ADVIS - EE Ford Foundation Exposition & Forum:
Transformative Models for Independent School Sustainability

ADVIS
Association of Delaware Valley Independent Schools
Springfield Country Club
October 17, 2018
History of the Classroom

Sumerian Classroom – circa 2000 B.C.

Source: Ethical Politics, Classroom design - pages from history https://www.ethicalpolitics.org/ts/history.html
History of the Classroom

Early Renaissance classroom
History of the Classroom

U.S. classroom – circa 1890 C.E.
History of the Classroom

U.S. classroom – circa 1940 C.E.
History of the Classroom

U.S. classroom – circa 1960 C.E.
History of the Classroom

Pod Classroom – circa 1975 A.D.
History of the Classroom

U.S. classroom – circa 2008 C.E.
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competition</strong></td>
<td>Almost everyone</td>
</tr>
<tr>
<td><strong>Consolidation</strong></td>
<td>Albany Academies, Springside Chestnut Hill Academy, St. Paul's Schools</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>St. Catherine’s &amp; St. Christopher’s, Baltimore Ind. Schools, Global Online Academy, One Schoolhouse</td>
</tr>
<tr>
<td><strong>Consociation</strong></td>
<td>Hawken School, The Greenwich Country Day School/The Stanwich School</td>
</tr>
<tr>
<td><strong>Confederation</strong></td>
<td>Lakeside/Global Online Academy, McDonough School/Folio</td>
</tr>
<tr>
<td><strong>Coopetition</strong></td>
<td>Triangle and Heads Up Consulting</td>
</tr>
<tr>
<td><strong>Coharterization</strong></td>
<td>Winchendon, Landmark School, Lakeside School</td>
</tr>
<tr>
<td><strong>Collegiation</strong></td>
<td>Landmark School and SNHU, Lovett School and Atlanta (city)</td>
</tr>
</tbody>
</table>
The Edward E. Ford Foundation

The mission of The Edward E. Ford Foundation is to strengthen and support independent secondary schools and to challenge and inspire them to leverage their unique talents, expertise and resources to advance teaching and learning throughout this country by supporting and disseminating best practices, by supporting efforts to develop and implement models of sustainability, and by encouraging collaboration with other institutions.
As of June, 2018, the Edward E. Ford Foundation Board has awarded more than 2,000 grants valued at over $122,000,000 to over 900 different schools since its inception in 1957.

Over the last few decades, the Foundation has required schools to raise matching funds, which has resulted in over $110,000,000 in additional support for the projects funded.
Policies of the Foundation

• Must be an NAIS member school with a 9-12 program

• Mission to serve a diverse population

• Head of school must have served at least 2 years

• Schools and Associations must wait 4 years between applications

• Good stewardship
The EE Ford Foundation Grant Cycles

**Traditional Grants**
- June, November
- $25,000-$100,000

**Leadership Grants**
- April (School Initiated)
- $250,000
Abington Friends School
Academy of Notre Dame de Namur
The Agnes Irwin School
Archmere Academy
The Baldwin School
Church Farm School
Delaware Valley Friends School
Doane Academy
The Episcopal Academy

Friends’ Central School
Friends Select School
George School
Germantown Academy
Germantown Friends School
Harrisburg Academy
The Haverford School
The Hill School
Holy Ghost Preparatory School
Kohelet Yeshiva High School
Lancaster Country Day School

Solebury School
St. Andrew’s School
St. Joseph’s Preparatory School
The Tatnall School
Tower Hill School
Valley Forge Military Academy
Westtown School
William Penn Charter School
Wilmington Friends School
The Woodlynde School
Wyoming Seminary

