integrating significant resources for well-designed professional development that provides expert support to implement the schools' instructional models	Dollars per teacher spent on professional development (not including teacher time)	\$734–\$12,818	\$3,753
	Staff with instructional leadership roles (not full-time equivalent)	3.3–30%	12%
Designing teacher teams and schedules to include blocks of collaborative planning time effectively used to improve classroom practice	Teacher year in PD (w/collaborative planning time)	10–17%	12%
	Total yearly teacher PD hours (w/collaborative planning time)	133–276	193
	Minutes of collaborative planning time per week	0–210	100
	PD in content-based activities	0–24%	12%
Enacting systems that promote individual teacher growth through induction, leadership opportunities, professional development planning, evaluation, and compensation	Span of review	4–34	16
	Regular review of teacher performance and growth that informs employment, support, and PD	–	–
	Teacher compensation for leadership roles	0–12%	1%

PD = Professional development

Resource strategy 2: Use student time strategically, linking it to student learning needs.

Design principles	Diagnostic indicators	Range	Average
Purposefully aligning the schools' schedules with their instructional models and student needs	Total yearly hours in noncore courses	89–440	216
	Student year in noncore courses	6–35%	17.3%
	Student year in theme-based activities	7–37%	23%
Maximizing time on academic subjects, including longer blocks of uninterrupted time	Total average yearly student hours	1,115–1,571	1,276
	Total average yearly core academic hours: All grades 9–12	437–934	733
	Total average yearly core academic hours: ninth grade	437–934	744
	12th grade	437–934	645
	Total core academic hours over four years	2,156–3,737	2,934
	Average student year spent in core academic courses	36–75%	58%
	Use of block schedules, i.e., class periods longer than 70 minutes	–	–
Varying individual student time when necessary to ensure all students meet rigorous standards	Student time in academic support and enrichment	0–20%	6.6%
	Total yearly hours in academic support and enrichment	0–255	87
	Consistent graduation requirements for all students	–	–
	<ul style="list-style-type: none"> Ratio of time in ninth grade math to average time in math Ratio of time in ninth grade ELA to average time in ELA 	0.92–1.08 0.91–1.13	0.99 1.03

ELA = English language arts

Resource strategy 3: Create individual attention and personal learning environments.

Design principles	Diagnostic indicators	Range	Average
Assessing student learning on an ongoing basis and adjusting instruction and support accordingly	Systems for tracking and reviewing individual student progress	–	–
Creating smaller group sizes and reduced teacher loads for targeted purposes	<ul style="list-style-type: none"> Average overall class size Average core class size Average ninth grade core class size Average math class size Average ELA class size 	17–23 16–24 17–28 7–22 8–27	21 20 22 18 18
	<ul style="list-style-type: none"> Average overall teacher load (point in time) Average core teacher load (point in time) Average teacher load ninth grade core Average teacher load math Average teacher load ELA 	17–135 17–124 17–141 37–133 35–140	82 76 83 79 82
Organizing structures that foster personal relationships between students and teachers	Average number of students assigned to an adult advocate/advisor providing academic and/or personal support	10–27	16
	Student to core academic teacher ratio	12–19	16
	Total yearly teacher hours spent in support and enrichment (other)	0–151	60
	Looping practices around strategically grouped students	–	–
	<ul style="list-style-type: none"> Size of school (enrollment) Size of student group in strategic core academic teacher teams 	128–507 –	273 –

ELA = English language arts