

We'll get started shortly! 👉 In the meantime, share your name, district, & role in the chat



BetterLesson
Live

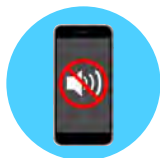
Getting the most out of limited resources

How two districts identified \$5M+ in
resource reallocations



BetterLesson

LET'S GET STARTED



Your phones are muted by the Zoom webinar system.



If you want to pose a question or comment, look for the **chat window to type your question.**



The webinar is recorded and will be available online.

Meet our panelists



Matthew Kennard

BetterLesson
Chief Executive Officer



Kirk Shrum

Visalia Unified School District
Superintendent



Patrick Ward

Willoughby-Eastlake City Schools
Superintendent



Today, we'll discuss...

- ❑ Defining measurable **college and career readiness outcomes**
- ❑ Assessing a district's **current state and gaps to desired outcomes**
- ❑ Leveraging data to improve and build **rigorous academic pathways**
- ❑ Building **leadership capacity** to implement **data-driven academic scheduling**



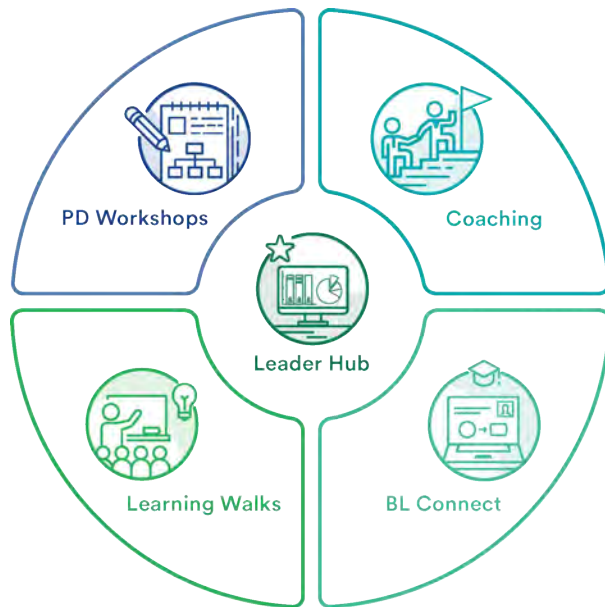
BetterLesson supports data-driven, district-wide improvements in teaching & learning

PD Workshops

In-person and virtual workshops aligned to your specific needs.

Learning Walks

Measure shifts in teaching practice with data-driven, non-evaluative classroom observations.



Coaching

Match every educator and leader with the right coach.

BL Connect

Access self-paced learning for courses, teaching and leadership strategies, and resources.

Leader Hub

Access content, track participation, and measure outcomes of professional learning in one centralized platform.

Transforming K-12 education

through efficient, effective allocation of resources to ensure all students succeed



Set the Vision

Define your ideal teaching & learning organization—and identify existing gaps

Maximize District Resources

Close the gap with efficient, effective academic pathways



Build Educator Capacity

Build teaching & leadership capacity with robust PL

Optimize Outcomes

Use data to align investments, student outcomes, & educator capacity





Graduating career ready

“

In 20 states, **less than 50%** of students are graduating college or career ready.

Source: [All4Ed.org](https://www.all4ed.org)



Postsecondary success

“

Only **64%** of students **graduate from a four-year college** within 6 years—and even then, **43%** of graduates are **underemployed**.

Source: [NCES](#) & [Forbes](#)

In two districts...



Visalia Unified School District

Visalia, CA

42 schools - 5 middle, 4 comprehensive high
~32,000 students

69% students eligible for free & reduced lunch



Willoughby-Eastlake City Schools

Eastlake, OH

13 schools - 3 middle, 2 high
~7,000 students

45% students eligible for free & reduced lunch





IN THE CHAT

**Which of these struggles or opportunities resonate with you?
How does your district compare?**

Finding Gaps & Taking Action

The Integrated Insights process



Partner Kickoff

Together, we define vision and align on your district's strategic goals



Data Analysis

We analyze your transcripts, resources, courses, and schedules



Data Review

District Leaders

We highlight opportunities to **realign pathways, increase academic rigor, and allocate resources** more efficiently



Stakeholder Workshops

District & School Leaders

We lead a three-part series including a **data deep dive** and **action planning** with school leadership



POLL

**What types of data are you using
to allocate resources?**

(e.g. staff, courses, CTE pathways)

The **Academic Intensity Measure** (AIM) score reflects the rigor of each student's four-year academic journey.

