



# Aligning Resources to Strategy and Need

## Diagnostic Analysis for Seattle Public Schools

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SPS partnered with Education Resource Strategies (ERS), a national nonprofit with deep expertise in school system budgeting and strategy, to conduct a diagnostic analysis that examines how resources are allocated and how those investments shape student and staff experiences. The report draws on a wide range of data, including district budgets, staffing, student outcomes, and educator and community perception. It highlights both strengths and areas for improvement, with a focus on equity and sustainability. Slides include data charts and text summarizing the findings on each page.



# Aligning Resources to Strategy and Need

Diagnostic Analysis for Seattle Public Schools

September 2025





# Agenda

- 10 min Intro & Approach
- 15 min Key Insights: School Funding & District Operations
- 15 min Key Insights: Advanced Coursework & Experienced Educators
- 15 min Key Insights: School Leaders & Strategy Implementation
- 5 min Closing
- 30 min Discussion & Additional Questions

# Overall Planning Timeline

2024 - 2025

## Goals and Guardrails Development

1. Set topline goals and guardrails
2. Develop interim metrics predictive of the topline goals and guardrails

Spring – Fall 2025

## Diagnostic Resource and Strategy Analysis

1. **Paint comprehensive resource picture**
2. Begin System Strategy Return on Investment

Summer – Fall 2025

## Prioritizing and Building the Draft Plan

1. Prioritize
2. Convene taskforce and conduct any additional engagement
3. Develop guiding theory of action to achieve goals
4. Determine specific actions for central office, schools, and classrooms
5. Make tradeoffs to invest in strategies and initiatives

2025 – 2030\*\*

## Transition Leadership and Revise Plan\*\*

1. Execute leadership transition
2. Refine plan with future administration
3. Deepen feedback and engagement loops
4. Adjust multi-year implementation metrics and progress tracking

\*\*subject to change\*\*

# This work seeks to inform district leadership's efforts to set strategy and align resources in service of the district's goals and guardrails



Seattle Public Schools' **goals and guardrails are designed** to ensure the district stays focused on **improving student outcomes**—especially for historically underserved students—by setting **clear priorities and boundaries** that guide the superintendent's decisions and actions. The ultimate goal is to **align leadership, resources, and accountability** around student success and equity.



The superintendent and team are responsible for **developing and implementing a strategic plan** that translates the goals and guardrails into **concrete actions, systems, and supports** that drive **improved student outcomes and equity**.



By examining how resources are allocated and used, SPS is building a shared fact base on the current state of resources to identify and prioritize actions needed to address inequities across the system



**Resource equity** means schools, the district, and the community working together to **ensure every student has access to the right mix of resources and supports needed for high-quality learning.** It ensures that all schools across the district create opportunities for every student—so that race and family income no longer determine a student's future.

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# The full diagnostic report includes the sections listed below – today we're presenting a high-level summary

## Introduction

- Context
- Approach

## Analytic Insights

- Overall Resource Levels
- Teachers and Instructional Support
- Course Access & Opportunity
- School Leadership
- Central Office
- School Resourcing
- Elementary Portfolio
- Special Education

## Getting to Action

- Overview of Key Insights
- Insight 1: School funding
- Insight 2: District operations
- Insight 3: Advanced coursework
- Insight 4: Experienced educators
- Insight 5: School leaders
- Insight 6: Strategy implementation
- Next Steps

# About the Full Diagnostic Analysis Report

## The report focuses on...

**A snapshot of the current resource use patterns and what contributes to those patterns.** The intention is to highlight potential resource misalignments and their impact on the student and staff experience and identify potential resource realignment opportunities to ensure that resource use is aligned to district strategy and the District's Goals and Guardrails.



## The report does *not*...

**Identify cost reduction opportunities to close the deficit.** This presentation is not intended to provide options for reducing the deficit. Its purpose is to align resources to strategy and effective practice while giving the incoming Superintendent and the community a clear picture of how current spending patterns connect to student and staff experiences.



# The report combines multiple data sources to build a comprehensive picture of resource use in Seattle

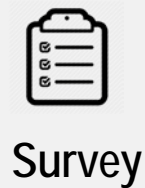
## Types of Data Included in the Analysis



Over 10M rows of data covering student and staff demographics, student courses and grades, class sizes, staff compensation, and school and district funding



Interviews with teachers, principals, central office staff, and board directors, as well as external stakeholders such as the Department of Education and Early Learning (DEEL) and the Alliance for Education; reviews of past reports / presentations.



Perception data from 85 principals conducted February 2025 around strategic resource use, including topics such as instructional support and professional learning, teaching quality and support, personalized time and attention, and the school leader job more broadly

# Today, we're sharing highlights of the full diagnostic report that center on the following six key insights

To ensure that SPS can provide all students and staff an excellent foundational experience across all schools and meet the District's Goals and Guardrails, SPS needs to address the challenges across these key insights

## Key Insight 1

Potential misalignment of school funding levels, need, and the desired student and staff experiences

## Key Insight 2

Unsustainable district operations given current fiscal deficit conditions

## Key Insight 3

Variation in student access to advanced coursework

## Key Insight 4

Inequitable student access to experienced educators

## Key Insight 5

Inconsistent and/or inadequate support for school leaders given variation in leader experience and ambiguity around school autonomy

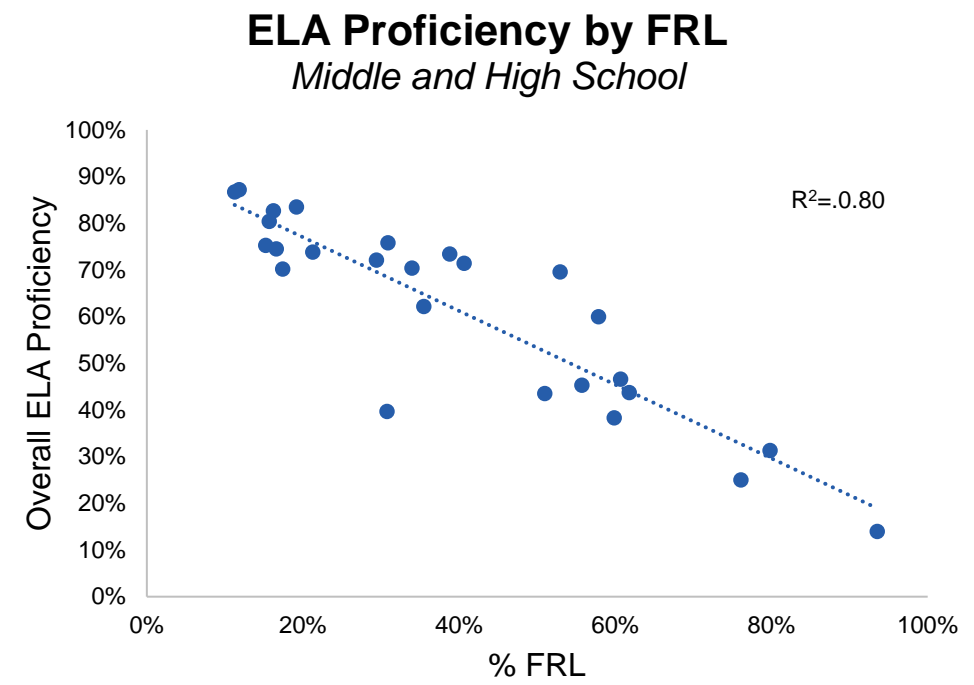
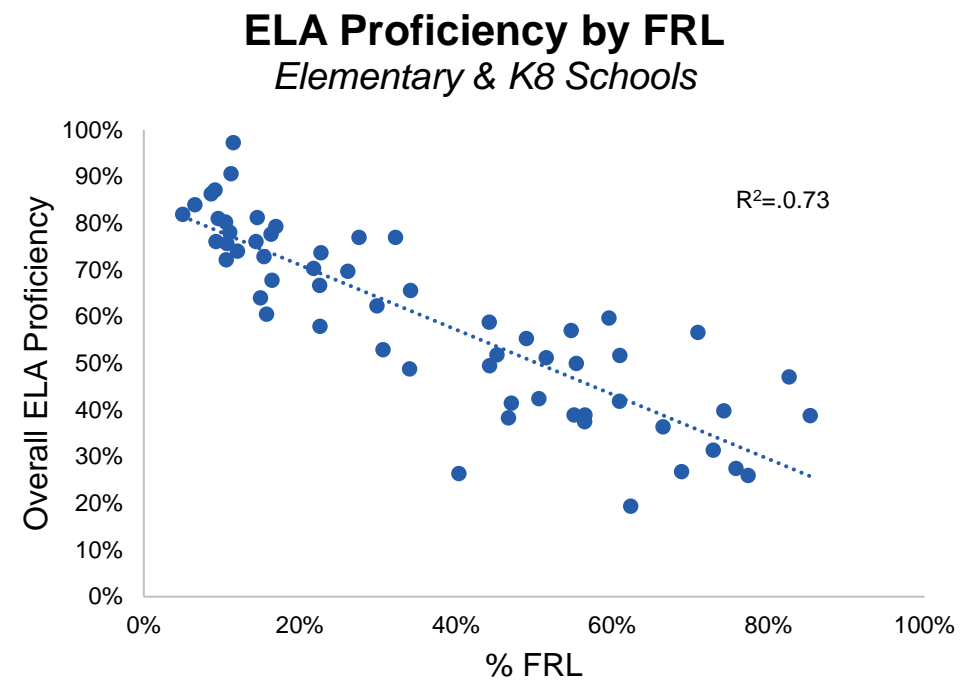
## Key Insight 6

Challenges with strategy implementation driven by a lack of organizational alignment & clarity of ownership