ADVIS schools that have received grants from EE Ford over the years
38 Leadership Grants have been made since 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Garrison Forest (MD)</td>
</tr>
<tr>
<td></td>
<td>George School (PA)</td>
</tr>
<tr>
<td></td>
<td>Germantown Friends (PA)</td>
</tr>
<tr>
<td></td>
<td>Hathaway Brown (OH)</td>
</tr>
<tr>
<td></td>
<td>Lawrenceville (NJ)</td>
</tr>
<tr>
<td>2009</td>
<td>Punahou (HI)</td>
</tr>
<tr>
<td></td>
<td>Westminster (GA)</td>
</tr>
<tr>
<td></td>
<td>Winchester Thurston (PA)</td>
</tr>
<tr>
<td></td>
<td>Windward (NY)</td>
</tr>
<tr>
<td>2010</td>
<td>Harpeth Hall (TN)</td>
</tr>
<tr>
<td></td>
<td>Norfolk Academy (VA)</td>
</tr>
<tr>
<td></td>
<td>Prairie School (WI)</td>
</tr>
<tr>
<td>2011</td>
<td>Cambridge School of Weston (MA)</td>
</tr>
<tr>
<td></td>
<td>Harley School (NY)</td>
</tr>
<tr>
<td></td>
<td>Santa Fe Prep (NM)</td>
</tr>
<tr>
<td></td>
<td>Tabor Academy (MA)</td>
</tr>
<tr>
<td>Year</td>
<td>Schools</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2012 | Flintridge Prep (CA)  
Metairie Park Country Day (LA)  
Riverdale (NY)  
Thacher (CA) |
| 2013 | Castilleja (CA)  
St. Johnsbury Academy (VT)  
The Taft School (CT)  
Washington International (DC) |
| 2014 | Hawken (OH)  
The Lovett School (AL)  
Seattle Academy (WA)  
University School of Nashville (TN) |
| 2015 | Emma Willard (NY)  
McDonogh (MD)  
Parish Episcopal (TX)  
St. Andrew’s Episcopal (MD) |
| 2016 | College Prep - BlendEd (CA)  
Cate School (CA) |
| 2018 | Deerfield Academy (MA)  
John Burroughs School (MO)  
The Roeper School (MI)  
Wildwood School (CA) |
Collaborative Innovation Grant

After almost 50 years of Traditional Grants (approximately 25 schools per agenda -- over time grants ranging from $25,000-$100,000) the Foundation began the Educational Leadership Grant Program ten years ago ($250,000 grants to a handful of schools.

In April, 2017, the Foundation gave one single $2 million grant to the Mastery Transcript Consortium. We’d solicited larger, multi-school (certain parameters) partnerships. We had 100 inquiries, 20 semi-finalists and 3 finalist proposals.

We *may* do this again.
Of all the prejudices of pundits, presentism is the strongest. It is the assumption that what is happening now is going to keep on happening, without anything happening to stop it. If the West has broken down the Berlin Wall and McDonald’s opens in St. Petersburg, then history is over and Thomas Friedman is content. If, by a margin so small that in a voice vote you would have no idea who won, Brexit happens; or if, by a trick of an antique electoral system designed to give country people more power than city people, a Donald Trump is elected, then pluralist constitutional democracy is finished. The liberal millennium was upon us as the year 2000 dawns; fifteen years later, the autocratic apocalypse is at hand. Thomas Friedman is concerned.

-- Adam Gopnik, The New Yorker, March 20, 2017
Dear L+D,

Every time my friend wants to go out for Professional Development, we always end up in some generic, soul-sucking establishment, serving watered-down PowerPoint brewed by textbook-touting sages on the stage. I hear you serve local, organic, craft professional development experiences... I have a friend of a friend who may be thirsty, and we were wondering where we can find some of your moonshine?

Sincerely,

Asking for a Friend of a Friend

Source: Carla Silver – Executive Director, Leadership + Design
DEMOGRAPHICS

• 50.7 million K-12 students in 2018 – 19 (up 100,000 from 2017-18)

• 5.9 million (11.6%) of these students will be in non-publics

• 3.6 million students expected to graduate from high school in 2019. 3.2 million from public and 400,000 from non-public.

• 11.8% of non-publics (about 700,000 or a little more than 1% of total) in NAIS-like schools.
DEMOGRAPHICS

• Public school student : teacher ratio 16:1. Fairly constant over the last decade.

• Non-public student : teacher ratio 12.3:1. Falling (was 13:1 in 2010).

• 2018-19 per student expenditure $12,910.
There are over 4,000 colleges and universities in the United States, but Harvard Business School professor Clayton Christensen says that half are bound for bankruptcy in the next few decades.
Why we need to pay attention...

Price changes in consumer goods and services in the USA, 1997-2017

Price change in consumer goods and services in the USA, measured as the percentage change since 1997. Data is measured based on the reported consumer price index (CPI) for national average urban consumer prices.

Source: United States Bureau of Labor Statistics (BLS)
College Tuitions & Fees, Medical, CPI, etc.