An AIM score of 10 is considered the minimum required to be postsecondary ready.



Persistence

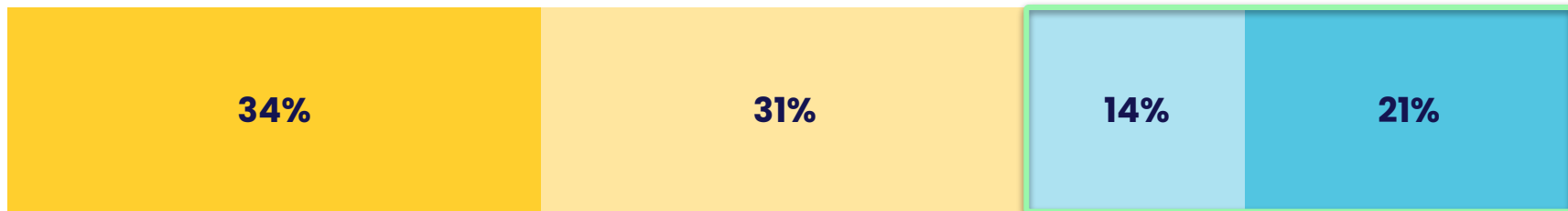
Advanced Coursework

Course Progressions

35%

Percentage of WE high school students that completed an intense body of coursework predictive of postsecondary success.

CLASS OF 2024 ACADEMIC INTENSITY PROFILE



Far from Intense



Approaching Intense



Intense



Highly Intense

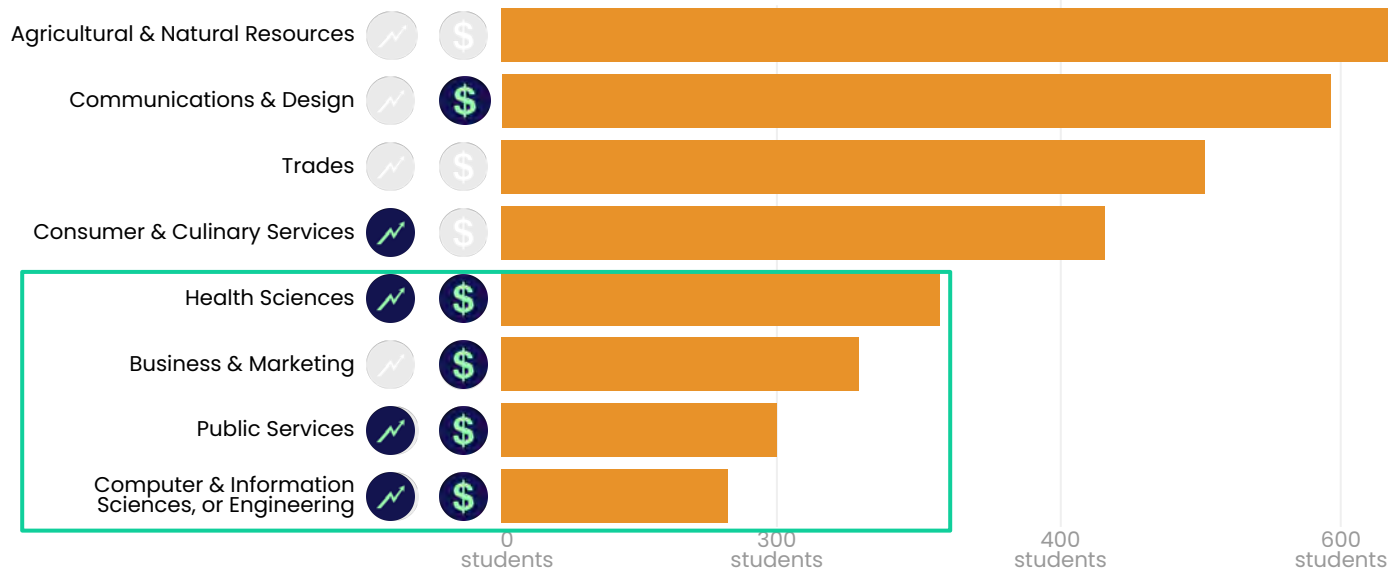
Job Market Alignment

Concentration

Academically Intense Core

Does Visalia's CTE programming align with high-growth, high-wage job opportunities?

