



ATLANTA PUBLIC SCHOOLS

BUILDING STRONGER SCHOOLS TODAY

School System Operating Models
and Flexibility Options
Advisory Committee Meeting
September 4, 2014

Welcome and Introductions

Meeting Overview

- Welcome and Introductions
- Meeting Overview, Objectives and Norms
- Role of the Advisory Committee
- Community Input and Feedback Station
- Advantages/Challenges of Operating Models and Flexibility Options
- State Accountability Metrics
- CCRPI Scores for APS (priority schools, focus schools, alert schools, and reward schools)
- Equity Audit
- Status Quo Option
- Questions/Discussion
- Transition to Community Input
- Closing

Meeting Objectives

- Review Agenda, Minutes and Meeting Protocol
- Review Team Expectations and Norms
- Discuss Advantages and Challenges of each Operating Model
- Discuss CCRPI Scores for APS
- Discuss Equity Audit
- Discuss Status Quo Option
- Receive Community Input

Norms

- We will assume good intentions.
- We will have a positive attitude.
- We will listen actively.
- We will come prepared for each meeting.
- We will participate fully in each meeting.
- We will invite the contributions of every member and listen to each other.
- We will operate in a collegial and friendly atmosphere.
- We will make decisions that are in the best interest of students and learning.
- We will be guided by the Atlanta Public Schools mission statement which is to educate all students through academic excellence, preparing them for success in life, service and leadership.

Advisory Committee External Role

- Provide Active, Visible and Tangible Support
- Serve as Program Champion
- Encourage Engagement and Participation
- Share Information Neutrally

Community Input & Feedback Station

- Community input will take place after the meeting
- During the meeting, anyone can provide input at the computer located in the back of the room or go to the following link
https://www.surveymonkey.com/s/Operating_Models_for_School_System_Flexibility_Options
- We ask that the public honor meeting decorum
- Applause, commentary, outbursts, jeering, or speech that defames individuals or stymies or blocks meeting progress is not permitted

Atlanta Public Schools
System Operating Models and Flexibility Options Meeting
Presentation Notes Form

Model/Option: _____

Presenter: _____

The key points of this option are:	My questions about this are:
This made me pause to consider...	I liked...
What additional information or questions do I need about this option?	

Atlanta Public Schools System

Advantage:	Disadvantage:
How might APS benefit from this model?	What might some of the challenges be with this model?
Key considerations for implementation....	

State Accountability Metrics

- In February of 2012, the state of GA was granted a waiver Elementary and Secondary Education Act (ESEA).
- The College & Career Ready Performance Index (CCRPI) “is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.”
- Results from 2012, or the *Study Year*, are not comparable to 2013 results; the GOSA recalculated the 2012 results using the new business rules to provide districts with comparable data.

Two Components of the Waiver

1. CCRPI

- Achievement (60%)
 - Set of indicators unique for each school type
- Progress (25%)
 - Based on the student growth percentile (SGP) results for state tested grades and courses
- Closing the Gap (15%)
 - Points are earned if the gap between the lowest 25th percentile of students in your school or district meet or exceed the average state performance in a tested subject and grade; OR if the gap is narrowing