Percentage increase in consumer prices since the first quarter of 1978

- Tuition & Fees: 1,225%
- Medical care: 634%
- Shelter: 370%
- CPI: 279%
- Food: 257%

Source: Bureau of Labor Statistics

Bloomberg Visual Data
Day School Tuition vs. Inflation on Annual Basis

This chart illustrates that in the past six years, tuition increases have outpaced the growth of income for even the top 5 percent of families.
Why you need to pay attention...


Source: NAIS, Tuition and Fees, Average Day Tuition, DASL, and U.S. Census, Historical Income Tables: Households, Table H-6. Regions-by Median and Mean Income, May 2017
Statistics from Enrollment Management Association

• Between 2012 and 2060, the proportion of the population under the age of 18 is expected to drop from 23.5 percent to 21.2 percent.

• The number of independent school graduates between 2012 and 2032 is expected to decline by 26.5 percent.

• In 2016, some 22 percent of NAIS schools did not achieve their enrollment goals, and only 52 percent of NAIS schools met both enrollment and net tuition goals.

Three School Category Heuristic

Bucket #1
❖ Schools with significant financial and/or reputational capital, and/or admission demand are relatively immune from many of the current challenges.

Bucket #2
❖ Schools that recognize the challenges and threats and that are actively, creatively attempting to change.

Bucket #3
❖ Schools that are continuing with “business as usual” without recognition, or at least a meaningful plan, to adapt to a changing landscape and that are most at risk.
HIGHER ED SITUATIONAL AWARENESS: Where Are You?

Resources

**Elite Endowed**
Endowment covers large % of operating costs. Endowment growing, stable enrollment demand.

**Solvent**
Tuition and/or new business and/or new offerings covers expenses or creates surplus. Consistent enrollment.

**At Risk**
Tuition + 5%+ of endowment is breakeven. Numerous budget cuts. Enrollment decline, rising discount rate.

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Agility

**Elite Endowed**
- Rigid

**Solvent**
- Rigid

**At Risk**
- Rigid

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**Elite Endowed**
- Responsive

**Solvent**
- Responsive

**At Risk**
- Responsive

---

**Elite Endowed**
- Nimble

**Solvent**
- Nimble

**At Risk**
- Nimble

---

- Rigid: Few new offerings or models. Few staff or faculty changes. No partnerships.
- Responsive: Some new offerings programs proactively discontinued, some staff-faculty changes.
- Nimble: Continually assessment of offerings, partnerships, teams and market demand.

www.heathermcgowan.com | www.futureislearning.com
Suggestions for the Future

I. What We Charge

A. Why one tuition?

B. Indexed?

C. Fixed for 4 years of US? Drew

D. Glide path 2.5-3%

E. A la carte

   i. Examples – math, Spanish

   ii. Athletics
Suggestions for the Future

II. What We Pay

A. Faculty salaries

i. Step/lane – 1x to 2x over career

ii. Broad banding

iii. Performance-based pay

iv. Why should it take 35 years to reach whatever the highest level of pay a school can afford for its teachers?

B. Growth in Headcount

C. Cost beyond salaries
Suggestions for the Future

III. Average Class Size

A. Hawaii School

B. Flexible scheduling – whole grade – preceptor groups

C. Reggio-Emilia – Conductor, first chair violin
Size of the “Educational Economy”

Total Spending projection in 2014 by all Federal, State and Local governmental agencies

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care</td>
<td>1.332 trillion</td>
</tr>
<tr>
<td>Pensions</td>
<td>1.238 trillion</td>
</tr>
<tr>
<td>Education</td>
<td>1.055 trillion</td>
</tr>
</tbody>
</table>

Does not count private spending.

Estimate of primary and secondary education figure is almost 2/3 of the above $1 trillion

Source: US. Government Accounting Office
Quick Macro-Picture

Total Spending for United States - FY 2018

- Pensions 19%
- Health Care 22%
- Education 15%
- Defense 12%
- Welfare 6%
- Protection 4%
- Transportation 5%
- General Government 3%
- Other Spending 7%
- Interest 6%
State and Local Government Spending
-5yr -1yr  Fiscal Year 2018 in $ billion  +1yr +4yr