CTE PATHWAY PARTICIPATION BY FIELD



Visalia's most highly enrolled CTE fields are not aligned with high-growth industries, and only one of those four are in high-wage career fields.

Q&A

What's next for you?

- ✓ Name one next step to take
- ✓ Name one question to explore
- ✓ Share the recording with a colleague



Appendix: Visuals

Key data & selected infographics

DEFINE

Visalia Unified School District (VUSD)

Persistence

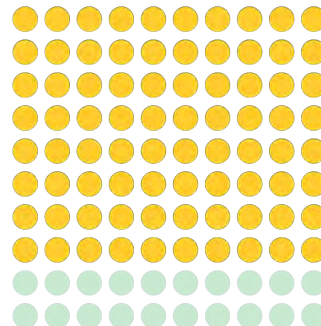
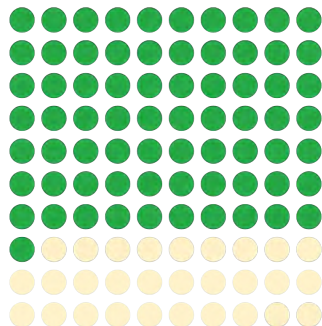
Advanced Coursework

Course Progressions

Students lack opportunities to level up to advanced course taking if they start in a general level course.

71%

Of the students who start in honors English in 9th grade take an advanced course in 12th grade



80%

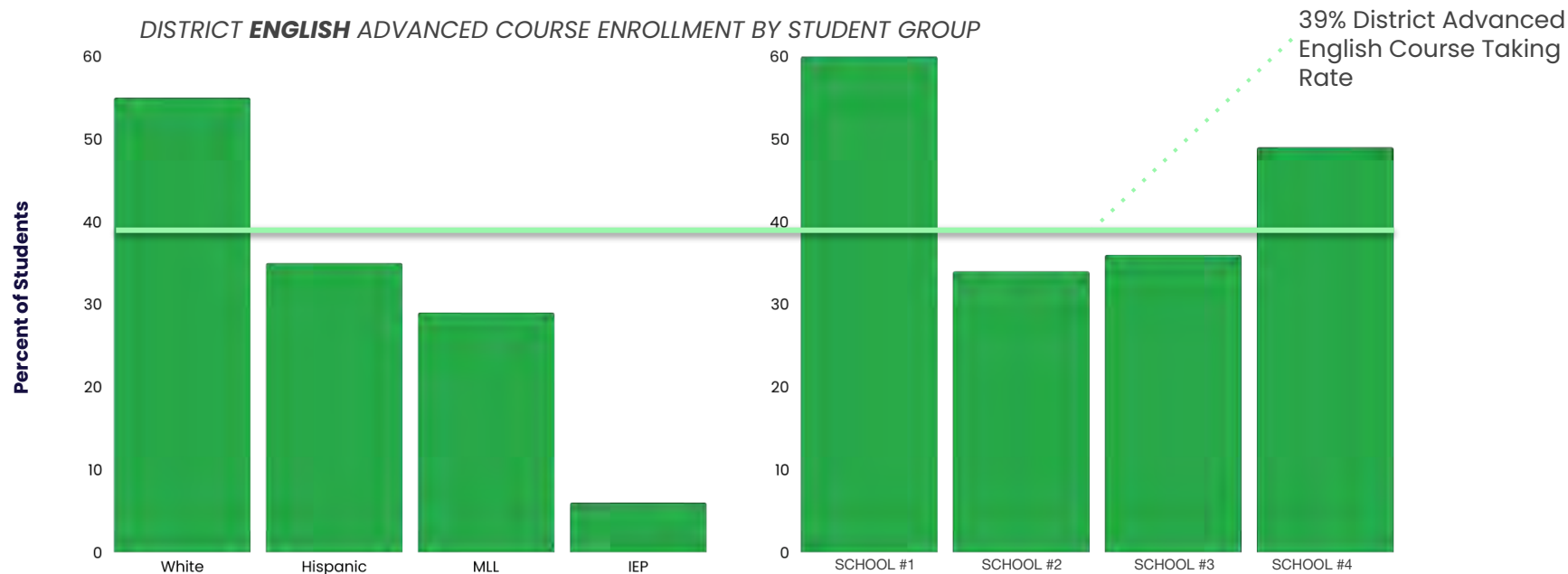
of the students who start in in a general English course in 9th grade take general English in 12th grade

