

# **IE<sup>2</sup>, CHARTER, AND STATUS QUO SCHOOL SYSTEMS**

## **A “Nuts and Bolts” Comparison**

Presented to GA Education Leadership Institute  
*September 12, 2014*



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# What are we talking about and why?

## Improving Student Academic Results

- The Academic Bottom Line

## Title 20

- Shorthand phrase for Georgia education law and all related rules and guidelines

## Flexibility

- Freedom granted through waivers of Title 20 law, rules, and guidelines

## Flexibility Options

- Operational approaches school systems and schools can take to implement flexibility in exchange for a performance contract from the State Board of Education (*IE<sup>2</sup> and Charter System*)

## The Big Four

- Waivers of state class size, expenditure control, certification, and salary schedule requirements

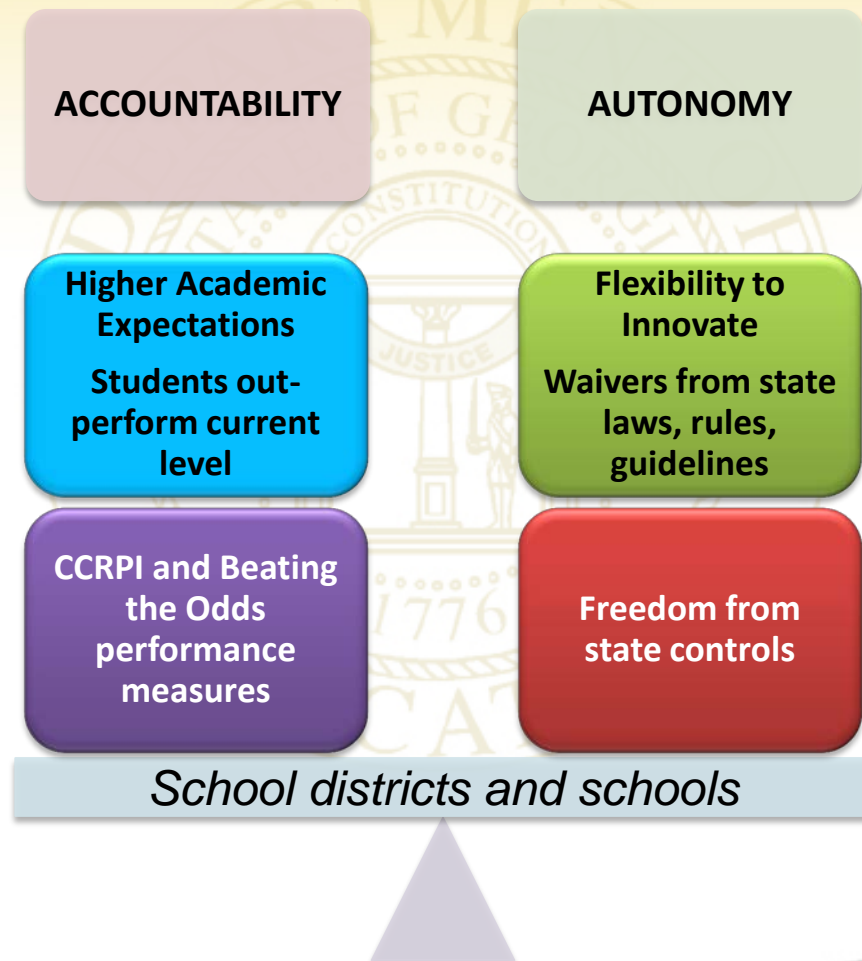


# Performance Contracts

- IE<sup>2</sup> and Charter System contracts are performance contracts
- Performance contracts have two main parts:
  - *Academic and other targets* to which the School District is committed
  - *Waivers* granted by the SBOE to the School District
- Charter system contracts also include:
  - A list of *innovations* that the School District will implement to enable it to meet its higher academic targets
  - An agreement on the decision-making authority granted to Local School Governance Teams

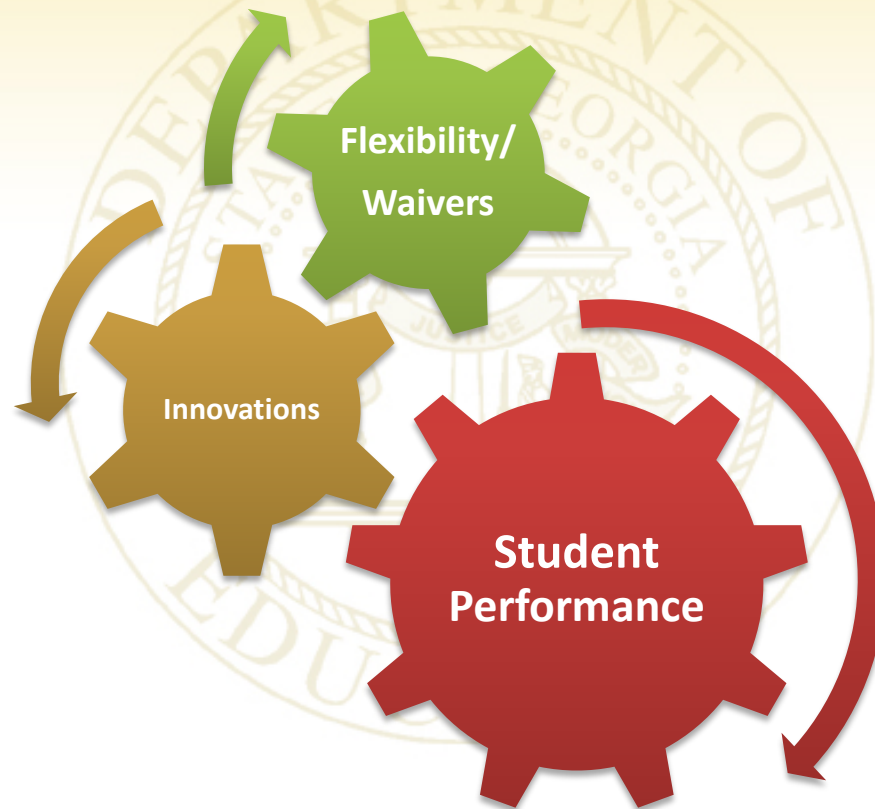


# What is the basic flexibility bargain?



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# Using flexibility to improve student achievement



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9/11/2014

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# Selecting a Flexibility Option

- No later than **June 30, 2015\*** each local school system must notify GaDOE that it will operate as an:
  1. **Investing in Educational Excellence School System (IE<sup>2</sup>)**
  2. **Charter System**
  3. **Status Quo School System**
- Note that the same level of flexibility provided to IE<sup>2</sup> or Charter Systems (including the “Big Four”) is granted to all schools in a:
  4. **System of Charter Clusters**
  5. **System of Charter Schools**

*\*Per OCGA §20-2-84*





# The IE<sup>2</sup> System Option



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# What is an IE<sup>2</sup> system?