<table>
<thead>
<tr>
<th>View: people old function radical census programs altprog oldprog COFOG</th>
<th>Fed</th>
<th>Gov. Xfer</th>
<th>State</th>
<th>Local</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>[+ ] Pensions</td>
<td>1,061.8</td>
<td>0.0</td>
<td>268.2</td>
<td>55.6</td>
<td>1,385.6</td>
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<tr>
<td>[+ ] Health Care</td>
<td>1,120.5</td>
<td>-430.0</td>
<td>747.4</td>
<td>167.2</td>
<td>1,605.1</td>
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<tr>
<td>[+ ] Education</td>
<td>108.3</td>
<td>-55.9</td>
<td>317.4</td>
<td>726.8</td>
<td>1,096.6</td>
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<tr>
<td>[+ ] Defense</td>
<td>885.9</td>
<td>0.0</td>
<td>0.9</td>
<td>0.0</td>
<td>886.8</td>
</tr>
<tr>
<td>[+ ] Welfare</td>
<td>353.5</td>
<td>-118.1</td>
<td>106.4</td>
<td>94.7</td>
<td>436.5</td>
</tr>
<tr>
<td>[+ ] Protection</td>
<td>41.5</td>
<td>-8.5</td>
<td>77.1</td>
<td>185.4</td>
<td>295.4</td>
</tr>
<tr>
<td>[+ ] Transportation</td>
<td>91.8</td>
<td>-61.5</td>
<td>139.2</td>
<td>159.5</td>
<td>329.7</td>
</tr>
<tr>
<td>[+ ] General Government</td>
<td>52.4</td>
<td>-3.4</td>
<td>56.9</td>
<td>83.7</td>
<td>189.6</td>
</tr>
<tr>
<td>[+ ] Other Spending</td>
<td>63.9</td>
<td>-16.4</td>
<td>92.5</td>
<td>391.2</td>
<td>531.2</td>
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<tr>
<td>[+ ] Interest</td>
<td>314.9</td>
<td>0.0</td>
<td>44.9</td>
<td>60.4</td>
<td>420.1</td>
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<tr>
<td>[+ ] Balance</td>
<td>-0.0</td>
<td>-0.0</td>
<td>-0.0</td>
<td>-0.0</td>
<td>-0.0</td>
</tr>
<tr>
<td>[+ ] Total Spending: Start chart</td>
<td>4,094.5</td>
<td>-693.8</td>
<td>1,850.9</td>
<td>1,924.7</td>
<td>7,176.2</td>
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<tr>
<td>[+ ] Federal Deficit</td>
<td>440.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>440.2</td>
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<tr>
<td>[+ ] Gross Public Debt</td>
<td>21,093.3</td>
<td>0.0</td>
<td>1,183.8</td>
<td>1,914.2</td>
<td>24,191.3</td>
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<tr>
<td>[+ ] Other Borrowing</td>
<td>408.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>408.3</td>
</tr>
<tr>
<td>[+ ] Agency/GSE Debt</td>
<td>9,260.7</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>9,260.7</td>
</tr>
</tbody>
</table>
FIGURE 1
The Top Decile Income Share, 1917-2012

Source: Table A1 and Table A3, col. P90-100.
Income is defined as market income (and excludes government transfers).
In 2012, top decile includes all families with annual income above $114,000.
2012 data based on preliminary statistics.

Distribution of Family Income, 1963–2016


Notes: 2016 dollars. Income here is measured as private income (e.g., earnings and dividends) plus cash government benefits. Income differences narrow when all taxes and transfers—such as health insurance and in-kind government benefits—are included, but private wealth does not change.
Figure 1. The Top Decile Income Share in the United States, 1917–2007.

Notes: Income is defined as market income including realized capital gains (excludes government transfers). In 2007, top decile includes all families with annual income above $109,600.

FIGURE 1
The Top Decile Income Share, 1917-2015

Source: Table A1 and Table A3, col. P90-100.
Income is defined as market income (and excludes government transfers).
In 2015, top decile includes all families with annual income above $124,800.
Figure 2. Decomposing the Top Decile US Income Share into three Groups, 1913–2007

Notes: Income is defined as market income including capital gains (excludes all government transfers).
Top 1 percent denotes the top percentile (families with annual income above $398,900 in 2007).
Top 5–1 percent denotes the next 4 percent (families with annual income between $155,400 and $398,900 in 2007).
Top 10–5 percent denotes the next 5 percent (bottom half of the top decile, families with annual income between $109,600 and $155,400 in 2007).
1. Technology – especially virtual reality

2. Global orientation- flat world, interconnectedness

3. Increasing income inequality- Piketty, mixed story for Independent schools

4. Climate change- tensions developed and developing, Paris hopeful? Green as moral imperative?
Educational Trends: large and small and not prioritized

1. **Technology**

2. **Neuroscience** - how our brains work, how we learn

3. **School choice**
   - a. Charters
   - b. For profits
   - c. Zip codes not destiny

4. **Commodification of education** - what is a commodity?
   - a. Badging, competency measurement
   - b. Consumerist
Financial Models of Independent Schools

1. Major measures - admission demand, endowment (net of debt per student), attrition, deferred maintenance, annual fund, total philanthropic support, budget discipline.