Persistence

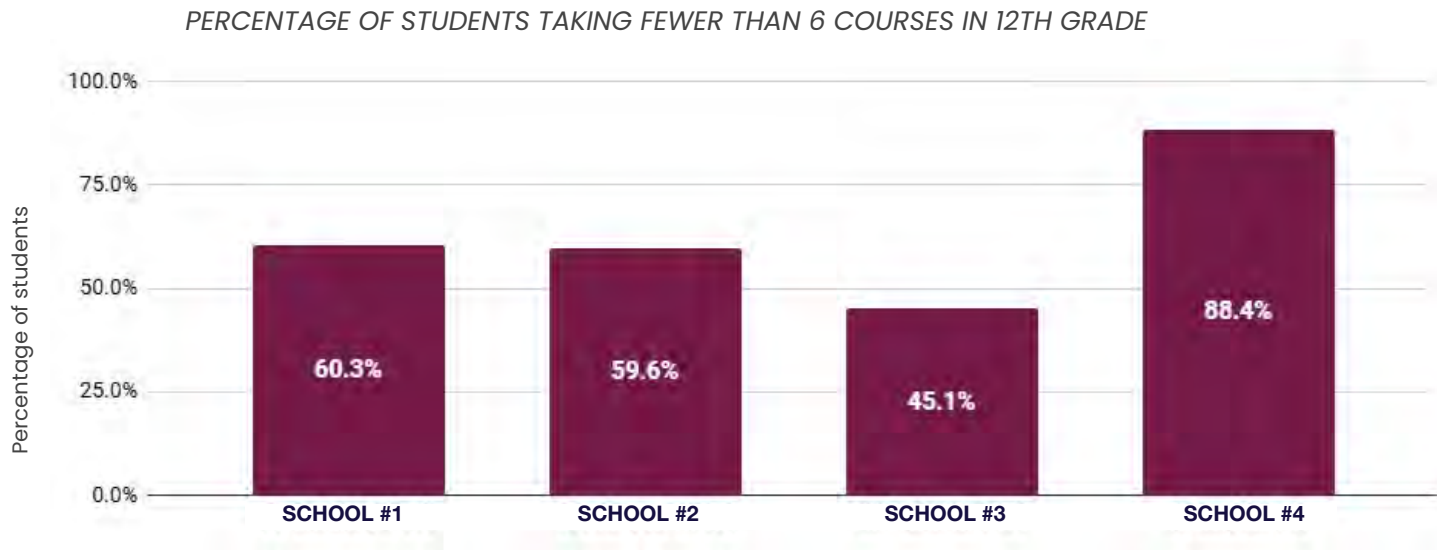
Advanced Coursework

Course Progressions

Advanced coursetaking differs widely across student groups and dips at **School #2, School #3** and for students with an IEP.



Most Visalia seniors take fewer than six courses their senior year. Over 64% of the reduced schedules occur in the last period of the day.



Each high school could fully schedule their seniors without any additional hiring.

SCHOOL #1

314 Empty Senior Seats
10 Additional Sections

School #1 needs **2.0 FTE** to fully schedule their seniors.



With more efficient scheduling, School #1 has up to 3.6 FTE* to utilize for increased coursetaking.

SCHOOL #2

441 Empty Senior Seats
12 Additional Sections

School #2 needs **2.4 FTE** to fully schedule their seniors.



With more efficient scheduling, School #2 has up to 3.4 FTE* to utilize for increased coursetaking.

SCHOOL #3

230 Empty Senior Seats
6 Additional Sections

School #3 needs **1.2 FTE** to fully schedule their seniors.



With more efficient scheduling, School #3 has up to 3.5 FTE* to utilize for increased coursetaking.

SCHOOL #4

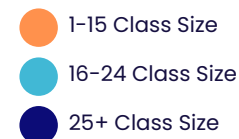
574 Empty Senior Seats
17 Additional Sections

School #4 needs **3.4 FTE** to fully schedule their seniors.