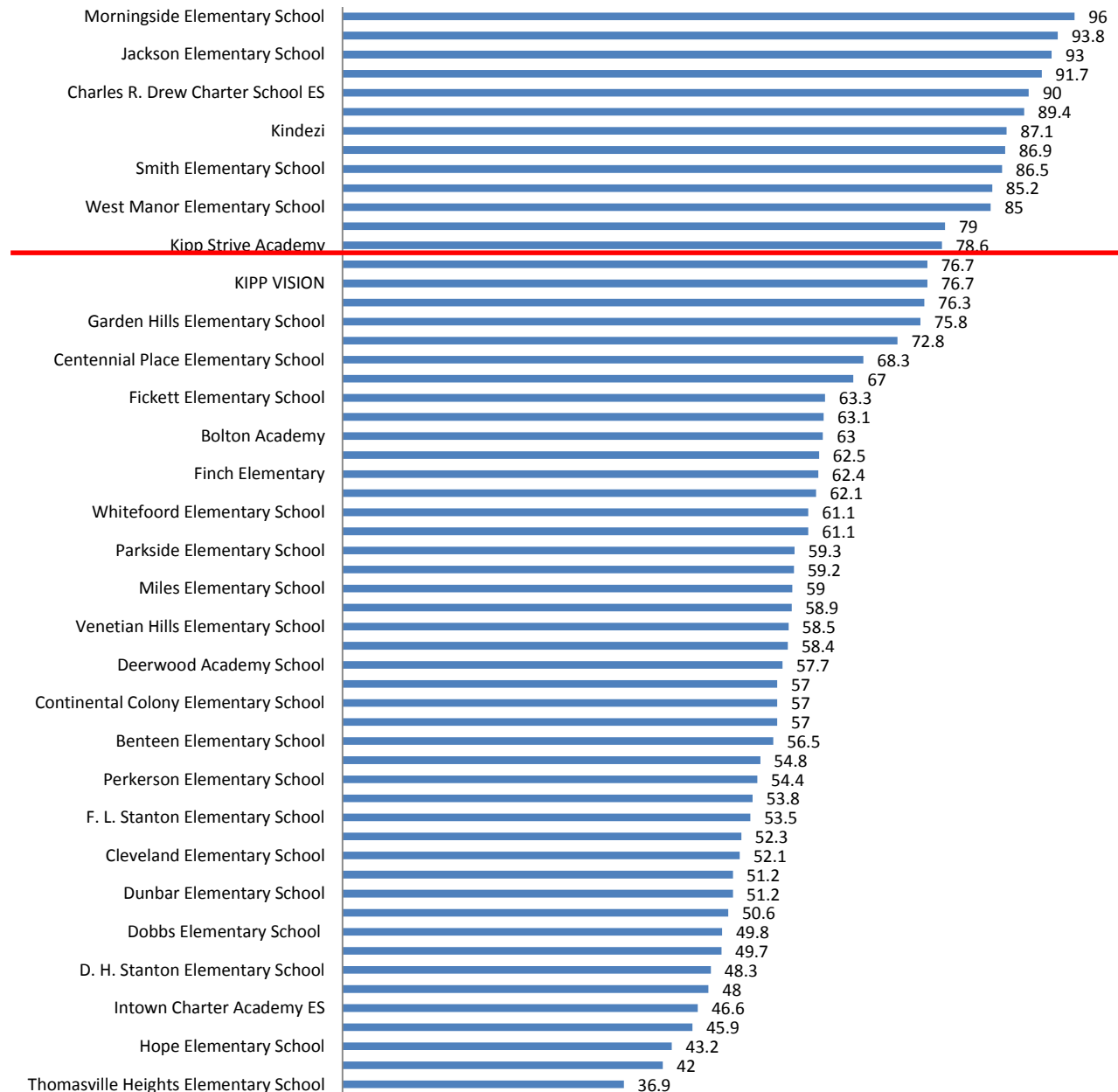
2. School Identification

- Priority
- Focus
- Alert
- Reward

NOTE: *Beat the Odds* Metric

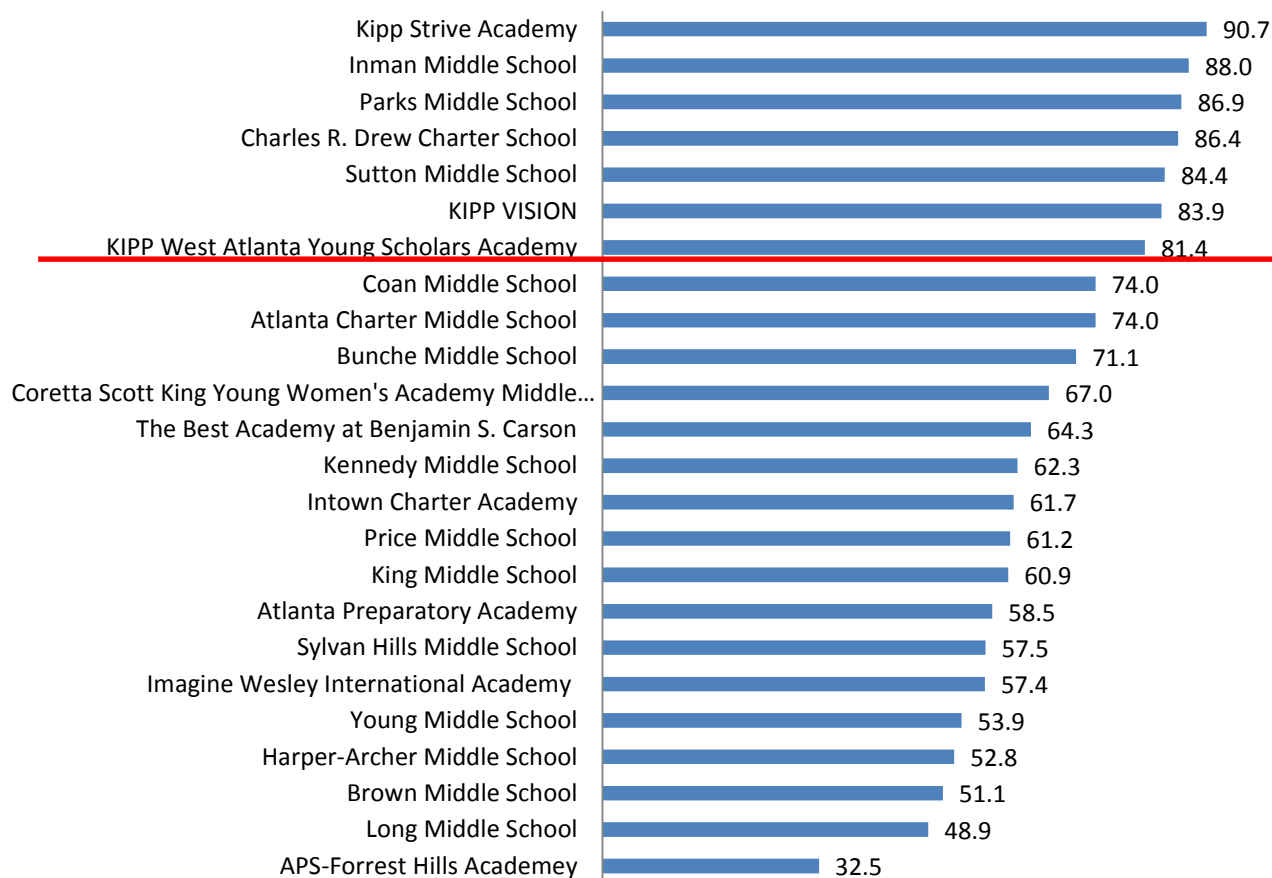
- Controls for “non-malleable” factors of schools and predicts a school’s CCRPI results; before now, this metric was only applicable to how charter schools were measured by the state.