2. Number of schools with negative net assets (compromise ethics?)

3. Need to distinguish in the marketplace

4. St. Anne's-Belfield study - Darden, no silver bullet, maybe silver buckshot

5. What we charge, what we pay and average class size

6. Baumol's cost disease - technology?
Baumol Effect in Education
(also known as Baumol Cost Disease)

• Phenomenon described by William Baumol and William Bowen in 1960s

• Original study on performing arts. Number of musicians needed to play a Beethoven string quartet in 2014 vs. 1814

• Salaries will rise without a corresponding increase in “productivity”

• Current technological revolution is challenging this in education
GROWTH IN CHARTER SCHOOL POPULATION

An annual study of charter schools finds a steady rise in the number of students attending charter schools in the last decade.

Source: National Alliance for Public Charter Schools

EDUCATION WEEK
Competition/Market Share

➢ Growth in Charter School enrollment 1999-2000 to 2012-2013: 760% (300,000 to 2.3 million)

➢ Growth in total private school enrollment K-12 from 2001-2002 to 2011-2012: -16% (6.3 million to 5.3 million)
Reliance on International Students

1. Institute for International Education -- 1 million international students study in the US, mostly post-secondary

2. Chinese enrollment at US colleges 2006-2007 was 67,723 and in 2013-2014 it was 274,439

3. CNN -- 31% of total international students are Chinese, 12% Indian and 8% South Korean
Average weekly wages of public school teachers and other college graduates, 1979–2017 (2017 dollars)
There is no “one size fits all” answer to education, no one best organism to thrive in a given environment.
I. Assessing Student Progress

A. Mastery-based learning, competency-based learning... Mastery Transcript Consortium

B. Project-based learning
   
   i. Community connection – Lab Atlanta, Winchester Thurston, Hawken, Seattle AAS
   
   ii. Institute Model – Wildwood, Kent Denver
   
   iii. Diploma designation
      
      a. Global Competency
      
      b. Service / community engagement
      
      c. STEM
II. Technology

A. Virtual Reality
B. Maker Spaces – robotics, fab lab
C. Blended learning, online learning, distance learning
D. Infusion of technology into curriculum – story English class
E. AI – Marc Andreessen quote – 2 future groups
F. Tailoring – data availability –
III. Competition

A. Public competition

B. Micro-schools Alt, BASIS, Acton Academics (>50!)

C. Differentiated
   
   i. This is actually the way forward

   ii. Mistake to try to be all things to all people

T.C. Chamberlin – Science – 1890

The Method of Multiple Working Hypotheses

* Two “modes of study”

   1. Close imitation of the processes of previous thinkers

   2. The effort to think independently, or at least individually
IV. Place-based, relationship rich communities
   A. We are hard-wired as social beings
   B. Language – teams –

V. Purpose – preparation not training – human beings, not cogs –
“You go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming, at a moment’s notice, a new intellectual position, for the art of entering quickly into another person’s thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms... And above all, you go to a great school for self-knowledge.”

William Johnson Cory, 1823-1892
British schoolmaster (Eton)
American Education & School Leadership: A Brief History

Campbell’s Law

• American Social Scientist (1916-1996)

• From 1976 work--Assessing the Impact of Planned Social Change. More an interesting observation than a “law” but it reads:

“The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it to distort and corrupt the social pressures it is intended to monitor.”
Trends in inflation-adjusted total cost of a K-through-12 public education and achievement of 17-year-olds (U.S.)

"Total cost" is the whole amount spent on the K-12 education of a student graduating in the given year. We graph the percent change in that amount—and in test scores—over time.

Data sources

Prepared Sept. 2012 by:
Andrew J. Coulson, Director, Cato Institute Center for Educational Freedom