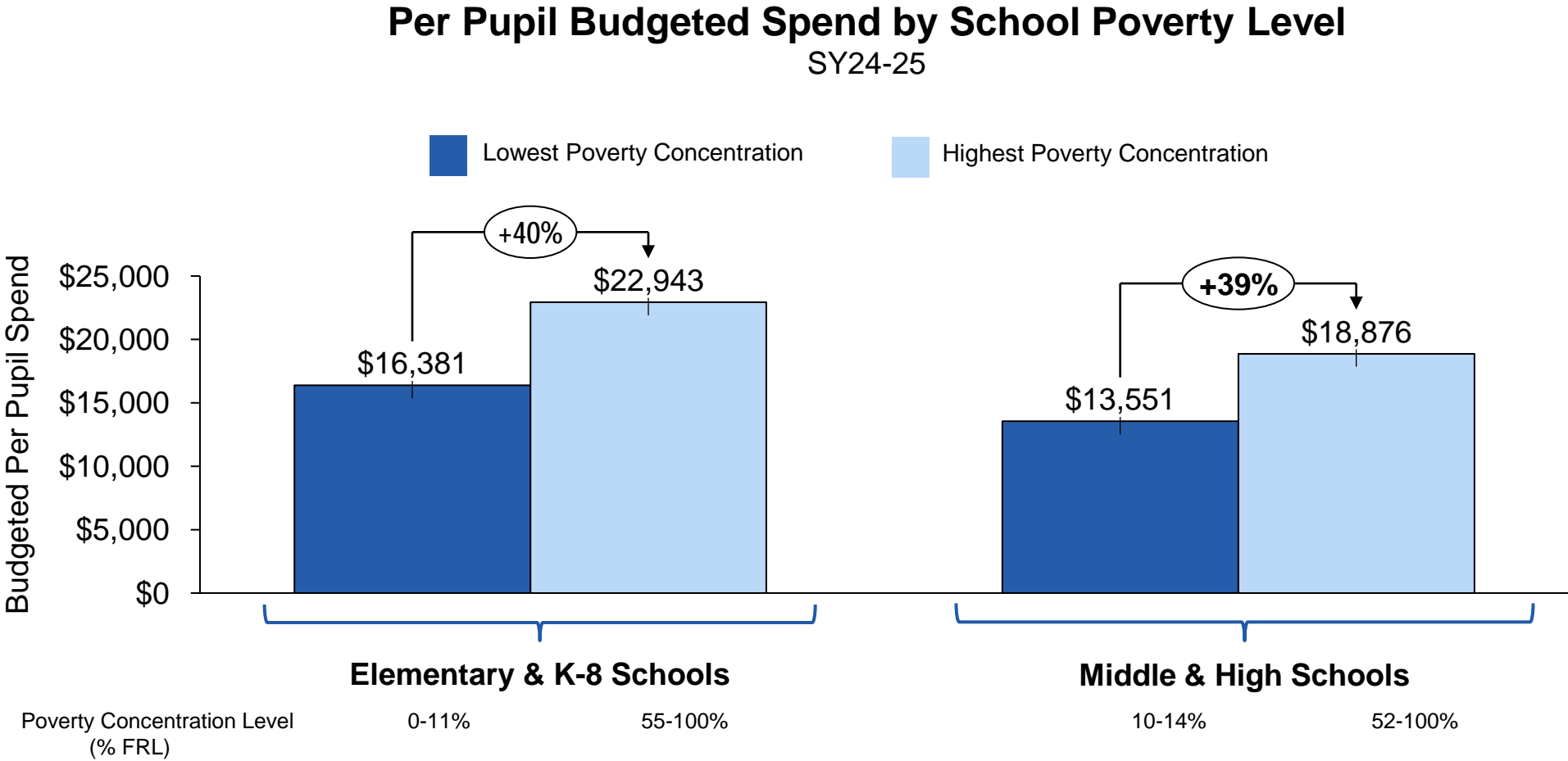
# **Key Insight**

**Potential misalignment between  
school funding levels, need, and  
the desired student and staff  
experiences**

# In SPS, as with other districts nationwide, there is a strong relationship between poverty and outcomes

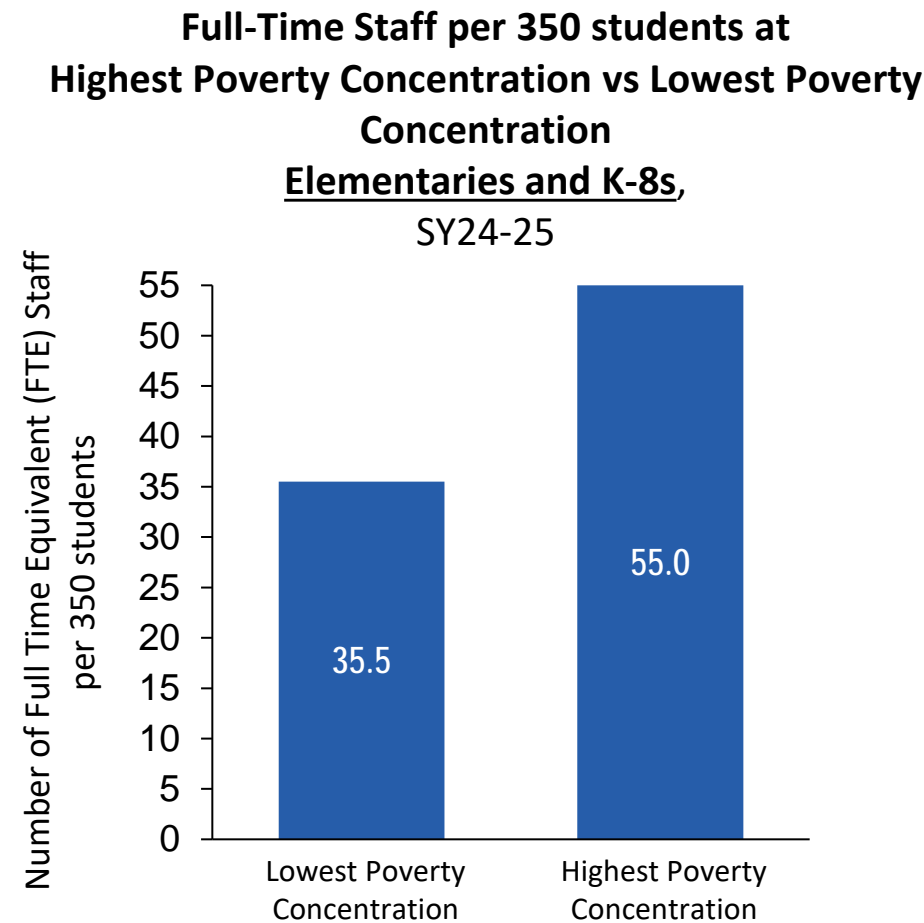


# Schools with higher concentrations of poverty receive additional funding...but what contributes to that?





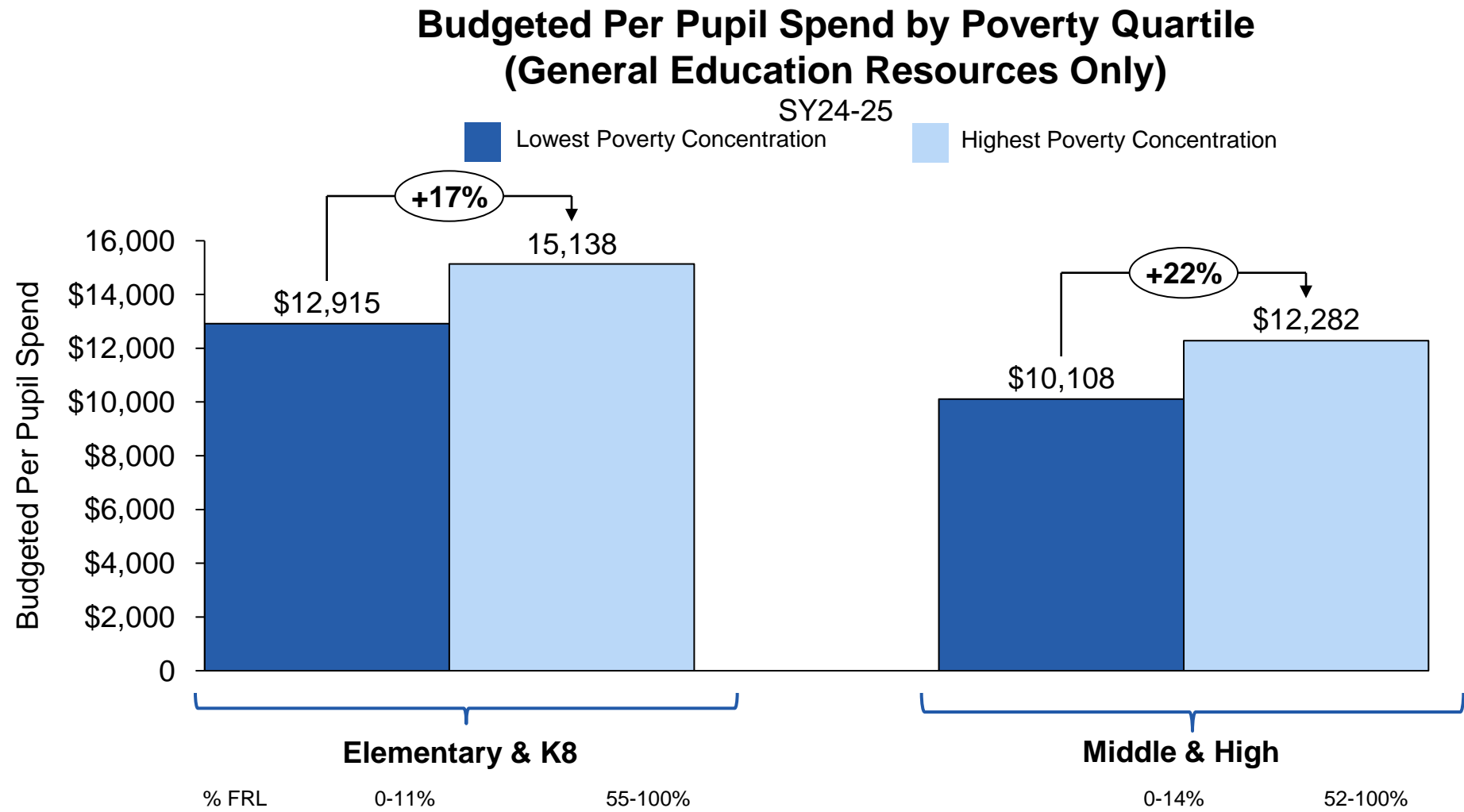
# Additional spending levels at schools with higher poverty concentrations are primarily a result of additional special education and multi-lingual learner positions



