



ATLANTA PUBLIC SCHOOLS

BUILDING STRONGER SCHOOLS TODAY

Operating Models for School System Flexibility Options  
Advisory Committee Meeting  
August 14, 2014

# Welcome and Introductions

# Team

- APS Staff
- Advisory Committee

# Meeting Overview

- Welcome and Introductions
- Meeting Overview & Objectives
- Community Input and Feedback Station
- Charge
- Working Together
- Data Overview
- Georgia Department of Education
- Questions
- Transition to Community Input
- Closing

# Meeting Objectives

- Communicate charge
- Set norms for how we will work together
- Review and understand district data
- Understand Operating Models for School System Flexibility Options

# 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\\_August\\_14](https://www.surveymonkey.com/s/Operating_Models_for_School_System_Flexibility_Options_August_14)

- 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

# Charge: Review, Develop, & Monitor

APS has established an **Operating Models for School System Flexibility Options Advisory Committee** to assist the district in reviewing input to determine the best operating model for our students and schools. The advisory committee is comprised of community citizens, teachers, parent council leaders, two students, a district PTA representative, principals, and other district employees.

The purpose of this committee is to:

- **Review the elements associated with the state's recommended operating models**, including, but not limited to, waivers from Title 20, fiscal impact, school governance implications, accountability and performance considerations, and consequences;
- Build the knowledge base to **develop an executive summary for the Superintendent**, which will include detailing the operating models and the impact on our school district; and
- **Monitor the district's drafting of all final documents** associated with the Superintendent's recommendation.

# Norms

- Establish norms to:
  - Ensure that all have the opportunity to contribute
  - Increase productivity and effectiveness
  - Facilitate achievement of advisory committee's charge



# Norms - Activity

- Activity
  - Review draft norms
  - Reflect on ideal behaviors for the committee
    - Determine if new norms should be added
    - Or if any should be deleted or revised
  - Write reflections on index cards and return to facilitator
  - Next week, we will:
    - Review proposed norms with the group
    - Determine whether the group can support the norms before the committee adopts

# Draft 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.

# Where are we now?



# Data Overview

- Graduation and College-Going
  - Risk Factors for Dropout
- College & Career Ready Performance Index (CCRPI)
  - State and District Results
- Opportunity Gaps
  - Programmatic Gaps
  - Race-Based Gaps
  - Class-Based Gaps

# Graduation & College Going

- In 2013, 59% of our students who entered grade nine four years earlier, graduated.
- Historically, 59% of our students who graduate, enroll in post-secondary institutions the next academic year.
- Only 47% of those students remain enrolled for a second year.