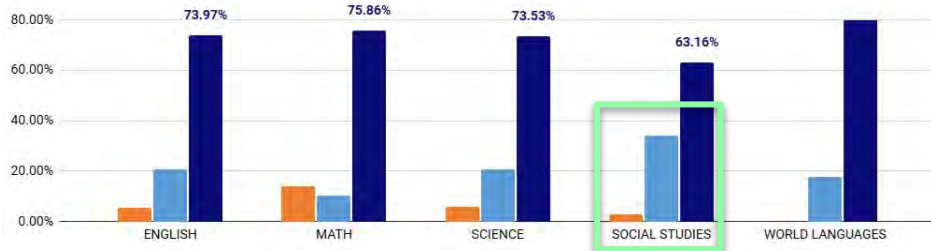


With more efficient scheduling, School #4 has up to 5.8 FTE* to utilize for increased coursetaking.

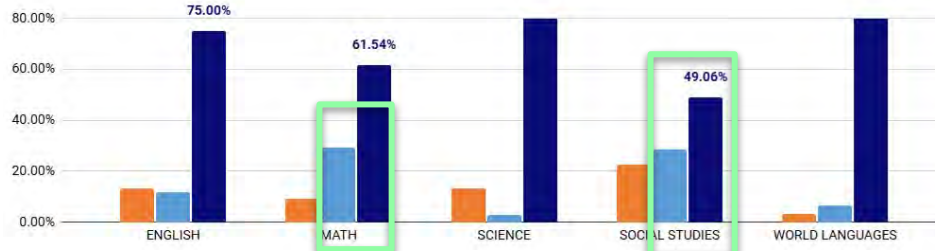
There is a \$1.5M savings potential by compressing classes in the **16-24** class size range into **25+**



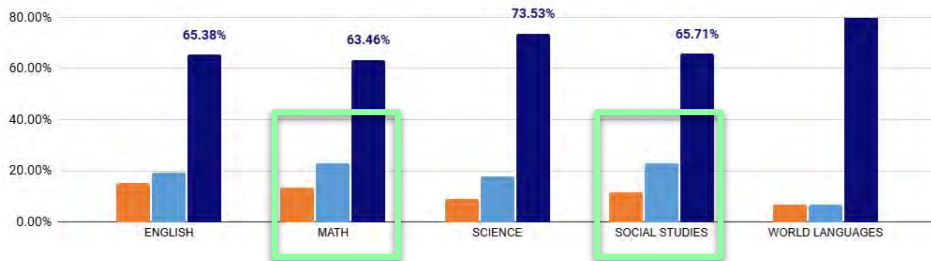
SCHOOL #1



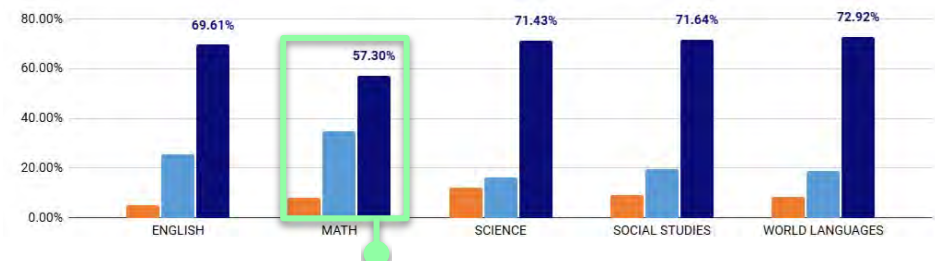
SCHOOL #2



SCHOOL #3



SCHOOL #4



Prioritize scheduling efficiency where there are higher proportions of smaller class sizes.

DEFINE

Willoughby-Eastlake City Schools (WE)

Persistence

Advanced Coursework

Course Progressions

SCIENCE

Fewer than 20% of students complete physics before graduation, far from the 40% national benchmark.

9th graders generally start in either biology or integrated science, neither of which yield meaningfully into completing physics by graduation.

10%

students at **SCHOOL #1** who complete physics

National Benchmark: 40%

18%

students at **SCHOOL #2** who complete physics

Persistence

Advanced Coursework

Course Progressions

MATHEMATICS

Fewer than half of the students who complete Algebra 2 by 11th grade continue to Precalculus.

With streamlined course sequencing and mindset shifts, Willoughby-Eastlake could meet or surpass the national Precalculus benchmark by enrolling more students after Algebra 2.