Source: Merged Financial File (SY24-25); SPS Schools File (SY24-25)  
Note: Numbers may not fully align due to underlying rounding; figures rounded to nearest 0.5 Full Time Equivalent position (FTE)

Position		Average Staff at Lowest FRL	Additional Staff at Highest FRL
GEN ED	Teachers	18.0	+ 0.5
	Instructional Assistants	1.5	+ 1.0
	Building Admin / Front Office	2.0	+ 0.5
	Interventionist	1.0	+ 1.5
	Social Worker & Counselor	0.5	+ 0.5
	Coach	0.0	+ 0.5
	Other	3.5	+ 1.5
MULTI-LINGUAL	Teacher	0.5	+ 2.0
	Instructional Assistants	0.5	+ 2.5
SPECIAL EDUCATION	Teachers	2.5	+ 2.0
	Instructional Assistants	4.0	+ 6.0
	OT/PT/ST/Psych	1.5	+ 1.0
Total Staff		35.5	+ 19.5

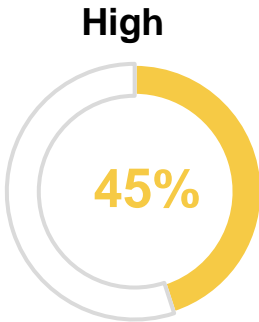
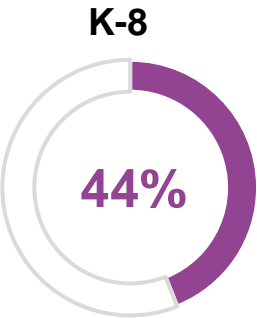
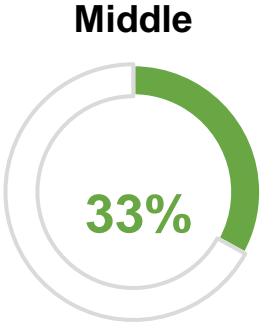
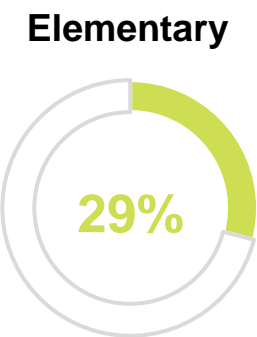
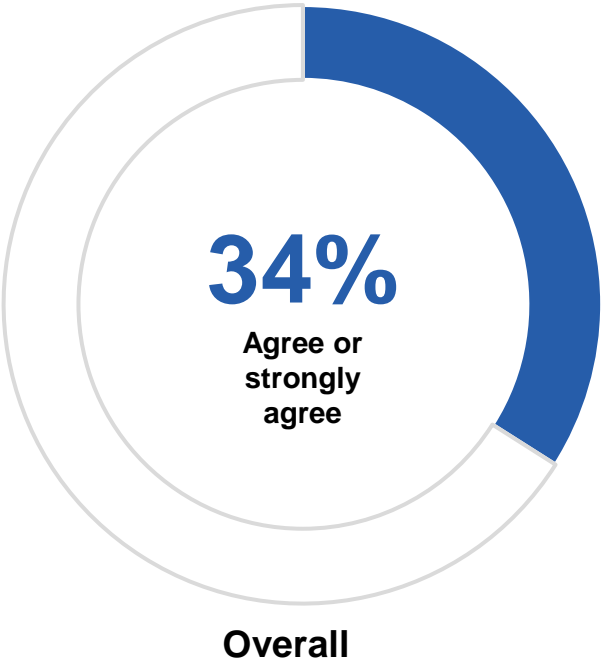
# Funding differences between schools with higher and lower poverty decrease when excluding Special Education and bilingual resources



Principals in SPS highlighted questions around overall resourcing, measures of need, and the types of positions they receive through the school funding formula

Principal Survey Results

Positions and dollars are allocated fairly based on my school's needs



"We do not receive any resources to support intensive intervention."

"We feel under resourced."

"The WSS formula is pre-pandemic and feels out of date with current needs."

## Key Insight 1

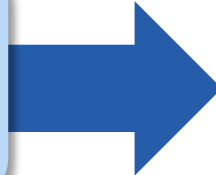
**Potential misalignment of school funding levels, need, and the desired student and staff experiences**

*Related Goals & Guardrails*

*All Goals, Guardrail 5*

### Data Insight 1

**Diagnostic Insight:** In Seattle, like other school districts nationwide, there is a strong correlation between concentrations of poverty in a school and school performance. But, poverty levels don't fully explain school outcomes.

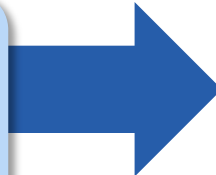


### Potential Strategies

Review **relationship between other need characteristics and outcomes** to identify other potential need measures (in addition to poverty) to incorporate into the school funding formula.

### Data Insight 2

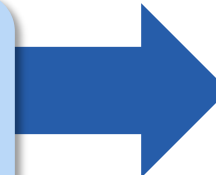
**Diagnostic Insight:** Per pupil spending at schools with higher concentrations of poverty is about 40% higher than schools with lower concentrations of poverty. The majority of that differentiation is a product additional special education and multi-lingual learned focused allocations.



Articulate the **student and staff experiences** that SPS desires for all schools and how they should be differentiated for its highest needs schools.

### Data Insight 3

**School Leader Survey:** Only 34% of principals agree that positions and dollars are allocated fairly based on school needs.



Review and realign resource allocation practices to ensure **funding is distributed more transparently and equitably across schools**, particularly those **serving higher-need students** based on the experiences SPS desires to create for its students and staff.

# Key Insight

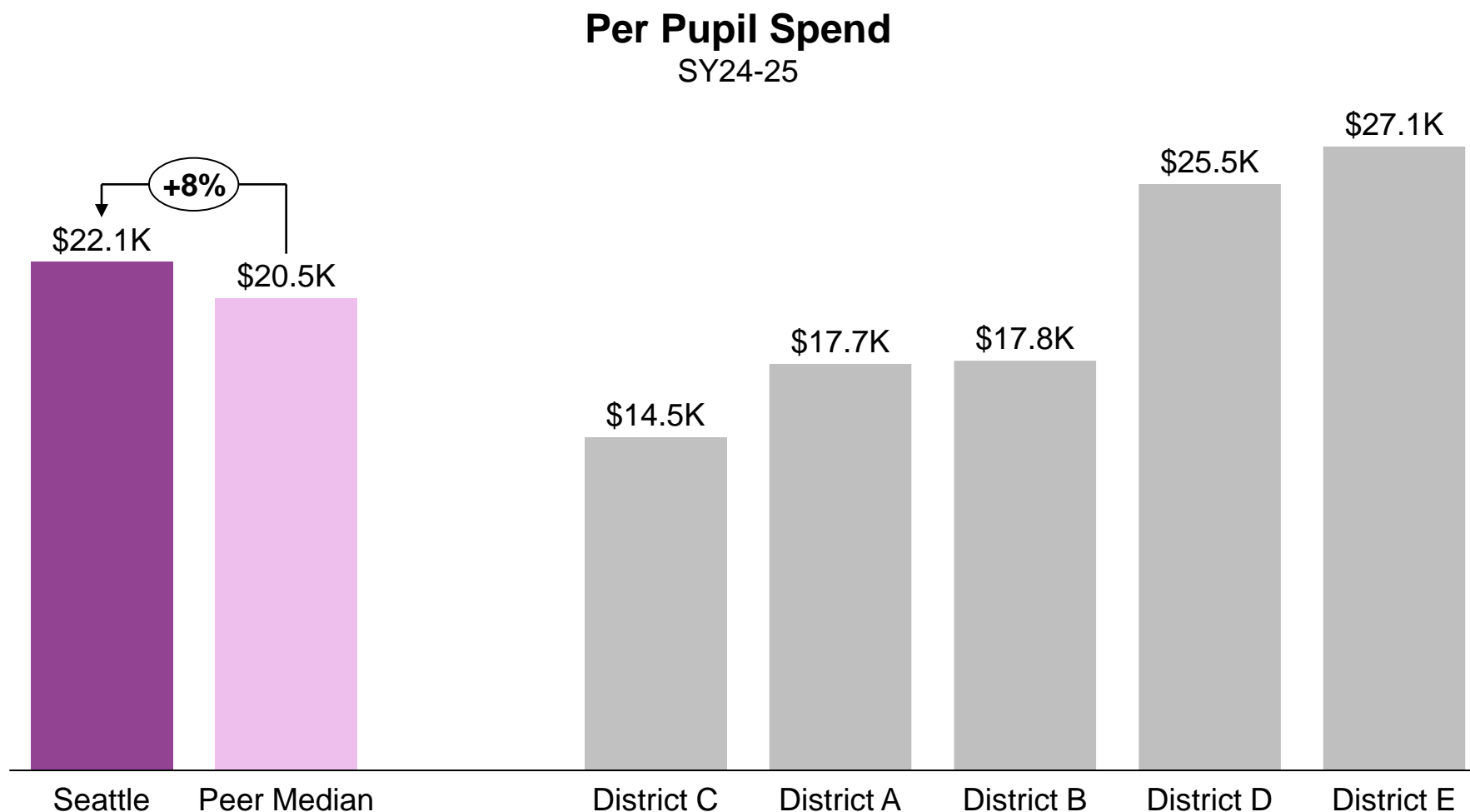
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**Unsustainable district  
operations given current fiscal  
deficit conditions**