## Definition

- A local district that has a performance contract with the SBOE (State Board of Education) granting the district freedom from specific Title 20 provisions, SBOE rules, and GaDOE (Georgia Department of Education) guidelines

## Facts & Features

- Contract is between the district and the SBOE
- GOSA (Governor's Office of Student Achievement) role is target setting and performance monitoring
- District gains flexibility to innovate in exchange for increased academic accountability

## Relative Advantages/ Disadvantages

- Flexibility to innovate
- Financial savings possible from waivers
- Loss of governance over schools that fail to meet performance targets after five years

## Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations not waived by the IE<sup>2</sup> contract





# IE<sup>2</sup> Accountability

- For IE<sup>2</sup> Systems, the flexibility granted does not include a requirement for school level governance, but it does require *specified minimum targets each year* for each school
- GOSA and GaDOE have agreed to a structure that sets those targets and provides for a “second look”
- These accountability measures are the same for all schools no matter the number of waivers requested by the District



# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI

- On CCRPI, without the inclusion of Challenge Points, the school shall annually increase by 3% of the gap between the baseline year CCRPI score and 100
  - The baseline year will be 2015-16
  - This baseline year applies to districts entering contracts effective in both 2015-16 and 2016-17



# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI *(continued)*

- Example 1: Assume a school's baseline CCRPI without Challenge Points is 60.0
  - Gap between baseline and 100:  $100 - 60 = 40$
  - 3% of 40 = 1.2 points = annual increase from the baseline
  - Five-Year Targets = 61.2, 62.4, 63.6, 64.8, 66.0



# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI *(continued)*

- Example 2: Assume a school's baseline CCRPI without Challenge Points is 84.2 and the top quartile is 81.5 (not actual numbers)
  - The school must remain in the top quartile, continually working to improve its CCRPI



# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI *(continued)*

- Schools with initial CCRPI scores in the top quartile of the state within each grade cluster will be required to maintain or improve that level of performance
- Targets for schools that reach this threshold in any year will remain at that same threshold





# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI *(continued)*

- Schools demonstrating a trend of improvement, and meeting the equivalent of three years' of targeted improvement by the end of the contract, will be deemed as meeting the accountability requirements of the contract





# IE<sup>2</sup> Accountability

## ALL SCHOOLS: “SECOND LOOK”

- If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by comparison with schools statewide having similar characteristics (e.g., EDD, ELL, SWD, size, student/teacher ratio, etc.)



# IE<sup>2</sup> and Waivers

- Per O.C.G.A. 20-2-82(e), the goal for each waiver and variance shall be improvement of student performance
- Requested waivers must include at least one of the “Big Four” waivers of state class size, expenditure control, certification, or salary schedule requirements

## **NOT WAIVABLE**

- “The state board shall not be authorized to waive or approve variances on any federal, state, and local



# IE<sup>2</sup> and Waivers

## **NOT WAIVABLE** *(continued)*

rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in or near a public school; any reporting requirements pursuant to Code Section 20-2-320 or Chapter 14 of this title; or the requirements of Code Section 20-2-211.1.



# IE<sup>2</sup> and Waivers

## **NOT WAIVABLE** *(continued)*

A local school system that has received a waiver or variance shall remain subject to the provisions of Part 3 of Article 2 of Chapter 14 of this title, the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by Code Section 20-2-133, and shall remain open to enrollment in the same manner as before the waiver request.”



# IE<sup>2</sup> Loss of Governance Options

The SBOE shall mandate the loss of governance of one or more of an IE<sup>2</sup> System's nonperforming schools...Such loss of governance may include, *but shall not be limited to*:

- 1) Conversion a school to charter status with independent school level governance and a governance board with strong parental involvement;
- 2) Operation of a school by a successful school system, as defined by GOSA, and pursuant to funding criteria established by the SBOE; or
- 3) Operation of a school by a private entity, nonprofit or for profit, pursuant to a request for proposals issued by the Department.

Note: This page is from O.C.G.A 20-2-84.1(a) with *emphasis added*





# IE<sup>2</sup> Loss of Governance Options

In addition to the loss of governance options specified in the statute that could be imposed at the end of the IE<sup>2</sup> contract term, the following options for loss of governance could be implemented *during or at the conclusion of* the IE<sup>2</sup> contract term. Note that the numbering continues from the list above

4. Nonperforming schools could have governance reduced by being required to submit a remedial action plan for LBOE approval before the school can implement necessary changes
  - For this option, the District could specify the general requirements such a plan must meet or let the school submit a draft based on its own analysis





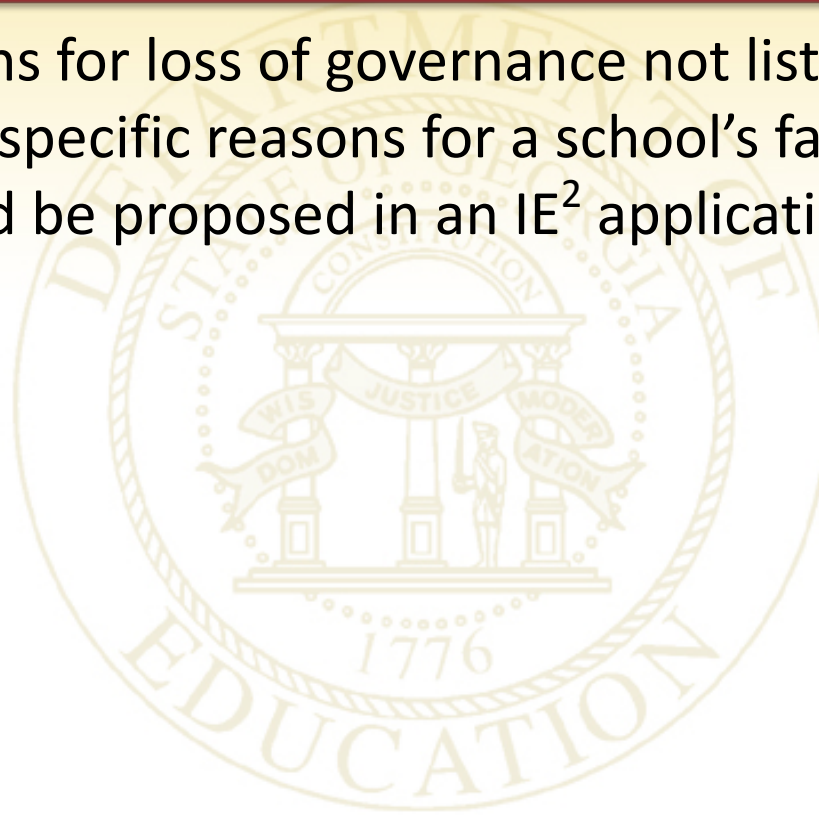
# IE<sup>2</sup> Loss of Governance Options

5. The school could be required to make leadership and faculty/staff changes, including replacing leaders/faculty/staff and/or an aggressive professional development program
6. The school could be required to implement reconstitution if necessary to ensure performance improvements
7. The school could be required to develop individual student achievement plans and implement programs such as after school and/or Saturday tutoring programs that provide additional time on task in subject areas specified in the individual plans



# IE<sup>2</sup> Loss of Governance Options

8. Other options for loss of governance not listed above that address the specific reasons for a school's failure to meet its targets could be proposed in an IE<sup>2</sup> application



# IE<sup>2</sup> Loss of Governance Expectations

- For any loss of governance option presented above, the LBOE would certify to the SBOE that such loss of governance had been imposed
- Remedial action plans imposed on nonperforming schools by LBOEs as a loss of governance option must:
  - ✓ Address the specific reasons for a school's failure to meet its targets,
  - ✓ Be of sufficient duration to ensure time for necessary changes to be made at the school, and
  - ✓ Clarify the link between the amount by which a school target was missed and the severity of the remedial actions