# Risk Factors – Predictors of Dropout

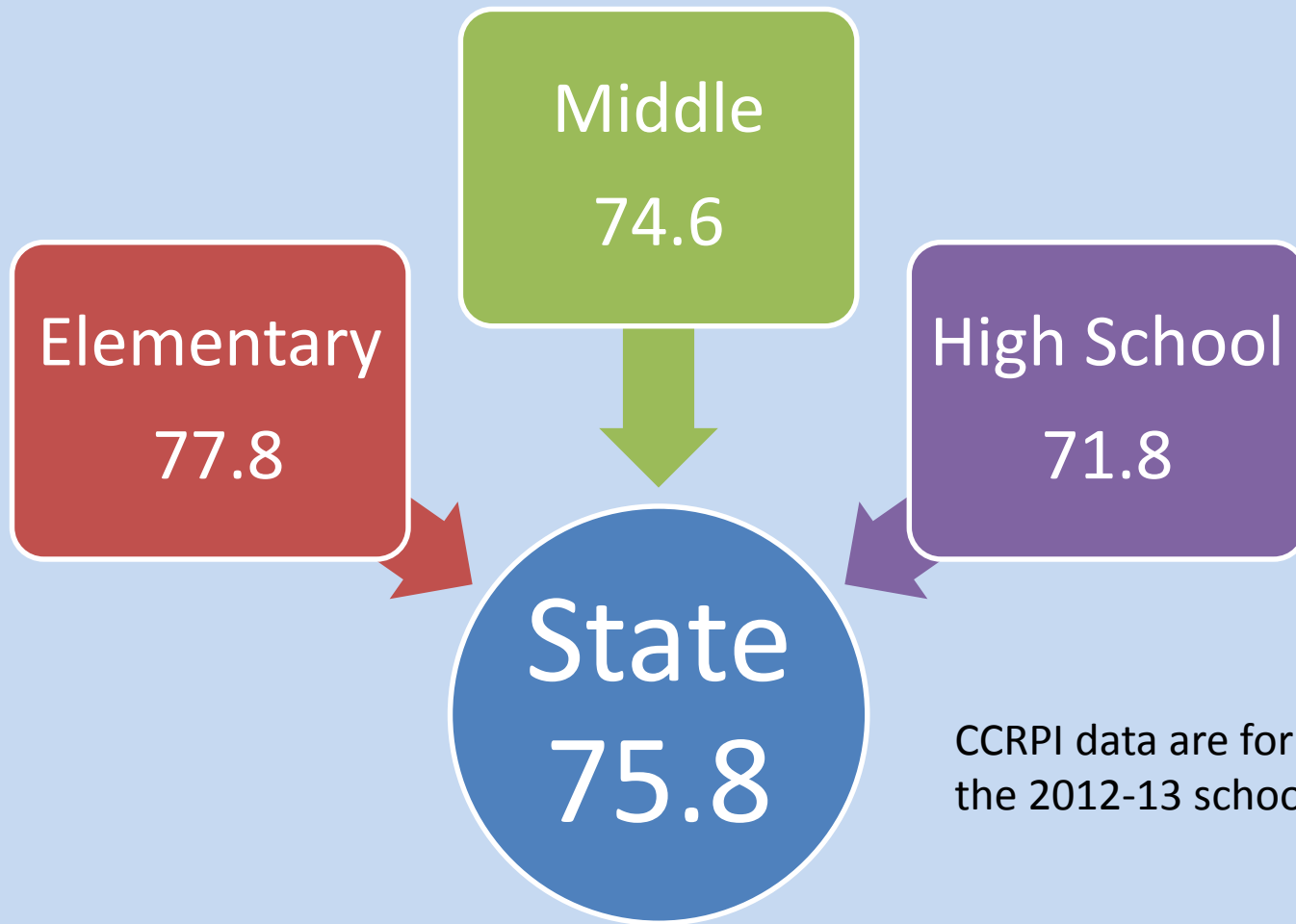
Any Grade 9 student in APS who:	Is:
Misses 10+ days	2.6 times more likely to dropout
Misses 20+ days	3.1 times more likely to dropout
Misses 30+ days	3.3 times more likely to dropout
One behavior Grade of <i>F</i>	3.3 times more likely to dropout
Failed Math Course	5.7 times more likely to dropout
Failed Literacy Course	4.3 times more likely to dropout
Failed Both Math & Literacy	9.3 times more likely to dropout

# Two Minute Turn and Talk

- What does the data tell us about student performance?
- Where are we making progress?
- Where do we need to improve?