2013 CCRPI Score - Elementary School



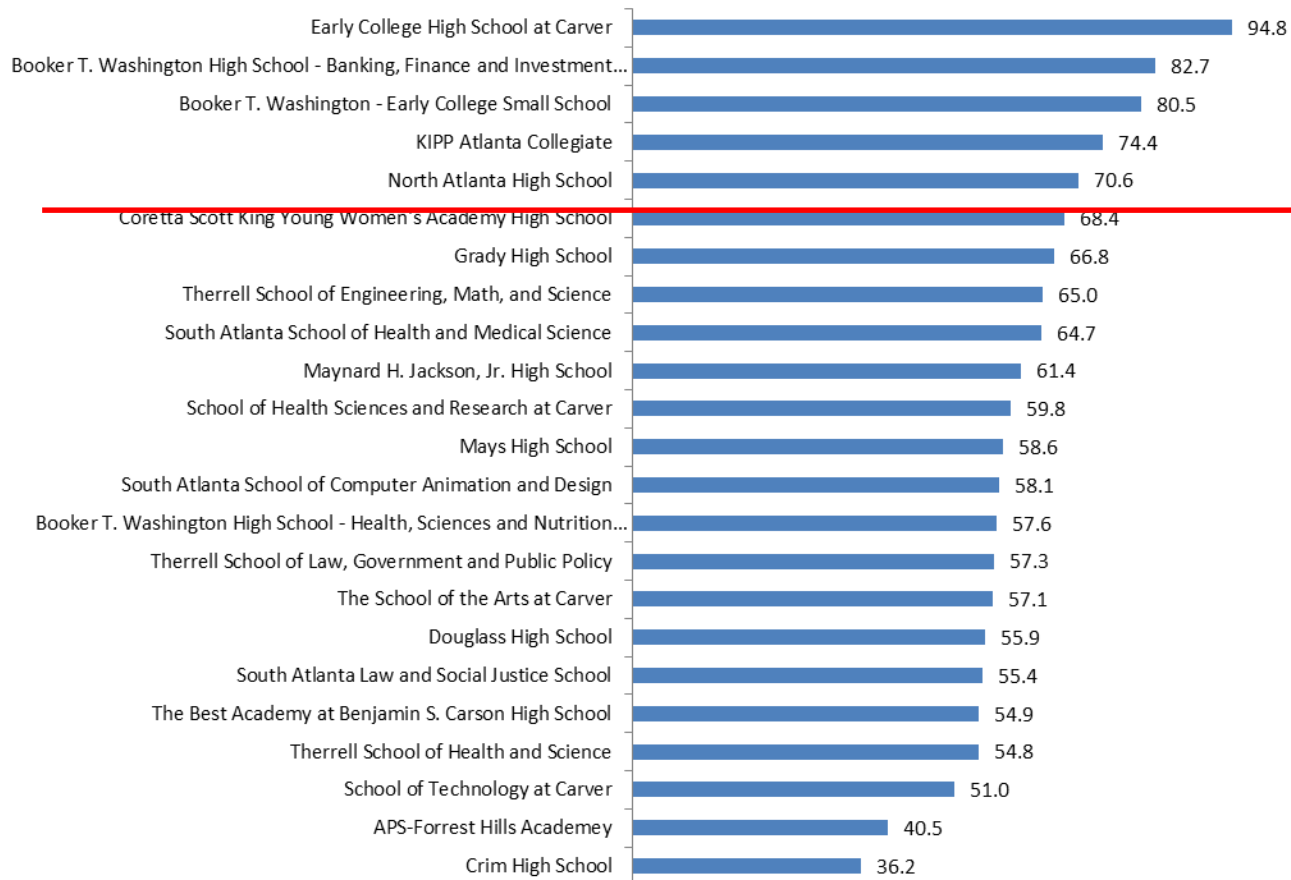
State mean,
elementary
school: 77.8

2013 CCRPI Score - Middle Schools



State
mean,
middle
school:
74.6

2013 CCRPI Score - High Schools



State
mean, high
school:
71.8

College and Career Ready Performance Index (CCRPI) Definitions for Priority, Focus, Alert, and Reward Schools

PRIORITY SCHOOLS

- A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds (1003(g)) to implement a school intervention model;
- A Title I participating high school with a graduation rate less than 60 percent over two years; or
- A Title I school in the state based on the lowest achievement of “all students” group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over three years in the “all students” group.

FOCUS SCHOOLS

- A Title I participating high school with a graduation rate less than 60 percent over two years; or
- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates (“within-school-gaps” focus school).
- May not be identified as a Priority School.

ALERT SCHOOLS

- A Title I or Non-Title I school in the state based on the lowest achievement of “all students” group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over three years in the “all students” group.
- May not be identified as a Priority School or Focus School.

College and Career Ready Performance Index (CCRPI) Definitions for Priority, Focus, Alert, and Reward Schools

REWARD SCHOOLS

Highest Performing

- 5% of Title I schools
- Highest performance for the “all students” group over 3 years
- High schools with the highest graduation rates
- May not be identified as a Priority School, Focus School, or Alert School

Highest Progress

- 10% of Title I schools
- Highest progress in performance for the “all students” group over 3 years
- May not be identified as a Priority School, Focus, School, or Alert School

2014 Alert Schools

School	Reason
Benteen Elementary School	Progress
Brown Middle School	Progress
CSK Middle School	Progress
Humphries Elementary School	Progress
Peyton Forest Elementary School	Progress
Toomer Elementary School	Progress
Towns Elementary School	Progress
Young Middle School	Progress

- Published Annually
- Progress (Gains)

2013 Reward Schools

School	Designation Reason
Carver Early College	Highest Performing Highest Progress
Charles R. Drew School	Highest Performing Highest Progress
Inman MS	Highest Performing
West Manor ES	Highest Performing
Washington Early College	Highest Progress
Kipp Strive Academy	Highest Progress
South Atlanta Law	Highest Progress

- Published Annually
- Achievement Focus: All Students Group
- Next Release: September 2015

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Priority Schools (2012-2014)

School	Reason
Forrest Hills Academy	Achievement
Washington BFI	Achievement
Washington Health, Sciences and Nutrition	Achievement
Crim High School	SIG
Douglass High School	SIG
Hillside Conant School	Achievement
Maynard Jackson High School	Achievement
Carver Health Sciences & Research	Achievement
Carver Technology	Achievement
South Atlanta School CAD	Achievement
South Atlanta Health and Medical Science	Achievement
Therrell Engineering, Math, and Science	Achievement
Therrell Health and Science	Achievement
Therrell Law, Government and Public Policy	SIG

- Published Every 3 years
- Achievement Focus: All Students Group
- Next Release: Winter 2015

Focus Schools (2012-2014)

School	Reason	Area
Heritage Academy	Achievement	Black Students/ SWD
Bunche MS	Achievement	Black Students/ SWD
Miles ES	Achievement	Black Students/ SWD
Price MS	Achievement	Hispanic Students/SWD
Deerwood Academy	Achievement	Black Students/ SWD
King MS	Achievement	Hispanic Students/SWD
Grady HS	Grad Rate	White / SWD

- Published Every 3 years
- Achievement Focus: Major Subgroups
- Next Release: Winter 2015

Equity Audit Findings

- Substantial variation existed across schools in all areas where equity was examined.
- No systemic mechanism currently exists for compilation of disparate data sources into information tools to guide decision-making.
- More time and ability to examine specific equity concerns over time are needed.
- If specific actions are determined, the district must monitor progress.