# IE<sup>2</sup> Application Process

The IE<sup>2</sup> application process is as follows:

1. District submits a Letter of Intent to GaDOE as soon as the LBOE decides to pursue IE2 and, if possible, at least six months in advance of submitting an application
2. District submits a draft IE<sup>2</sup> application (*see slides 26-28 below*)
3. GaDOE schedules a meeting including GaDOE, District, and GOSA representatives to review the application, including the link between flexibility requested and efforts to meet individual school targets



# IE<sup>2</sup> Application Process

4. District conducts a public hearing to share application with the public and receive comments
5. District finalizes and submits application to GaDOE
6. GaDOE Legal Services Division inserts targets and waivers into IE<sup>2</sup> contract template
7. SBOE's Flexibility Committee reviews an Item for Information recommending approval or denial of the IE<sup>2</sup> contract
  - Application materials are included as attachments to the Board Item
8. SBOE Flexibility Committee reviews Action Item
9. SBOE Flexibility Committee presents IE<sup>2</sup> contract to SBOE for approval or denial





# IE<sup>2</sup> Application

The IE<sup>2</sup> application includes the following eight questions:

1. What challenges are your school district facing?
2. What is the rank order priority of these challenges?
3. Which of these challenges will your school district be able to address by becoming an IE<sup>2</sup> system?





# IE<sup>2</sup> Application

4. What specific actions will your district take to address each of these challenges during its five-year IE<sup>2</sup> contract term?
5. Provide a clear explanation of how each of these specific actions will affect the specific challenge being addressed.
6. List the specific Georgia law(s) or State Board rule(s) that must be waived to allow your district to implement each specific action.



# IE<sup>2</sup> Application

7. Indicate the timeline for implementation of each specific action.
8. Provide information on the consequences for nonperforming schools, including how your LBOE will select and ensure the implementation of appropriate consequences, both during and at end the end of the contract term

Note: A District's IE<sup>2</sup> application will include a link to an online version of their updated Strategic Plan



# School System Waivers after June 30, 2015

- All IE<sup>2</sup> Systems with *executed performance contracts* in place by June 30, 2015 will have school system waivers after June 30, 2015
- The SBOE has indicated a willingness to consider waivers for school districts that have declared an intent to become an IE<sup>2</sup> System by the June 30, 2015 deadline but do *not yet have* an executed performance contract



# The Charter System Option



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# What is a charter system?

## Definition

- A local district that has an executed charter from the SBOE granting it freedom from almost all of Title 20, SBOE rules, and GaDOE guidelines

## Facts & Features

- Charter is a contract between district and SBOE
- District gains flexibility to innovate in exchange for increased academic accountability
- Distributed leadership process

## Relative Advantages/ Disadvantages

- Flexibility to innovate
- Financial savings possible from waivers
- Additional per-pupil funding in QBE if appropriated
- School level governance required

## Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations that cannot be waived (e.g., health and safety)





# Charter System Contracts

- List the specific innovations to be implemented by the system to improve student performance – including any initiatives outside the domain of local school governance teams
- Describe local school governance team decision-making authority
- Include any district-requested additions to the standard performance measures





# Charter System Local School Governance

- Charter Systems must implement school level governance
- *“School level governance” means decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations*

[See O.C.G.A. 20-2-2062(12.1)]



# What is School Level Governance?

Superintendent develops  
recommendations to the LBOE  
*without* school level input

Superintendent incorporates  
school-level input into  
recommendations to the LBOE

## Local School Level Governance Teams

- Decision-making authority in personnel decisions (People)
- Decision-making authority in curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations (Time)
- Decision-making authority in financial decisions (Money)

The Goal



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# Importance of local school governance

- State law [O.C.G.A 20-2-2067.1(c)(7)] requires annual reports to describe:
  - ✓ The actual authority exercised by local school governing teams in each area of school level governance
  - ✓ Training received by school governing teams and school administrators
  - ✓ Steps, if any, the charter system plans to take to increase school level governance in the future



# Control and Management of Schools

- Georgia law makes it clear that *schools within a charter system remain under the control and management of the Local Board of Education* [See O.C.G.A. 20-2-2065(b)(2)]
- This means that, although the Superintendent and LBOE must give consideration to the recommendations and input of LSGTs, the LBOE ultimately retains its constitutional authority