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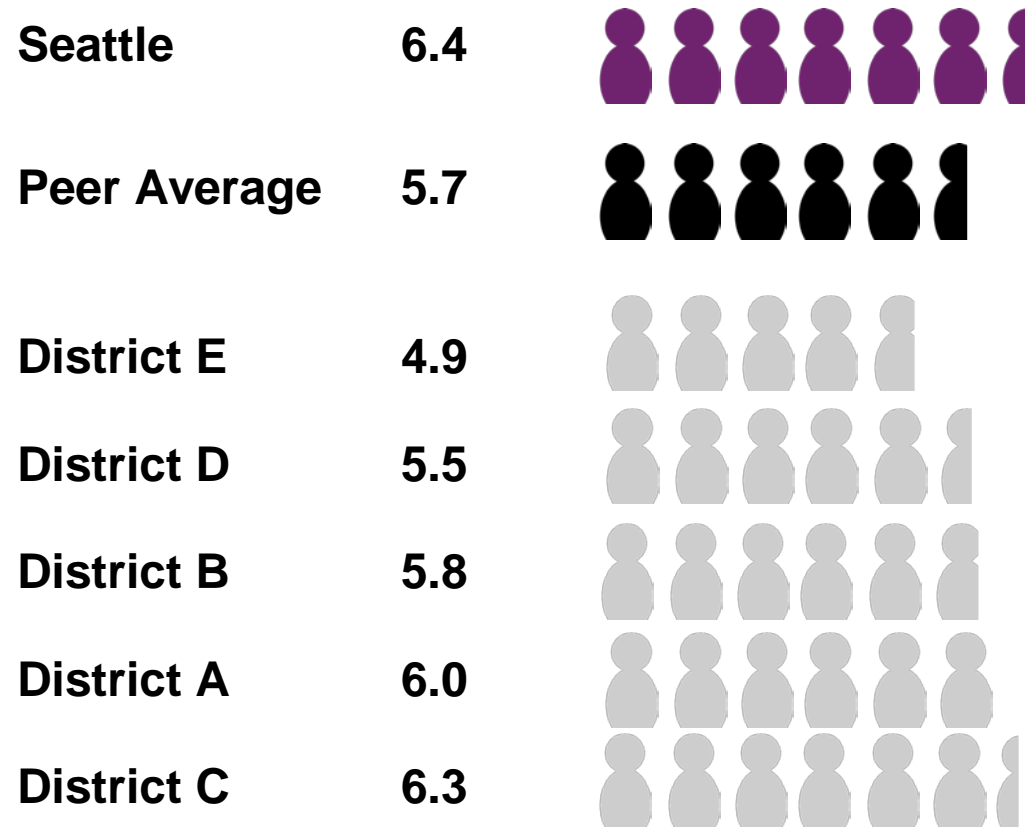


# SPS budgeted \$22k per pupil in SY2425, more than comparison districts even after controlling for regional cost difference



# SPS needs more revenue than comparison districts to cover the costs of a single teacher

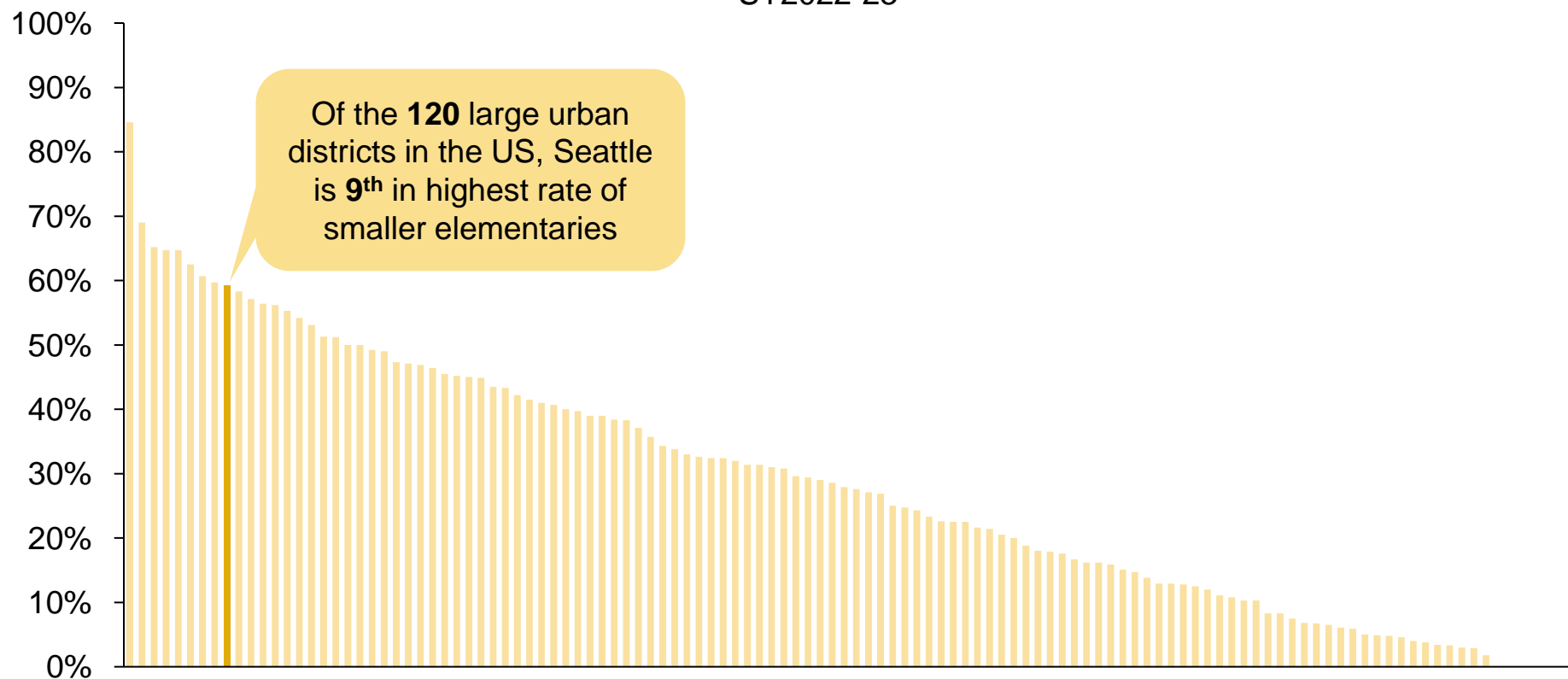
**How many students does it take to cover the cost of a teacher?**  
(Average Teacher Compensation / Per Pupil Spending)



If the ratio of per pupil spending to teacher compensation were the same as the peer average (5.7), SPS would have to spend an additional \$2.8k per pupil, for a total of \$143.5 M more

# SPS has among the highest rates of elementary schools under 350 students for large urban districts nationally

**Rate of Smaller Elementaries at SPS vs. All Other Large Urban Districts in the U.S.**  
SY2022-23



## Key Insight 2

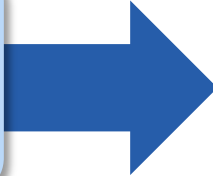
## Unsustainable district operations given current fiscal deficit conditions

*Related Goals & Guardrails*

*All Goals, Guardrail 5*

### Data Insight 1

**Diagnostic Insight:** The portfolio, configuration and size of elementary schools creates challenges in providing robust school & teacher supports and ensuring student access to high quality instruction.



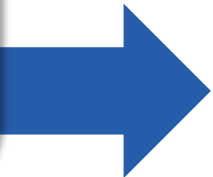
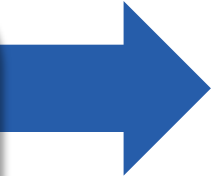
### Potential Strategies

Assess district portfolio and school configurations to **balance efficiency with student and staff experience**, addressing challenges like limited access to Specials, small teacher teams, and under-resourced facilities.

### Data Insight 2

**District Context:** SPS faces a \$94 million dollar budget deficit, which will require strategic decision-making in the coming fiscal years to ensure financial sustainability.

**Diagnostic Analysis:** SPS needs more “students' worth” of revenue than comparison districts to cover the costs of a single teacher relative to national peer districts, even though staffing costs are comparable to local peers.



Develop a **multi-year fiscal strategy** that **aligns resources with student priorities**, accounts for enrollment decline, pursues additional revenue, and positions SPS to navigate its budget deficit while **protecting equity and instructional quality**

Advocate for additional revenue and explore **cost reduction opportunities in higher spending areas (e.g., special education and transportation)** by reviewing district policy / practices