Equity Audit, 2014.

Potential Area of Focus

Student identification findings

- Almost double the number of students are eligible for special education in our alternative schools than in any other region of traditional schools;
- Highest rates of homelessness in our alternative schools;
- District-wide, almost half of our students did not meet proficiency in at least one subject area;
- Twice the number of students in the North and East regions are identified as Gifted when compared to the South and West regions.

Equity Audit, 2014.

Potential Area of Focus

Extramural fund availability

- Approximately 20% of our schools do not currently have an active PTA;
- Membership ranges between 2 and 800 and half of the active PTAs have less than 100 members;
- The amount of money contributed to a school from the PTA ranges between \$30 and \$172,000.

Equity Audit, 2014.

Potential Area of Focus

- Equitable access to facilities
 - A 2011 audit found that our playground facilities ranged between 4 and 100 and the average score was 56;
 - Nine (9) schools without a playground;
 - Science Labs also varied with high schools ranging from 8 to 16, middle schools ranging from 6 to 12, and in elementary school, 28 schools do have a lab while 24 do not; E. Rivers has 9 science labs.

Equity Audit, 2014.

Potential Area of Focus

Our neediest students require our best resources

- On average, our students are taught by teachers with 13 years of experience;
- In our alternative schools, our students spend about 28% of their time with inexperienced teachers;
- In the Carver cluster, our students spend about 36% of their day with an inexperienced teacher, and in Carver Health, almost half of the academically disadvantaged students have an inexperienced teacher.
- The North region has the lowest percent of inexperienced teachers (26%) while the South region had the highest (34%).
- In the North region, 12% of our academically disadvantaged students have inexperienced teachers while in the South region, 22% are taught by inexperienced teachers.

Equity Audit, 2014.

Potential Area of Focus

- Learning Environments
 - Students in the East and South regions report that they experience more differentiated instruction than their counterparts in the North and West;
 - Academically disadvantaged students in the East region report that their learning environments are the least positive and least academically challenging when compared to their counterparts in other regions;
 - Students in the Douglas cluster are suspended, on average 10 times more than students in the North Atlanta cluster.

Equity Audit, 2014.

School System Operating Models and Flexibility Options in Georgia

The Status Quo Option

Advisory Committee
September 4, 2014
Atlanta Public Schools

State of Georgia Requirement

No later than June 30, 2015 each local school system must notify the Ga DOE that it will operate as:

1. An Investing in Educational Excellence School System (IE²)
2. A Charter System
3. A Status Quo School System

* Additionally, a local school system may apply to convert each individual school or each cluster in the district to charters, becoming a System of Charter Schools or a System of Charter Clusters.



Question One: What does the law say about the Status Quo option?

O.C.G.A. 20-2-80(b) defines the Status Quo Option in law:

A local school system may elect *not to request increased flexibility in exchange for increased accountability and defined consequences* and opt to remain under all current laws, rules, regulations, policies, and procedures...

Question One: What does the law say about the Status Quo option?

To choose Status Quo, APS has to:

Hold a public hearing to provide notice to community that APS is choosing Status Quo

Sign an affirmative statement to select Status Quo with state.

Question One: What does the law say about the Status Quo option?

The Idea?

Districts have to publicly explain to their constituents why they are not pursuing the option for flexibility and affirmatively choose to do so:

Inaction is not a choice.

Question Two: What laws would APS as a Status Quo System have to follow?

- All federal law (this is same across all options);
- The Georgia No Child Left Behind Waiver plan in its entirety;
- Title 20 (the education portion) of the Georgia Legislative Code in its entirety;
- All policies, procedures, rules, and regulations of the Georgia Department of Education.

Question Two: What laws would APS as a Status Quo System have to follow?

So what does Title 20 Include?