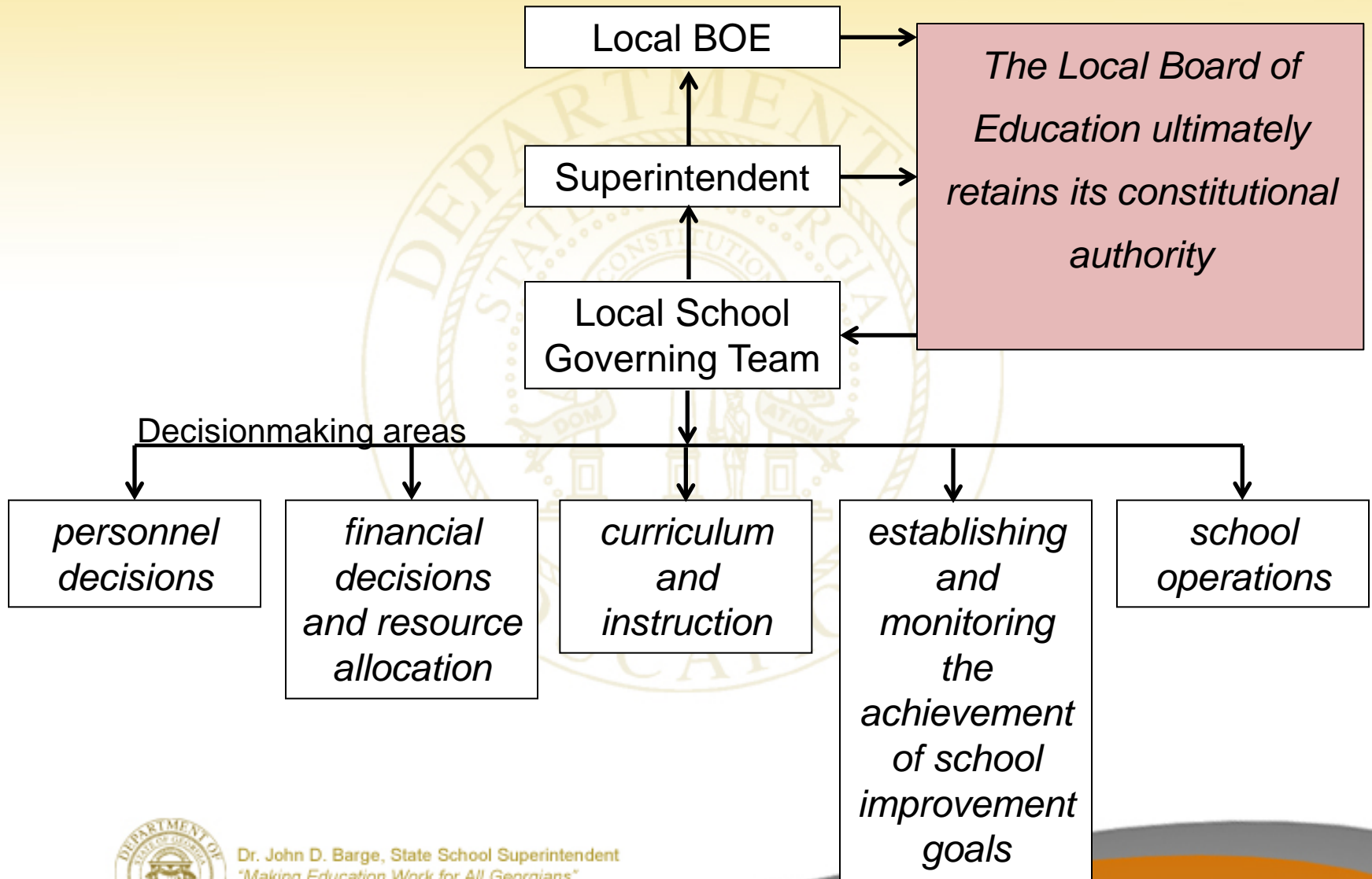
# Control and Management of Schools

- An LBOE has to propose an acceptable amount of local school governance decision-making authority to win SBOE approval of a charter system contract
- The law requires districts to *maximize school level governance* [see O.C.G.A. 2063(d)] – and SBOE Rule describes the minimum amount of authority
- The agreement reached on an acceptable amount of LSGT decision-making authority is included in the charter system contract





# Local School Governance



# Whose authority is shared with School Governance Teams?

- The Superintendent's authority is shared with School Governance Teams in a charter system
- The authority of a local Board of Education (LBOE) is not diminished – unless it has taken any of the Superintendent's decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations



# Major Responsibilities of a School Board

## Strategic Plan

- Adopt a five-year strategic plan

## Budget

- Adopt a budget to fund the strategic plan

## Superintendent

- Hire a leader to implement the strategic plan within budget while providing for the LBOE's control and management of schools
- Adopt and keep an updated succession plan

## Accountability

- Hold the leader accountable for implementing the strategic plan within budget
- Conduct regular self-evaluations to hold *itself* accountable



# Who decides?

- The Local Board of Education is always in control
- The LBOE has to agree to local charters for them to go forward, and they have to initiate the charter system or IE2 process
- The LBOE chooses how to manage their schools in several ways – selecting and holding accountable their superintendent, approving start-up and conversion charters, becoming a charter system or an IE2 system



# Who decides?

- The LBOE agrees to certain limits with its superintendent and agrees to certain terms with charters
- The LBOE controls the type of local governance and management their schools will have in a charter system, charter school, and charter cluster
- Again, it is the role of the *superintendent* that is changing in a charter system, charter system, and system of charter schools or clusters





# School Governance Team Quality Standards

School Governing Team composition reflects the diversity of the community

Meets regularly and complies with Open Records and Open Meetings Laws

School Governing Team sticks to governance and stays out of management

School Governing Team exercises its school level governance responsibilities

Receives regular updates on academic operational, and financial progress of the school

Participates in regular School Governing Team training each year



# Charter System Application

- THE CASE

1. What challenges is your school district facing?
2. What is the rank order priority of these challenges?
3. Which of these challenges will your school district be able to address by becoming a charter system?
4. What specific actions will your district take to address each of these challenges during its five-year charter term?



# Charter System Application

- THE CASE *(continued)*
  5. Provide a clear explanation of how each of these specific actions will lead to the specific challenge being addressed
  6. Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action



# Charter System Application

- THE CASE *(continued)*
  7. Indicate the timeline for implementation of each specific action
  8. Indicate which of these specific actions represents an innovation for your school district



# Charter System Application

## • THE CASE *(continued)*

THE CASE		Challenge									
#	Question	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
1	What challenges is your school district facing?										
2	What is the rank order priority of these challenges (from most to least important)?										
3	Which of these challenges will your school district be able to address by becoming a charter system?										
4	What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?										
5	Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.										
6	Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).										
7	Indicate the timeline for implementation of each specific action (listed in #4 above).										
8	Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.										



# Charter System Application

- PERFORMANCE EXPECTATIONS

9. What are your school system's specific student performance expectations for your five-year charter term?

- » College and Career Ready Performance Readiness Index (CCRPI)
- » Beating the Odds (BTO)
- » Attendance

- Also parental satisfaction/participation and financial sustainability



# Charter System Application

## ● PERFORMANCE EXPECTATIONS *(continued)*

Please complete the Accountability Report below. Tab 2 contains a partial example of what your Accountability Report should look like.

School/System Name:		Charter Term:									
Contract Terms and Performance Goals	Assessment	Year 1	Year 2	Year 3	Year 4	Year 5					
Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Use the legend below to indicate the implementation of each feature.)											
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Achievement of Academic and Organizational Goals (Indicate the assessment used for each measure. Provide the target and actual performance for each measure. Use the legend below to color code each "Actual" performance cell. You may add additional lines for each measure as needed)											
Academic Goal 1:											
Measure 1:											
Measure 2:											
Measure 3:											
Academic Goal 2:											
Measure 1:											
Measure 2:											
Measure 3:											
Academic Goal 3:											
Measure 1:											
Measure 2:											
Measure 3:											
Organizational Goal 1:											
Measure 1:											
Measure 2:											
Measure 3:											
Organizational Goal 2:											
Measure 1:											
Measure 2:											
Measure 3:											
Organizational Goal 3:											
Measure 1:											
Measure 2:											
Measure 3:											

Legend: Met Progress Made Not Met



# Charter System Application

- LOCAL SCHOOL GOVERNANCE

10. Explain how your system will transition from Local School Advisory Councils to effective, fully functioning, decision-making Local School Governance Teams (LSGTs)
11. Address the formation of the local School Governing Teams, including how members are selected, the terms of members, and how and why members may be removed



# Charter System Application

- LOCAL SCHOOL GOVERNANCE *(continued)*

12. Use Local School Governance Matrix to show how the Superintendent will share with Local School Governance Teams his/her authority to develop recommendations to the Local Board of Education

- “School level governance” means decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations *[See O.C.G.A. 20-2-2062(12.1)]*



# Charter System Application

- **LOCAL SCHOOL GOVERNANCE** *(continued)*
  - In the first year, charter systems must allow their Local School Governance Teams to be the decision-makers in all five of the following areas
    - a. Recommend principal/school leader for selection by LBOE
    - b. Input into school budget (including recommendations for number and type of personnel, curriculum, supplies, equipment, maintenance and operations)
    - c. Input into selection of curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract and the school's improvement plan
    - d. Approval of school improvement goals and oversight of SIP implementation
    - e. Input into school operations that is consistent with school improvement and charter goals



# Charter System Application

**School Level Governance Decision-Making Matrix**

System Name:	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE		Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs		Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	
*The LBOE retains its constitutional authority				



# Charter System Application

**School Level Governance Decision-Making Matrix**

<b>System Name:</b>	<b>Minimum LSGT Authority</b>	<b>How and When Minimum Authority will be Implemented</b>	<b>Additional LSGT Authority*</b>	<b>How and When Additional Authority will be Implemented</b>
<b>Curriculum and Instruction</b>	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract		Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	
<b>Establishing and monitoring the achievement of school improvement goals</b>	LSGTs shall approve the school improvement plan and provide oversight of its implementation		Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	
<b>*The LBOE retains its constitutional authority</b>				



# Charter System Application

**School Level Governance Decision-Making Matrix**

System Name:	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals		Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	
*The LBOE retains its constitutional authority				