# Key Insight

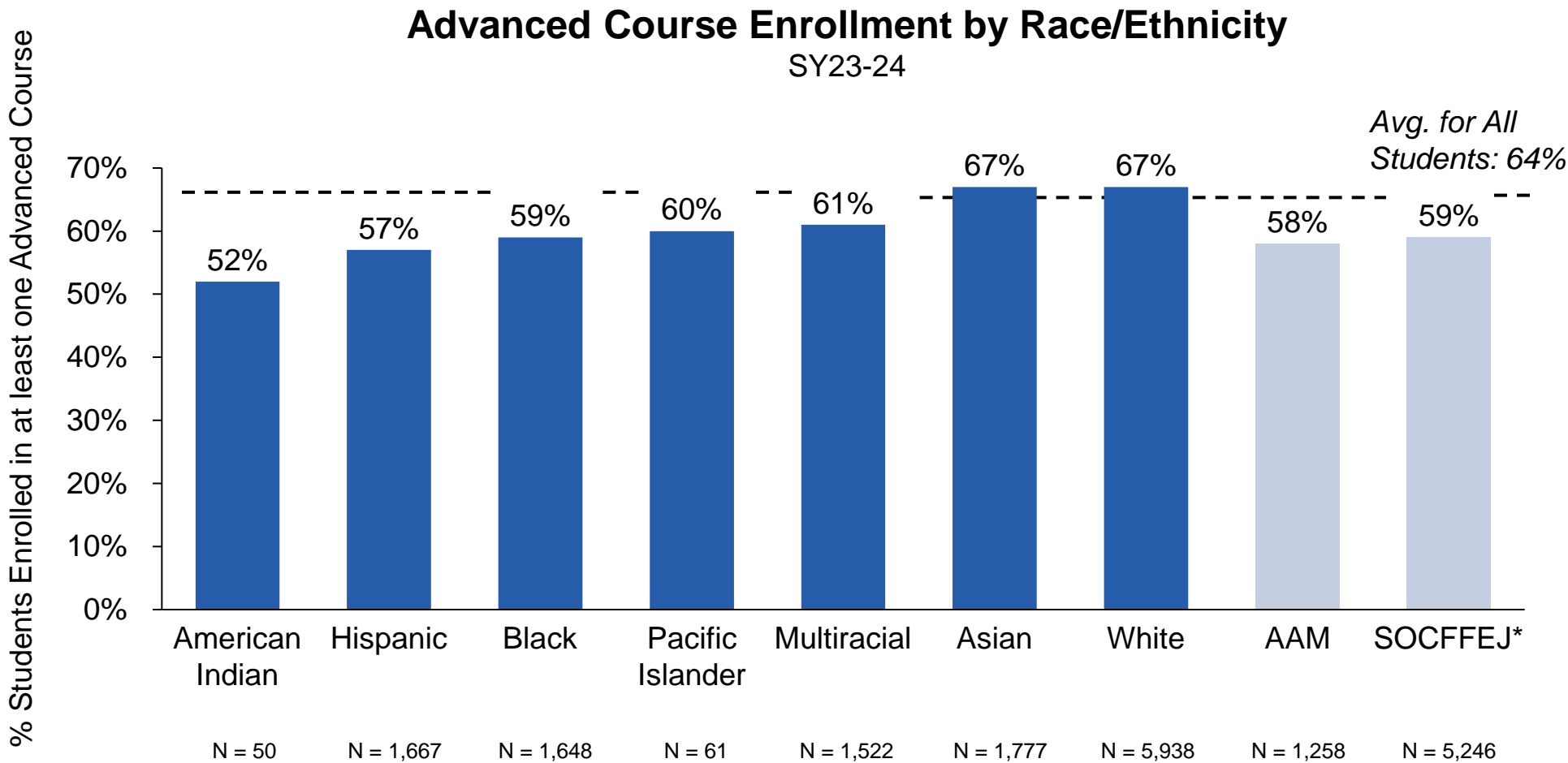
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**Variation in student access to  
advanced coursework**

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# American Indian, Hispanic, and Black students enroll in advanced courses less often than peers across high schools



Note: ~1800 students excluded due to not being in SPS testing pool; non-comprehensive high schools excluded due to program focus; SOCFFEJ stands for students of color further from economic justice, a term developed by Seattle in collaboration with the community  
Source: ERS Snapshot Analysis of SY23-24 Transcript Data

# What factors can influence enrollment patterns?

1

## Student Incoming Performance

**Incoming performance** impacts which courses students may enroll in.

2

## Course Availability Across Schools (Courses not offered at certain schools)

**Course availability at certain schools** can limit or enable opportunities to take certain courses. This could be related to a school's programmatic focus, overall size, or other factors.

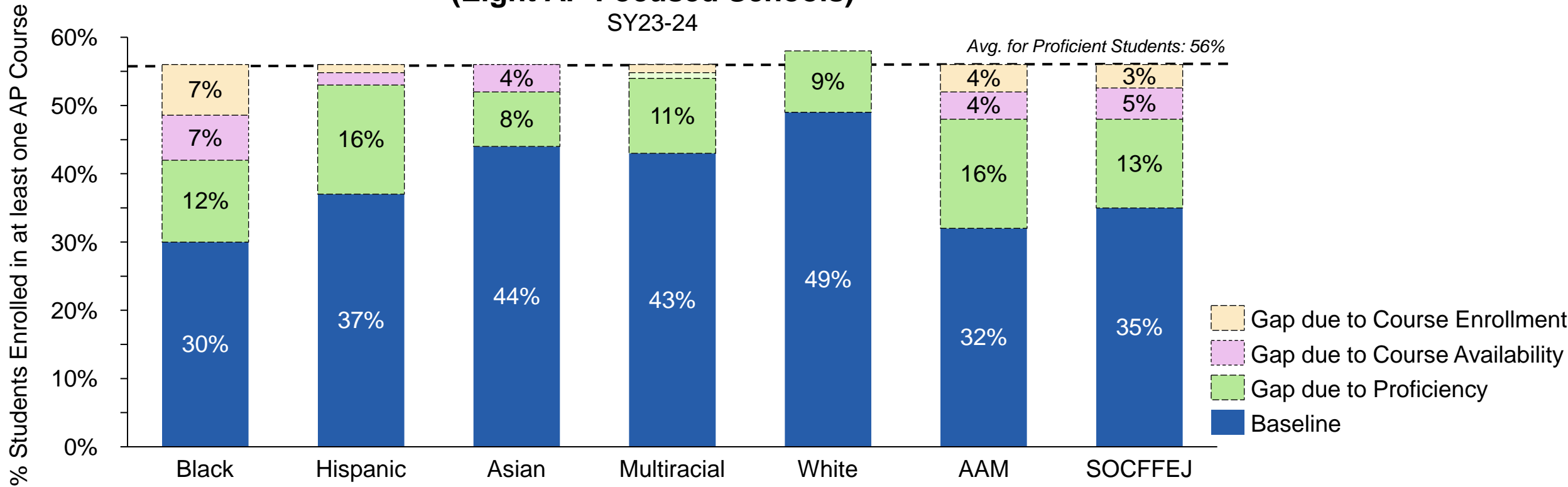
3

## Course Enrollment Within Schools (Courses offered, but certain students not enrolled)

Even for students with the same incoming performance, **course enrollment may vary based on assignment practices within schools** – such as advising practices and student data considered. This could also be driven by differences in student interest or previous credits.

# Proficiency largely closes the gap in AP enrollment for Hispanic students but not for Black students

AP Enrollment by Race/Ethnicity - Only Proficient Students  
(Eight AP Focused Schools)



Note: American Indian and Pacific Islander groups excluded from this graph due to low n-size when disaggregated by proficiency level; ~1800 students excluded due to not being in SPS testing pool; non-comprehensive high schools excluded due to program focus  
Source: ERS Snapshot Analysis of SY23-24 Transcript Data

# AP Calculus Deep Dive: Most students enroll in courses aligned with the typical course progression in Math

Percent of Students in Enrolled in Each Math Course by Grade Level

SY23-24

Middle School			High School			
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Math 6	Math 7	Math 8	Algebra 1	Geometry	Other	Other
86%	42%	41%	48%	45%	37%	31%
Math 7, 8 or 7/8	Math 7/8	Algebra 1	Geometry	Algebra 2	Algebra 2	Pre-Calc
13%	36%	45%	34%	25%	30%	11%
	Math 8	Other	Algebra 2	Pre-Calc	Pre-Calc	AP Statistics
	12%	13%	11%	13%	21%	20%
	Algebra 1		Other	Other	AP Calculus	AP Calculus
	6%		6%	16%	12%	13%
	Other					Business Math
	4%					13%
						RS Math
						12%

Courses aligned with an accelerated math progression are noted in **dark red text**.

## Key Insight 3

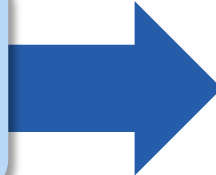
### Variation in student access to advanced coursework

*Related Goals & Guardrails*

*Goal 3; Guardrail 1*

#### Data Insight 1

**Diagnostic Insight:** In HS, Black and Hispanic students enroll less often in advanced coursework. This is primarily driven by disparate outcomes and enrollment in earlier courses that prepare students for advanced coursework.

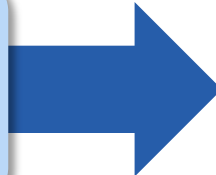


#### Potential Strategies

**Expand and align pathways into advanced coursework** by strengthening middle-grade readiness, **ensuring equitable course offerings across schools**, improving advising systems that guide Black and Hispanic students into preparatory and other post-secondary classes

#### Data Insight 2

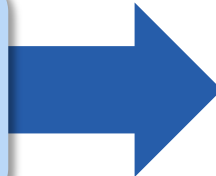
**Diagnostic Insight and School Leader Survey:** SPS spends less per pupil on instructional materials and supplies than peer districts. Only 50% of HS and 67% of MS principals agreed that SPS provides their school with high quality materials, while 81% of Elementary did.



Improve quality and equity of instructional resources by **assessing per-pupil spending on curriculum and materials**, addressing gaps identified by secondary principals, and ensuring **access to high-quality tools across grade levels**

#### Data Insight 3

**School Leader Survey and Central Office Interviews:** Variation in the vision, expectations and supports for implementing academic practices – such as MTSS – has led to inefficiencies and inconsistency in school implementation.