Title 20 includes 14 chapters and 39 articles and is the source of all State law that governs and restricts how school districts operate in areas that affect innovation, for example:

- Employment
 - Fair Dismissal Act giving teachers hearing rights regarding termination, demotion, suspension, and non-renewal (OCGA 20-2-940)
 - Requirement to provide all certified personnel annual contracts (OCGA 20-2-211)
 - Requirement to conduct annual evaluation by April 1 each year (OCGA 20-2-210)
- Students and Curriculum
 - Requirements for work-based learning programs (OCGA 20-2-161.2)
- Finances
 - Borrowing for operating expenses (OCGA 20-2-390)
 - Use of school funds (OCGA 20-2-411 and OCGA 20-2-171)

Question Two: What laws would APS as a Status Quo System have to follow?

Status Quo systems would still have access to the waiver process in OCGA 20-2-244*

This provision allows systems to apply for waivers to improve student performance.

- The requested waiver would be for specific portions of state educational laws, rules, policies, or procedures,
- Would have to directly increase student performance through a detailed replacement plan, policy, or procedure,
- With built-in monitoring and accountability from system and State Board.

**As long as the Georgia Legislature doesn't remove or revise this provision in future legislative sessions.*

Question Two: What laws would APS as a Status Quo System have to follow?

BUT...

The 244 process cannot be used to waive certain popular requirements (the big 4):

- For example, you can't waive class size without proof of a financial exigency/substantial hardship.
- No waiver of expenditure controls
- No waiver of certification requirements
- No waiver of state salary schedule

Question Two: What laws would APS as a Status Quo System have to follow?

What counts as a substantial hardship or financial exigency?

Substantial hardship (as defined by the GaDOE): a significant, unique, and demonstrable economic, technological, legal, or other type of deprivation to an individual or local education agency (LEA) requesting a variance or waiver which impairs the ability to continue to successfully meet the requirements of educational programs or services to its students

Financial Exigency (as defined by OCGA 20-2-244): 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

Question Two: What laws would APS as a Status Quo System have to follow?

The Big Question:

Would APS be able to receive a waiver for class size due to a substantial hardship or financial exigency if it chooses Status Quo?

Answer:

Maybe, though current revenues are in line with projections, and trends are not unique compared with other districts. No way to know for sure until APS applies.

Question Three: What waivers does APS utilize now?

- **Class size**
- **Expenditure Controls**
- **65% rule**
- **Staffing required**

Question Four: What is the financial impact of losing those waivers? Of choosing Status Quo?

- Status Quo would require APS to spend all funds it earns in line with state law.
- The district uses \$22.5 million of savings from class size waivers to fund other priorities such as SST coordinators, behavior specialists, social workers, and assistant principals.
- To comply with the 65% rule, APS would have to direct an additional 6% of our overall expenditures to “direct classroom instruction.”
- The Status Quo option, beyond the loss of waivers, does not directly affect the amount of funding APS would earn.
- APS would not be eligible for the charter system boost of approximately \$4 million (~\$84/student up to state cap).

Question Five: How would APS's performance as a district be measured under Status Quo?

APS would continue to be assessed under the CCRPI (College and Career Readiness Performance Index) just like every other GA system.

Question Six: What are the consequences of failing to meet performance requirements under Status Quo?

APS would still have to meet all federal and state accountability requirements:

- Primarily guided by the Georgia No Child Left Behind Waiver plan, i.e., the CCRPI.
- Low performing schools could be tagged as “priority,” “focus,” or “alert” status.
- State Board imposed consequences (similar to IE², but state has always had this power)
 - ▶ School restructuring
 - ▶ Reopen as a charter school
 - ▶ Replace all or most school staff (including principal)
 - ▶ Contract with entity, such as private management company with a record of success, to operate school
 - ▶ Allow state to take over school

Question Seven: How is District Governance affected by the Status Quo Option?

Board	Principal	Local School Advisory Council
Adopts policies to guide the District, promote a positive educational environment, and support the District's educational mission	Oversees implementation of all local school actions consistent with BOE goals, objectives and budgets and LSC actions	Develops local school actions consistent with BOE policies, goals, objectives and budget
Holds accountable the Superintendent in the performance of his or her duty to implement Board policies	Develops and recommends curriculum which at a minimum meets federal , state, and local standards for performance and evaluates instruction	Serves as advisory body

Question Eight: How does Status Quo affect current or future charter schools?

- Our current or future charter schools would not be impacted by a decision to remain under the Status Quo.
- Any current and future charter schools will be governed by their charter petition and contract.



Questions?

Questions/Discussion

Community Input

Closing