# Charter System Application

- LOCAL SCHOOL GOVERNANCE *(continued)*
  13. Highlight the differences between the current local school advisory council structure and the new structure your new charter system will implement
  14. Describe the governance training to be provided to principals and members of the Local School Governing Teams in order to build the capacity needed to make decisions in the areas included in the spreadsheet



# Charter System Application

- LOCAL SCHOOL GOVERNANCE *(continued)*
  15. Provide the name of the provider(s) of local School Governing Team training that you are considering approaching, if known
  16. Provide the name and contact information of an employee of the charter system that will facilitate communications between the Department and the chairpersons of the Local School Governing Teams in your charter system





# Charter System Application

- LOCAL SCHOOL GOVERNANCE *(continued)*
  17. Explain how your system will transition its central office from a Compliance Culture (where success is measured by simply achieving requirements) to an Achievement Culture (where success is measured by achieving high expectations)



# Flexibility Orientation

- Local Boards of Education make a significant legal commitment when they sign a charter system, charter school, charter cluster, or IE2 contract
- It is therefore critical that both new Local Board of Education members and new Superintendents receive a detailed orientation on their charter system, charter school, charter cluster, and IE2 commitments as part of their orientation process



# School System Waivers after June 30, 2015

- All Charter Systems with *executed performance contracts* in place by June 30, 2015 will have school system waivers after June 30, 2015
- The SBOE has indicated a willingness to consider waivers for school districts that have declared an intent to become an Charter System by the June 30, 2015 deadline but do *not yet have* an executed performance contract



# The Status Quo Option



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# What is a status quo system?

## Definition

- A local district that has elected not to request increased flexibility in exchange for increased accountability and defined consequences and opted to remain under all current laws, rules, regulations, policies, and procedures

## Facts & Features

- No performance contract
- No freedom from Title 20, State Board rules, or Department guidelines
- No waivers unless extraordinary circumstances

## Relative Advantages/Disadvantages

- No change is required
- No financial savings from waivers

## Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with ALL state laws, rules and regulations





# Waivers for Status Quo Systems

- School systems that elect not to request increased flexibility must remain under all current laws, rules, regulations, policies, and procedures
  - A key assumption here is that making this election does not create a hardship for the district
- However, should unforeseen and subsequent circumstances arise that create a hardship for a Status Quo System, the SBOE may approve waiver requests made in accordance with O.C.G.A. §20-2-244 and/or §50-13-9.1



# Waivers for Status Quo Systems

- For example, a class size waiver can be granted if a Status Quo System can demonstrate a hardship *within the context that it elected to remain under all current laws, rules, regulations, policies, and procedures*
- “Substantial hardship” is a significant, unique, and demonstrable economic, technological, legal, or other type of deprivation to an LEA which impairs its ability to continue to successfully meet the requirements of educational programs or services to its students



# Waivers for Status Quo Systems

- The State Board of Education may approve the class size waiver request only in the limited circumstances where educationally justified and where an act of God or other unforeseen event led to the precipitous rise in enrollment within that system, or led to another occurrence which resulted in the local board's inability to comply with the maximum class size requirement



# Waivers for Status Quo Systems

- The State Board of Education is also “authorized to provide a blanket waiver or variance of the class size requirements...for all school systems in the State for a specified year in the event that a condition of ‘financial exigency’ occurs”. *[See O.C.G.A 244(h)]*



# Waivers for Status Quo Systems

- However, waivers cannot be granted for:
  - Expenditure controls and categorical allotment requirements
  - Certification requirements
  - Salary schedule requirements





# Waivers for Status Quo Systems

- Financial exigency is defined as “circumstances which cause a shortfall in state appropriations and local revenue for operation of local school systems as compared with projected expenditures over the same period and such shortfall would have a material adverse effect on the operation of public schools.” [See *O.C.G.A 244(h)*]



# Side-by-Side Comparisons



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# Flexibility

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>School System seeks waivers – <b>must include at least one</b> of the following: class size; expenditure control; certification; salary schedule</li> </ul>	<ul style="list-style-type: none"> <li>School System must provide examples of how <b>broad flexibility</b> permitted by the Charter Schools Act will be utilized to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Waivers to be granted only in the case of a <b>extraordinary circumstances</b>, e.g. natural disaster, financial exigency</li> <li>Current statewide waivers will expire June 30, 2015</li> </ul>	<ul style="list-style-type: none"> <li>Schools and clusters must state how <b>broad flexibility</b> permitted by the Charter Schools Act will be utilized to improve student achievement</li> </ul>



# Waiver Limitations

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>• Cannot waive:               <ul style="list-style-type: none"> <li>○ Federal rules/regulations</li> <li>○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc.</li> <li>○ Court orders</li> <li>○ Civil rights statutes</li> <li>○ Conflicts of interest;</li> <li>○ Unlawful conduct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cannot waive:               <ul style="list-style-type: none"> <li>○ Federal rules/regulations</li> <li>○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc.</li> <li>○ Court orders</li> <li>○ Civil rights statutes</li> <li>○ Conflicts of interest;</li> <li>○ Unlawful conduct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No waivers except if <b>extraordinary circumstances</b>, but cannot waive:               <ul style="list-style-type: none"> <li>○ Federal rules/regulations</li> <li>○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc.</li> <li>○ Court orders</li> <li>○ Civil rights statutes</li> <li>○ Conflicts of interest;</li> <li>○ Unlawful conduct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cannot waive:               <ul style="list-style-type: none"> <li>○ Federal rules/regulations</li> <li>○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc.</li> <li>○ Court orders</li> <li>○ Civil rights statutes</li> <li>○ Conflicts of interest;</li> <li>○ Unlawful conduct</li> </ul> </li> </ul>

# Unique Features

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>• School System Strategic Plan is required to drive student performance goals and flexibility granted</li> <li>• Public hearing to share Strategic Plan</li> <li>• Approved by the Local Board of Education at a public meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on <b>school level governance and parent/community involvement</b></li> <li>• Approved by the Local Board of Education at a public meeting</li> </ul>	<ul style="list-style-type: none"> <li>• School System must conduct a <b>public hearing</b> to provide notice of the system's intent to select Status Quo</li> <li>• Local Board of Education must <b>sign a statement</b> that the school system has selected Status Quo</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on parent/community involvement, including <b>maximum school level governance</b></li> <li>• Approved by the Local Board of Education at a public meeting</li> </ul>





# Fiscal Impact

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>• Possible savings through flexibility</li> <li>• Regular QBE funding with possible waiver of expenditure controls</li> </ul>	<ul style="list-style-type: none"> <li>• Possible savings through flexibility</li> <li>• Regular QBE funding with no expenditure controls</li> <li>• Possible <b>\$80-\$90 per pupil in supplemental funding</b> through QBE</li> </ul>	<ul style="list-style-type: none"> <li>• No savings through flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Possible savings through flexibility</li> <li>• Regular QBE funding with no expenditure controls</li> <li>• <b>Federal charter school implementation grants</b> <i>possible</i> for autonomous charter schools</li> </ul>



# Governance

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>School System <b>may</b> maximize school level governance by granting local schools authority to determine how to reach goals – but no change is required</li> </ul>	<ul style="list-style-type: none"> <li>School System <b>must implement school level governance</b> and grant decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations</li> </ul>	<ul style="list-style-type: none"> <li><b>No change</b> in school level governance required</li> </ul>	<ul style="list-style-type: none"> <li>School System <b>must grant each school/cluster substantial autonomy and maximum school-level governance</b> and decision-making</li> </ul>

# Making a Choice



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[www.gadoe.org](http://www.gadoe.org)

# Decision Considerations

What does the school system's CCRPI\* data show now?