Increase coherence in academic practices by **clarifying expectations for MTSS and related frameworks**, and ensuring schools receive the supports needed for **consistent and effective implementation**



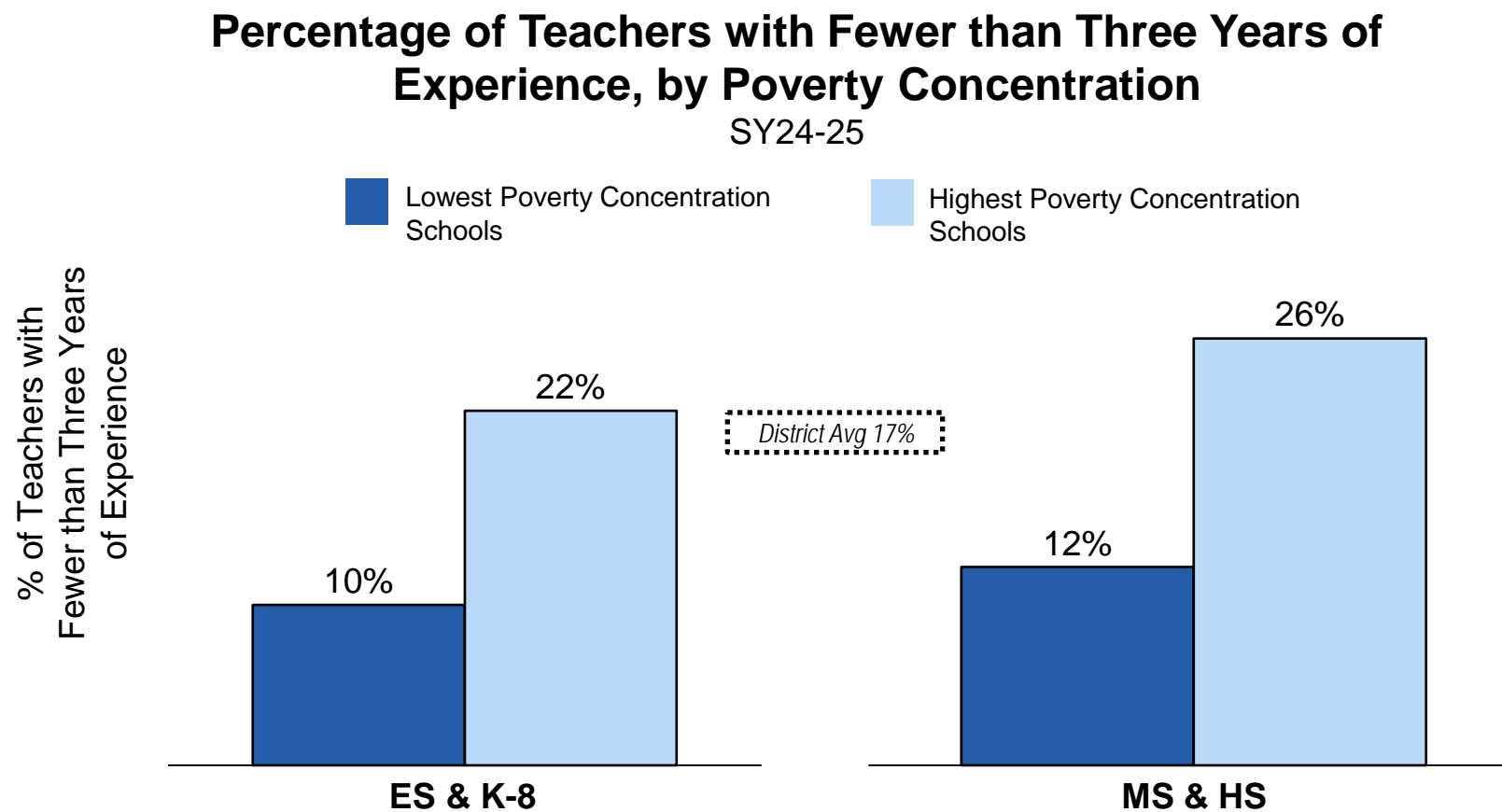
# Key Insight

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**Inequitable student access to  
experienced educators**

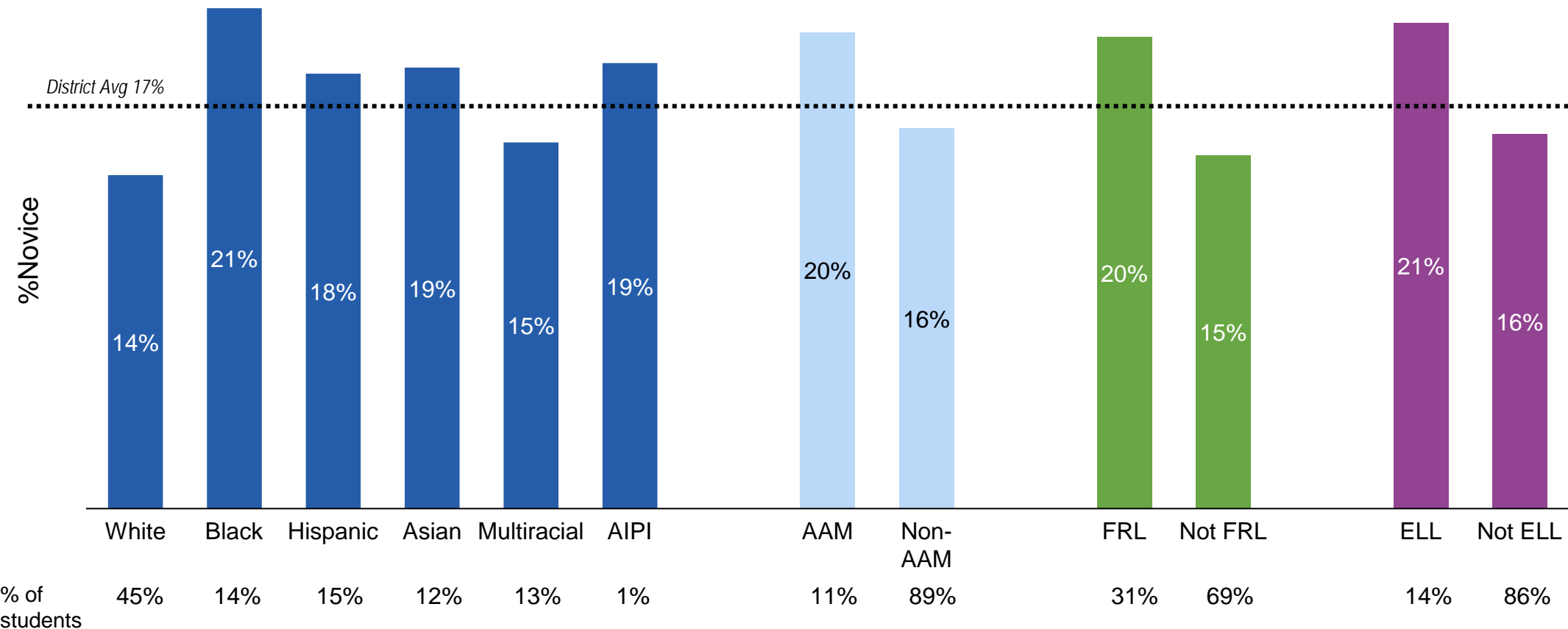
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# The highest poverty schools in SPS have the highest proportion of teachers with fewer than three years of experience



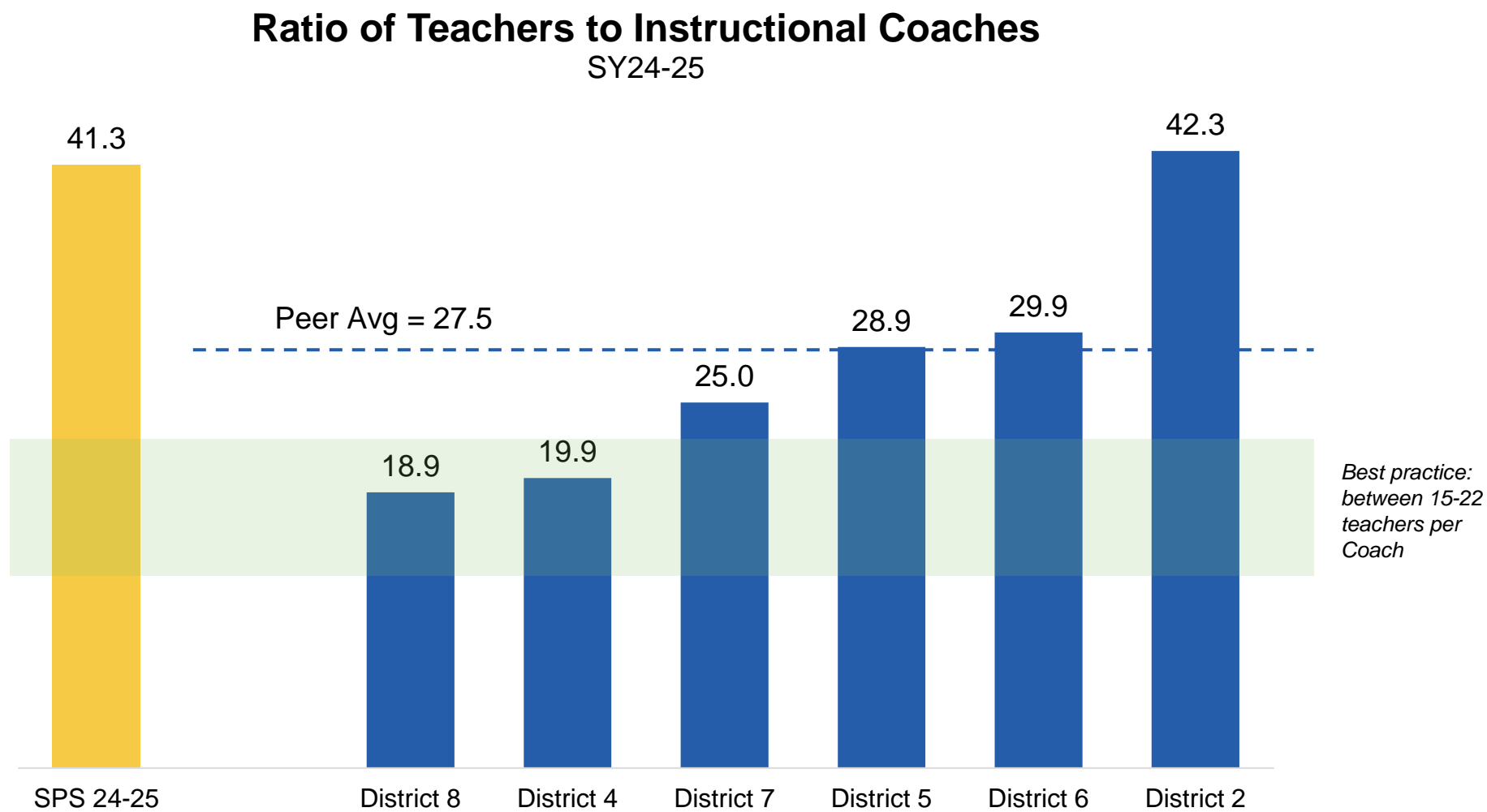
# And, Black, FRL, and ELL students are in schools with a higher percentage of novice teachers

**Access to Teachers with fewer than 3 Years of Experience by Student Group, SY24-25**



1. AIPI is shorthand referring to students identified as American Indian and/or Pacific Islanders.  
 2. These results are a weighted average based on proportions of each student and teacher group at each school.  
 Source: SPS Schools File (SY24-25); SPS Teacher Experience File (SY23-24)

# SPS has fewer coaches than national peers, resulting in coaches supporting more teachers, on average



## Key Insight 4

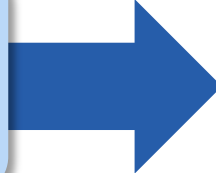
## Inequitable student access to experienced educators

*Related Goals & Guardrails*

*Goals 1 & 2, Guardrail 5*

### Data Insight 1

**School Leader Survey:** Principals largely agree they have enough effective teachers at their school to achieve student performance goals, and that they can consistently retain these teachers. However, K-8 and HS principals struggle to assign highly effective teachers to classrooms with the highest concentrations of high need students.