70%

Willoughby-Eastlake students who complete **Algebra 2 by 11th grade**



33%

Willoughby-Eastlake students who complete **Precalculus by 12th grade**

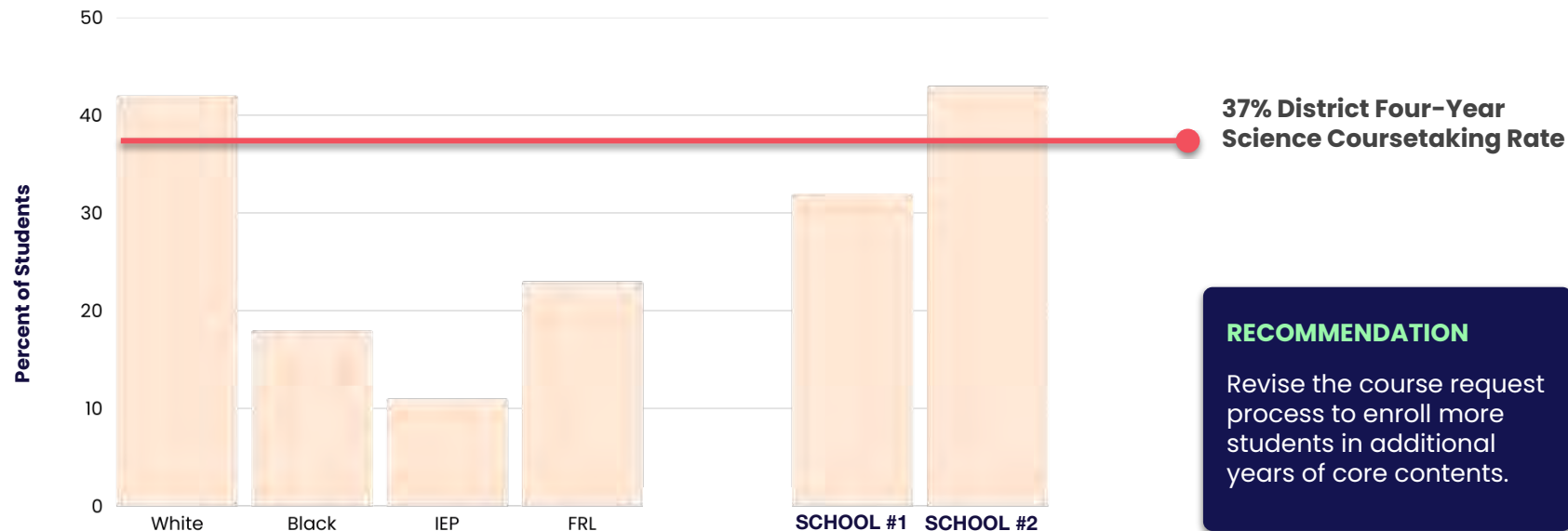
National Benchmark: 39%

Persistence

Advanced Coursework

Course Progressions

Persistence rates vary by student groups and between schools.

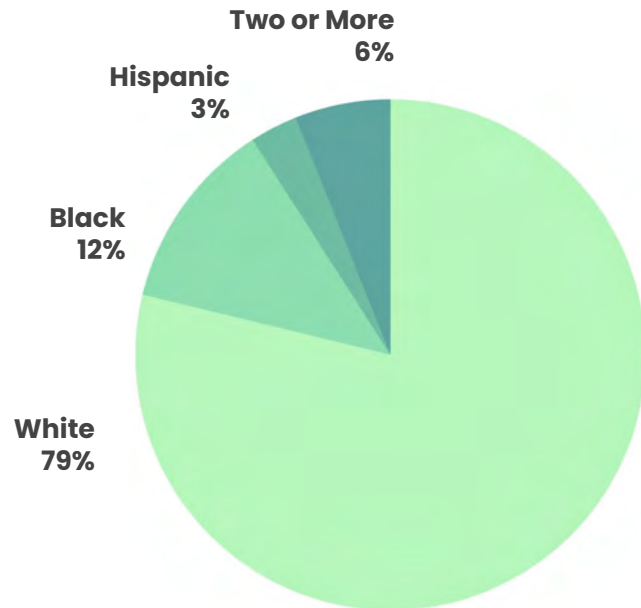
4-YEAR SCIENCE COURSETAKING

Persistence

Advanced Coursework

Course Progressions

Based on past performance, Abl identified nearly **500 current students** across two high schools as likely **ready for an advanced English course**, but they were not scheduled into such one.

**STUDENTS LIKELY READY FOR ADVANCED ENGLISH**

With 20% greater efficiency, the district could save up to \$1.1M.

To address scheduling inefficiencies, the district should optimize scheduling to move classes between **1-15** and **16-24** into **25+**.

A combination of reassignment and attrition can support these moves.