What are the CCRPI goals of the school system?

What are the gaps between CCRPI goals and CCRPI data?

What academic and other strategies can be used to close the gap?

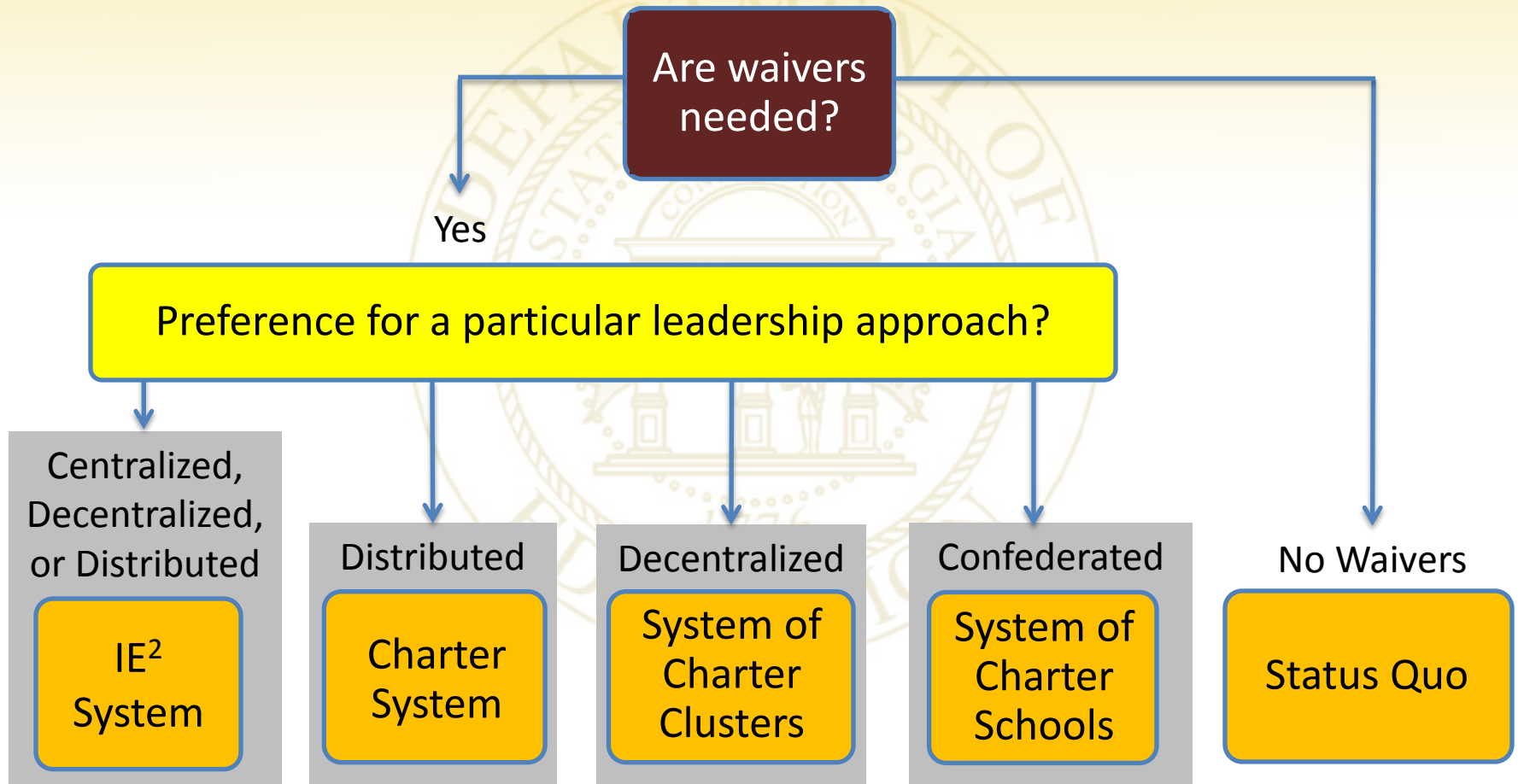
Which operational approach best matches the strategies?



Dr. Jo  
"Make  
www.

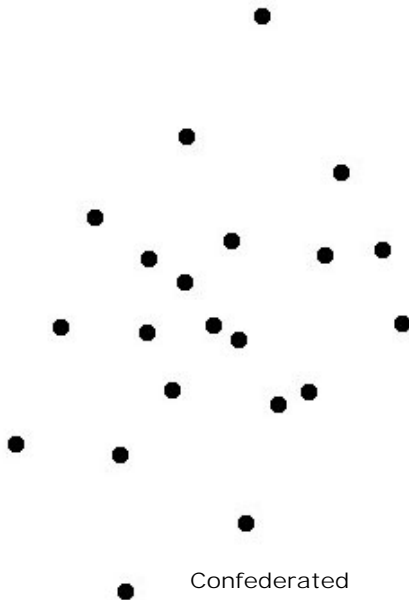
\* College & Career Readiness Performance Index