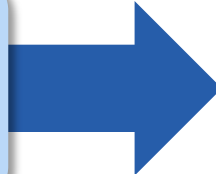


### Potential Strategies

Focus retention and assignment strategies on **directing effective teachers to classrooms where they can most impact student performance**

### Data Insight 2

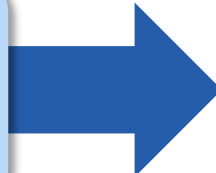
**Diagnostic Insight:** Novice teachers (17% of the workforce) are concentrated in high needs campuses.  
Distinguished teachers (37% of the workforce) are less prevalent in high needs campuses.



Strengthen attraction and retention strategies through **targeted supports for teachers with fewer than three years of experience** and approaches to **keep effective educators in the hardest-to-staff schools**

### Data Insight 3

**Diagnostic Insight:** Instructional coaches are staffed at an average ratio of 1 coach per 41 teachers – much higher than best practice (1:16-22). Outside of formal coaching positions, several positions across multiple departments provide instructional support but alignment and collaboration across these positions can prove challenging.

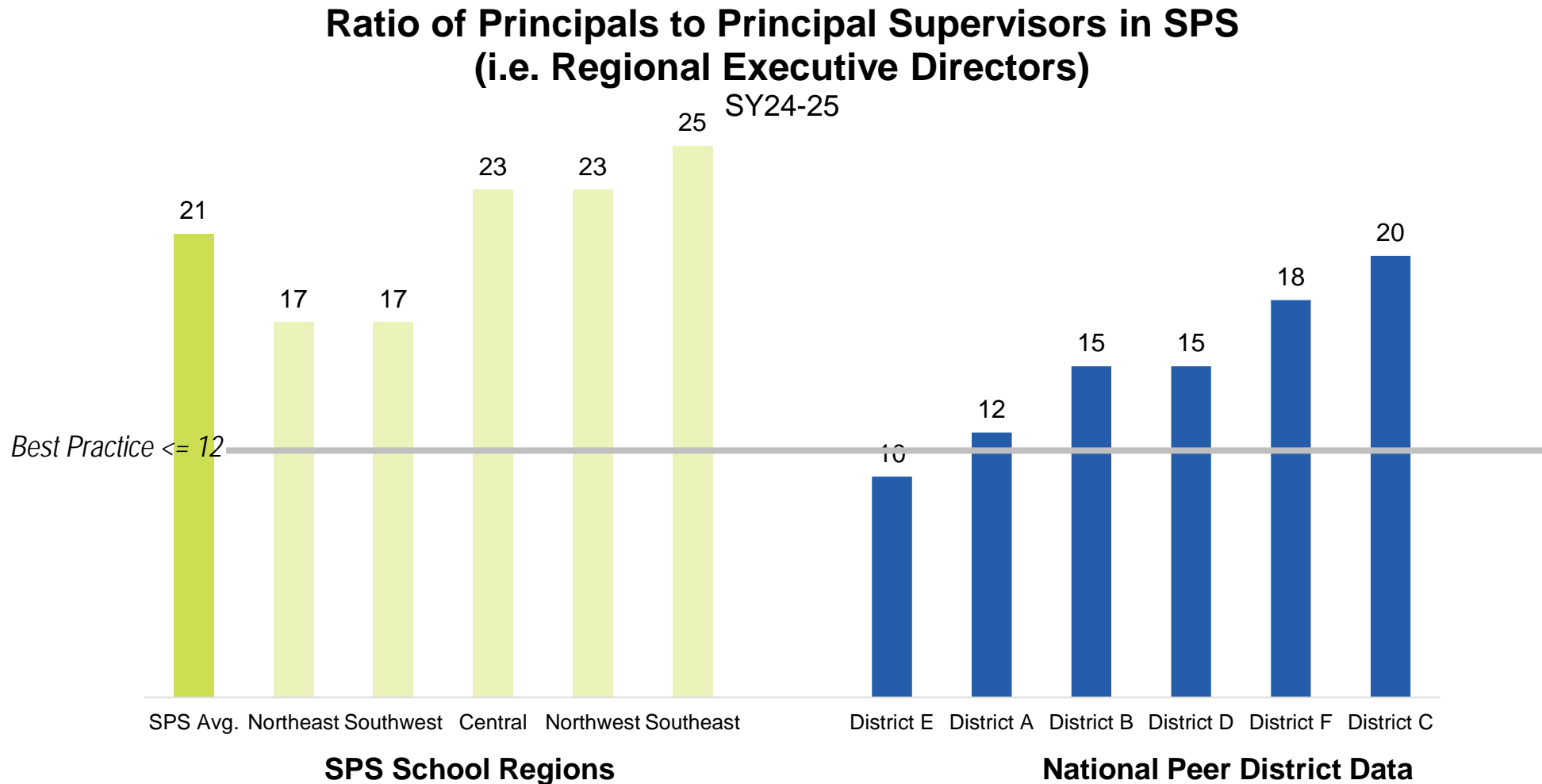


Support teacher development by **improving access to coaching, coordinating instructional support roles, and reassessing spending on instructional materials** compared to peers

# **Key Insight**

**Inconsistent and/or inadequate support  
for school leaders given variation in  
leader experience and ambiguity  
around school autonomy**

# School supervisors in SPS typically support more principals than other large, urban school districts



# School and principal needs also vary across each region in SPS

**SPS Region Demographics (SY24-25)**

	School Count	Enrollment	% FRL	% SOCFEJ	% AAM	% Novice Principals (<3 years of experience)
<b>Northeast</b>	17	9,000	23%	33%	8%	41%
<b>Southwest</b>	17	9,000	31%	45%	11%	35%
<b>Central</b>	23	9,000	35%	46%	14%	35%
<b>Northwest</b>	23	14,000	17%	29%	6%	43%
<b>Southeast</b>	25	10,000	56%	69%	19%	55%
<b>Total</b>	<b>105</b>	<b>~51,000</b>	<b>32%</b>	<b>44%</b>	<b>11%</b>	<b>42%</b>



## Key Insight 5

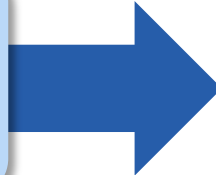
Inconsistent and/or inadequate support for school leaders given variation in leader experience and ambiguity around school autonomy

*Related Goals & Guardrails*

*All Goals, Guardrails 1 and 5*

### Data Insight 1

**Diagnostic Insight:** 42% of Principals have 0-2 years of experience – requiring support to utilize autonomy strategically

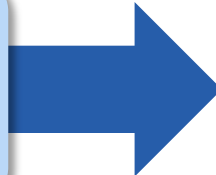


### Potential Strategies

Differentiate support for principals based on experience and school need by **ensuring novice principals and those in higher-need schools receive more tailored guidance and development opportunities.**

### Data Insight 2

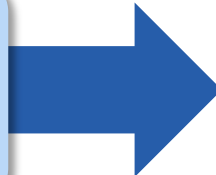
**Diagnostic Insight:** School supervisors in SPS have high caseloads that are not differentiated by need. Best practice ratios are **12:1**. SPS's are **21:1**



Strengthen school supervision structures by **moving toward lower supervisor-to-principal ratios** and ensuring supervisors can provide **more strategic instructional leadership support.**

### Data Insight 3

**School Leader Survey:** Only half of school leaders agree that (1) central office departments coordinate effectively to provide support, and (2) share that they can easily find the correct support person.



Improve coherence and accessibility of Central Office support by **clarifying roles, improving coordination across departments, and making it easier for principals to access the right expertise.**

# Key Insight

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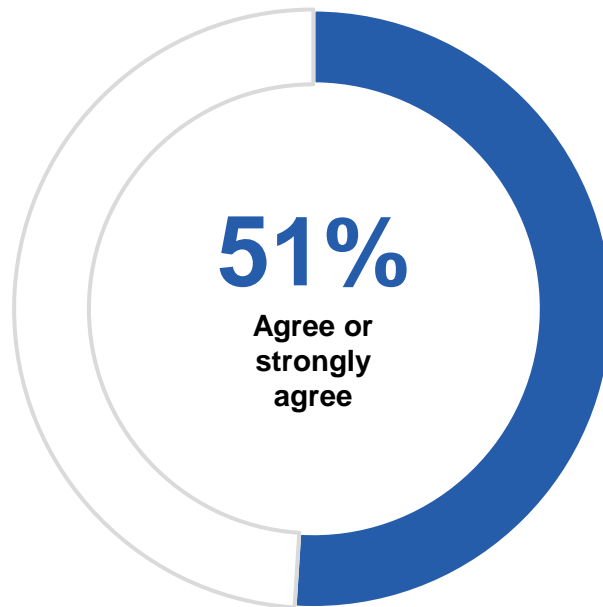
Challenges with strategy  
implementation driven by a lack  
organizational alignment & clarity of  
ownership