# Decision Structure Considerations



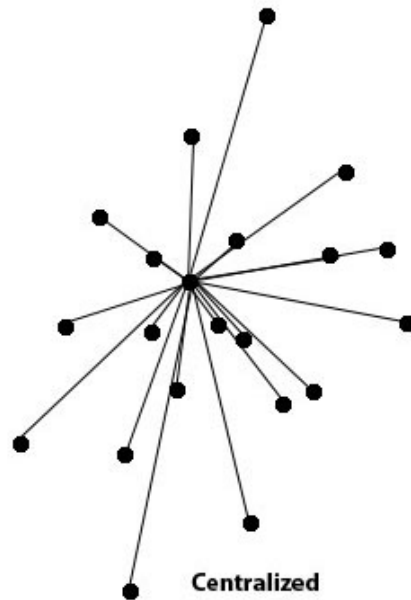


# Decision Structures



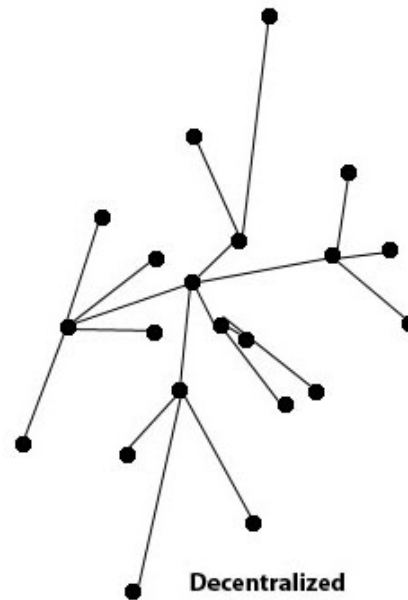
Confederated

*System of  
Charter  
Schools*



Centralized

*Possible in IE<sup>2</sup>*

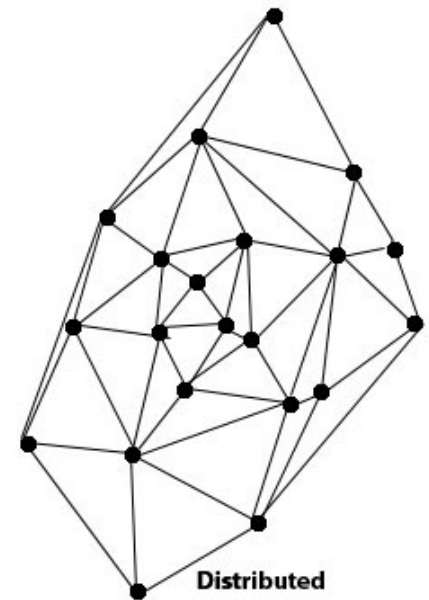


Decentralized

*System of  
Charter  
Schools*

*and*

*Possible in IE<sup>2</sup>*



Distributed

*Charter  
System*

*and*

*Possible in IE<sup>2</sup>*



# Decision Structures - Distributed Leadership

Distributed Leadership...is a leadership approach in which collaborative working is undertaken between individuals who trust and respect each other's contribution. It occurs as a result of an open culture within and across an institution. It is an approach in which reflective practice is an integral part enabling actions to be critiqued, challenged and developed through cycles of planning, action, reflection and assessment and replanning. It happens most effectively when people at all levels engage in action, accepting leadership in their particular areas of expertise. It requires resources that support and enable collaborative environments together with a flexible approach to space, time and finance which occur as a result of diverse contextual settings in an institution. Through shared and active engagement, distributed leadership can result in the development of leadership capacity to sustain improvements in teaching and learning.

(Jones, Harvey, Lefoe, Ryland 2013)