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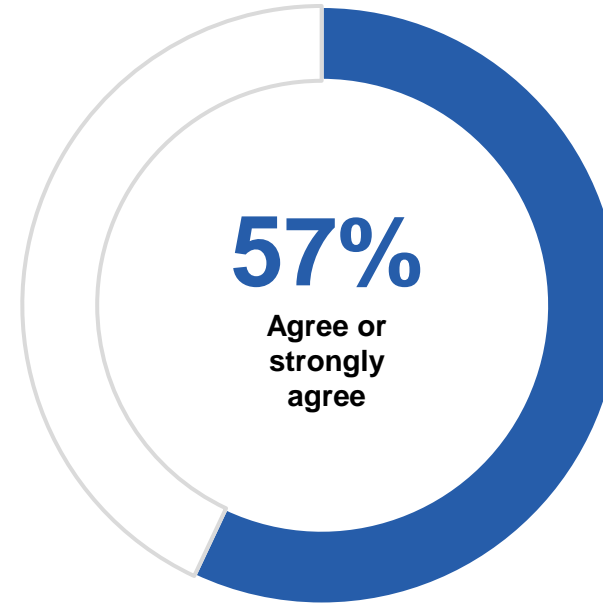
# Stakeholders named coordination, coherence and alignment in the central office as challenges

## Principal Survey Results

**Central office departments  
coordinate effectively  
to provide integrated support to my school.**



**Central Office departments  
are aligned on a shared vision  
for the student and teacher experience**



# Deep Dive: Multiple departments and staff in SPS have core professional development responsibilities

Department	Positions & Roles with Professional Learning Responsibility	Total FTE
<b>Human Resources</b>	Consulting Teacher Program (1.0 FTE Manager, 17.0 FTE Teachers) Professional Development & Instructional Services Specialists (2.0 FTE) Teacher Leadership Cadre (2.0 FTE Coordinators) Peer Assistance and Review Program (1.0 FTE Coordinator) Principal Leadership Coaches (5.0 FTE) Racial Equity & Advancement Office (1.0 FTE Directors, 4.0 FTE Specialists)	<b>33.0 FTE</b>
<b>Academics</b>	Content Area Curriculum Specialists (10.0 FTE) Academic Program Managers (6.0 FTE) Digital Learning Manager (1.0 FTE) Curriculum, Assessment, & Instruction Specialist (1.0 FTE)	<b>18.0 FTE</b>
<b>Student &amp; School Support</b>	Student Support Services Consulting Teachers (13.0 FTE) Bilingual Instructional Services School Coaches (6.0 FTE) Advanced Learning Program Specialists (3.0 FTE) Special Education Program Specialists (10.0 FTE) Regional Executive Directors of Schools (5.0 FTE) AAMA Director (1.0 FTE) Restorative Practices Program (1.0 FTE Manager, 3.0 FTE Coaches)	<b>42.0 FTE</b>

## Key Insight 6

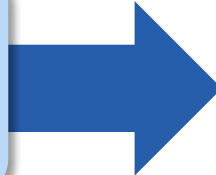
Challenges with strategy implementation driven by organizational incoherence & lack of clarity of ownership

*Related Goals & Guardrails*

*All Goals, Guardrails 4 & 5*

### Data Insight 1

**School Leader Survey:** Many principals reported difficulty navigating central office, with only one-third of middle school and 39% of Title I elementary principals agreeing they can easily find the right person for support. Data indicates service fragmentation across central office.

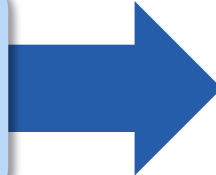


### Potential Strategies

**Clarify ownership and accountability across departments** so that supports such as professional learning, MTSS, and UDL are **delivered with coherence and aligned to districtwide priorities**

### Data Insight 2

**School Leader Survey and Central Office Interviews:** Less than half of school leaders feel central office departments coordinate effectively, and leaders themselves acknowledge fragmented ownership of key initiatives like MTSS, UDL, and professional development.



Streamline central office support structures by **reducing duplication, coordinating services across departments**, and ensuring principals can easily access the right staff for timely and effective support

### Data Insight 3

**School Leader Survey:** While HR and Early Literacy teams received positive feedback for their clarity and direct support, principals highlighted that other central office roles and structures (e.g., consulting teachers, PD coordination) lacked coherence, clear vision, and measurable impact.



**Build on bright spots** to strengthen consistency by scaling models like HR and Early Literacy that principals identified as **clear, coherent, and impactful**, while addressing gaps in other support teams

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# Looking Ahead

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# Overall Planning Timeline

2024 - 2025

## Goals and Guardrails Development

1. Set topline goals and guardrails
2. Develop interim metrics predictive of the topline goals and guardrails

Spring – Fall 2025

## Diagnostic Resource and Strategy Analysis

1. **Paint comprehensive resource picture**
2. Begin System Strategy Return on Investment

Summer – Fall 2025

## Prioritizing and Building the Draft Plan

1. Prioritize
2. Convene taskforce and conduct any additional engagement
3. Develop guiding theory of action to achieve goals
4. Determine specific actions for central office, schools, and classrooms
5. Make tradeoffs to invest in strategies and initiatives

2025 – 2030\*\*

## Transition Leadership and Revise Plan\*\*

1. Execute leadership transition
2. Refine plan with future administration
3. Deepen feedback and engagement loops
4. Adjust multi-year implementation metrics and progress tracking

\*\*subject to change\*\*

# Guiding Framework For This Work

**Goals and Guardrails:** How do we define organizational success?

**Priority:** Where will you focus your efforts to achieve your mission?

**Metrics:** What outcomes are you trying to achieve?

**Strategic Initiatives:** How are you planning on achieving your goals?

**Investments:** How are you directing resources – people, time and money – towards your strategies?

Goals

Goals

Goals

Guardrails

## ***District-Wide Strategy and Strategic Plan***

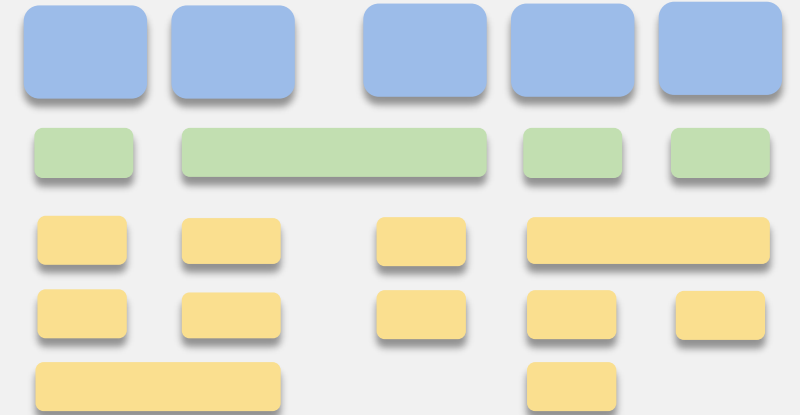
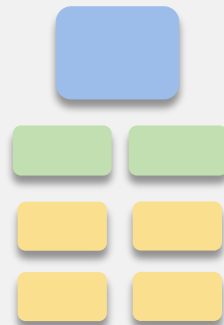
Theory of Action

***Priority 1***

***Priority 2***

***Priority 3***

***Priority 4***





# Funding Levels: Insights and Potential Strategies

Key Insight	Related Goals & Guardrails	Potential Strategies
<b>Potential misalignment of school funding levels, need, and the desired student and staff experiences</b>	<i>All Goals Guardrail 5</i>	<ul style="list-style-type: none"> <li>➤ Review relationship between other need characteristics and outcomes to identify other potential need measures</li> <li>➤ Articulate the student and staff experiences that SPS desires for all schools</li> <li>➤ Review and realign resource allocation practices to ensure funding is distributed more transparently and equitably across schools</li> </ul>
<b>Unsustainable district operations given current fiscal deficit conditions</b>	<i>All Goals Guardrail 5</i>	<ul style="list-style-type: none"> <li>➤ Assess district portfolio and school configurations to balance efficiency with student and staff experience</li> <li>➤ Develop a multi-year fiscal strategy that aligns resources with student priorities</li> <li>➤ Explore cost reduction opportunities in higher spending areas (e.g., special; education and transportation)</li> </ul>

# Student Experience: Insights and Potential Strategies

Key Insight	Related Goals & Guardrails	Potential Strategies
<b>Variation in student access advanced coursework</b>	<i>Goal 3 Guardrail 1</i>	<ul style="list-style-type: none"> <li>➤ Expand and align pathways into advanced coursework by strengthening middle-grade readiness</li> <li>➤ Improve quality and equity of instructional resources</li> <li>➤ Increase coherence in academic practices by clarifying expectations for MTSS and related frameworks</li> </ul>
<b>Inequitable student access to experienced educators</b>	<i>Goals 1 &amp; 2 Guardrail 5</i>	<ul style="list-style-type: none"> <li>➤ Focus retention and assignment strategies on directing effective teachers to classrooms where they can most impact student performance</li> <li>➤ Strengthen attraction and retention strategies through targeted supports for teachers with fewer than three years of experience</li> <li>➤ Support teacher development by improving access to coaching, coordinating instructional support roles, and reassessing spending on instructional materials</li> </ul>

# System-Level Support & Coherence: Insights and Potential Strategies

Key Insight	Related Goals & Guardrails	Potential Strategies
<b>Inconsistent and/or inadequate support for school leaders given variation in leader experience and ambiguity around school autonomy</b>	<i>All Goals Guardrails 1 and 5</i>	<ul style="list-style-type: none"> <li>➤ Differentiate support for principals based on experience and school need</li> <li>➤ Strengthen school supervision structures by moving toward lower supervisor-to-principal ratios</li> <li>➤ Improve coherence and accessibility of Central Office support by clarifying roles, improving coordination across departments, and making it easier for principals to access the right expertise.</li> </ul>
<b>Challenges with strategy implementation driven by organizational incoherence &amp; lack of clarity of ownership</b>	<i>All Goals Guardrails 4 and 5</i>	<ul style="list-style-type: none"> <li>➤ Clarify ownership and accountability across departments</li> <li>➤ Streamline central office support structures by reducing duplication, coordinating services across departments</li> <li>➤ Build on bright spots to strengthen consistency by scaling models like HR and Early Literacy</li> </ul>