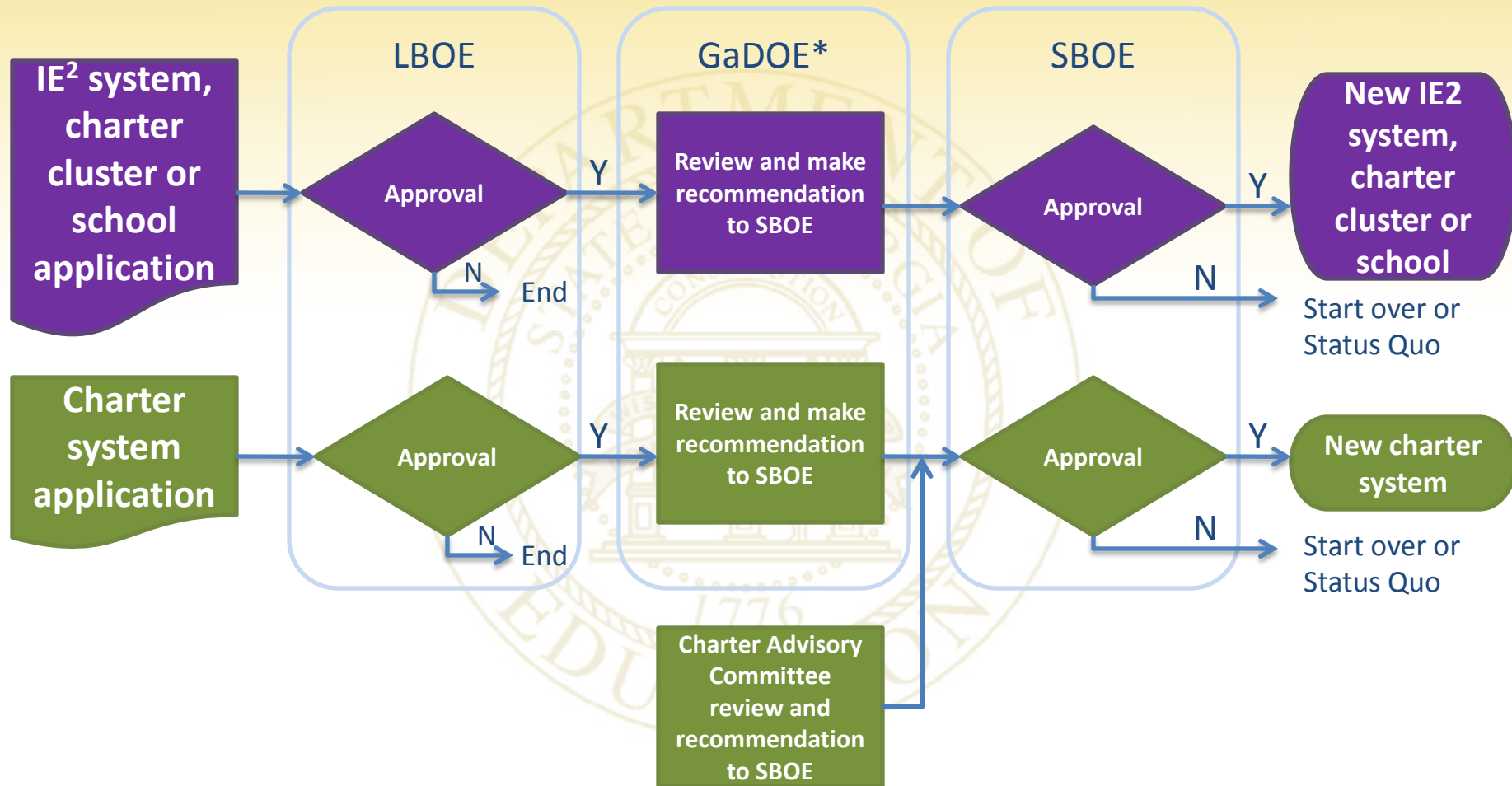


# The Approval Process



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# Contract Approval Process

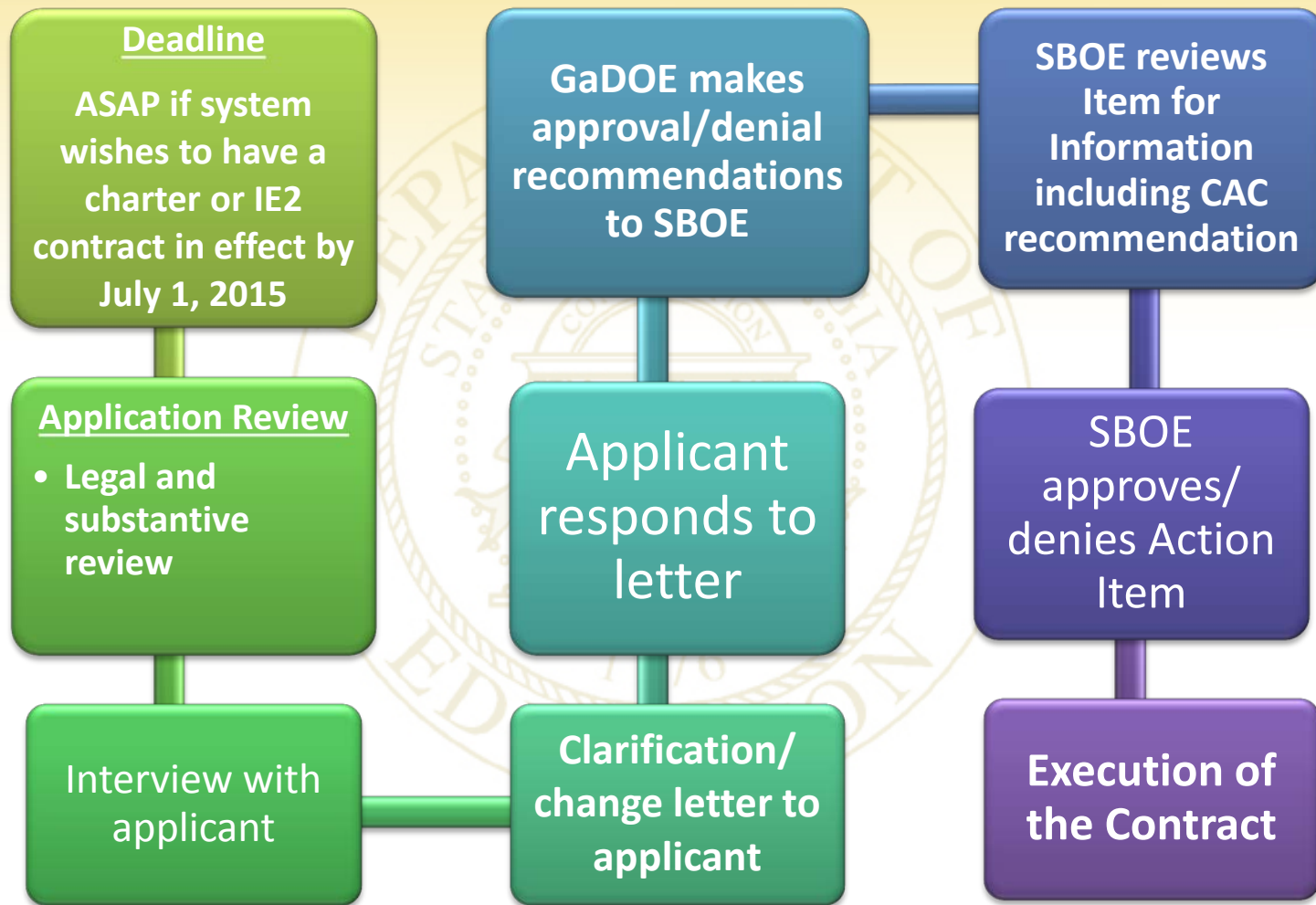


\*GOSA included for IE<sup>2</sup>



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# What Application Review Process





# Side-by-Side Comparisons



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# Performance Evaluation

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<p>GOSA</p> <ul style="list-style-type: none"> <li>• Student performance goals must meet CCRPI and “second look” contract goals</li> <li>• Student performance must meet all federal and state accountability measures</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance goals must meet contract goals and exceed state averages and previous system performance</li> <li>• Student performance must meet all federal and state accountability measures</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance must meet all federal and state accountability measures</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance goals must meet contract goals and exceed state averages and previous cluster or school performance</li> <li>• Student performance must meet all federal and state accountability measures</li> </ul>



# Consequences

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>Loss of governance of non-performing schools may include, <i>but is not limited to</i>:               <ol style="list-style-type: none"> <li>(1) Conversion to charter school</li> <li>(2) Operation by another school system, or</li> <li>(3) Operation by private or non-profit entity</li> </ol> <p><i>[See slides 20-22 for additional options]</i></p> </li> </ul>	<ul style="list-style-type: none"> <li>Charter status revoked and school system reverts to Status Quo</li> <li>Possible fiscal impact when converting from Charter System to Status Quo due to loss of flexibility</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Charter status revoked for non-performing schools/clusters; those schools/clusters lose all flexibility</li> <li>Possible fiscal impact due to loss of flexibility if school system is Status Quo</li> </ul>

# Contractual Partners

IE <sup>2</sup> System*	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ol style="list-style-type: none"> <li>1. State Board of Education</li> <li>2. Local Board of Education</li> </ol> <p><i>* Governor's Office of Student Achievement leads the IE<sup>2</sup> performance target setting, performance monitoring, and evaluation processes</i></p>	<ol style="list-style-type: none"> <li>1. State Board of Education</li> <li>2. Local Board of Education</li> </ol>	N/A	<ol style="list-style-type: none"> <li>1. State Board of Education</li> <li>2. Local Board of Education</li> <li>3. Charter School or Cluster Governing Board</li> </ol>



# Length of Contract

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ul style="list-style-type: none"> <li>Initial term of contract is for 5-6 years</li> <li>Contract may be renewed if contract performance goals are met for at least three years</li> </ul>	<ul style="list-style-type: none"> <li>Initial term of contract is for 5 years</li> <li>Contract status is reviewed annually, based on student performance</li> <li>Subsequent contract term may range from 5 to 10 years if the charter contract goals are met</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Initial term of an individual cluster or school contract is for 5 years</li> <li>Contract status is reviewed annually, based on student performance</li> <li>Subsequent contract term may range from 5 to 10 years if the charter contract goals are met</li> </ul>





# Application Review Process

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
<ol style="list-style-type: none"> <li>Draft application vetted by GOSA and GaDOE staff</li> <li>Meeting with GaDOE/GOSA regarding draft contract</li> <li>District conducts public hearing</li> <li>LBOE finalizes, approves, and submits application</li> <li>Board item vetted by GaDOE Cabinet</li> <li>State Board of Education approves or denies</li> <li>If approved, contract signed by all parties</li> </ol> <p>Time from receipt of application to SBOE approval and contract = 3 to 6 months</p>	<ol style="list-style-type: none"> <li>Application approved by local board</li> <li>Application vetted by GaDOE staff</li> <li>Application vetted by GaDOE Cabinet</li> <li>State Board of Education approves or denies contract</li> <li>If approved, contract signed by all parties</li> </ol> <p>Time from receipt of application to SBOE approval and contract = 3 to 6 months</p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ol style="list-style-type: none"> <li>Approved by local board</li> <li>Petition vetted by GaDOE staff</li> <li>Petition vetted by GaDOE Cabinet</li> <li>State Board of Education approves or denies</li> <li>If approved, contract signed by all parties</li> </ol> <p>Time from receipt of petition to SBOE approval and contract = 3 to 6 months</p>

# Legal References\*

IE <sup>2</sup> System	Charter System	Status Quo	System of Charter Schools or Charter Clusters
O.C.G.A. §20-2-80 §20-2-81 §20-2-82 §20-2-83 §20-2-84 §20-2-84.1 §20-2-84.2 §20-2-84.3 §20-2-84.4	O.C.G.A. §20-2-84.4 §20-2-84.5 §20-2-2062 §20-2-2063 §20-2-2065 §20-2-2067.1 §20-2-2068 §20-2-2069	O.C.G.A. §20-2-80 §20-2-84.3	O.C.G.A. §20-2-2062 §20-2-2063.1 §20-2-2063.2 §20-2-2064.1 §20-2-2065 §20-2-2066 §20-2-2067 §20-2-2067.1 §20-2-2068 §20-2-2068.1 §20-2-2068.2 §20-2-2069 §20-2-2070 §20-2-2071



# Current status of school systems

Total Number of Districts that have met the June 30, 2015 Deadline			56
Approved Charter Systems		28	
Approved IE2 Systems		3	
LOI + Charter System Application promised for 2014		16	
LOI + Charter System Application promised for 2015		1	
LOI + engaged in decision process		5	
Only Submitted LOI in 2010		3	
Engaged in decision process			97
Status is Unknown			27
Total Number of Districts in the State			180



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