*For two minutes, turn to your neighbor and discuss the data you just reviewed.*

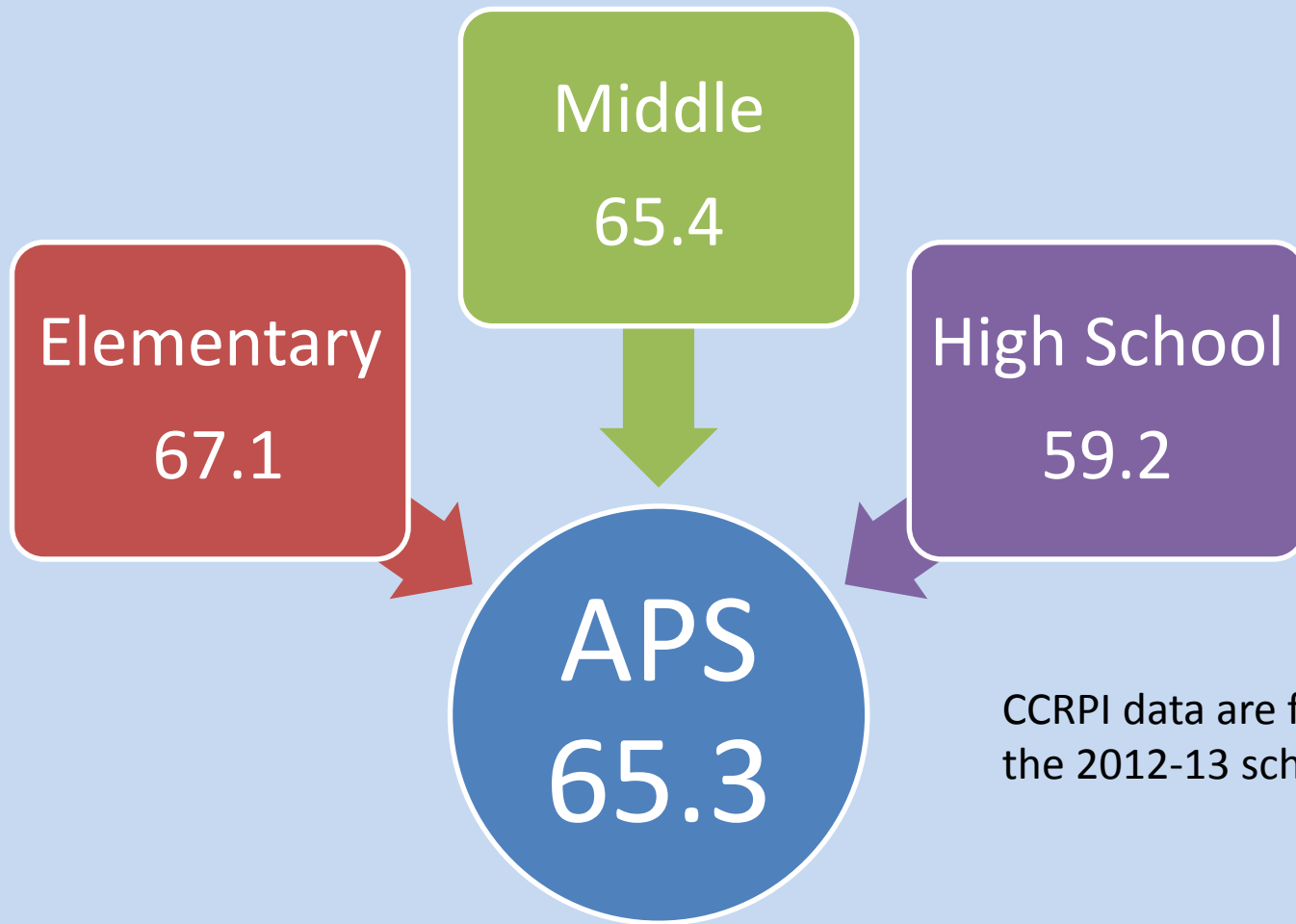
# College & Career Ready Performance Index (CCRPI) - State



CCRPI data are for the 2012-13 school year.



# College & Career Ready Performance Index (CCRPI) - Atlanta



CCRPI data are for the 2012-13 school year.

# Two Minute Turn and Talk

- What does the data tell us about student performance?
- Where are we making progress?
- Where do we need to improve?

*For two minutes, turn to your neighbor and discuss the data you just reviewed.*

# Opportunity Gaps

We have wide variation in all student outcomes across the district.

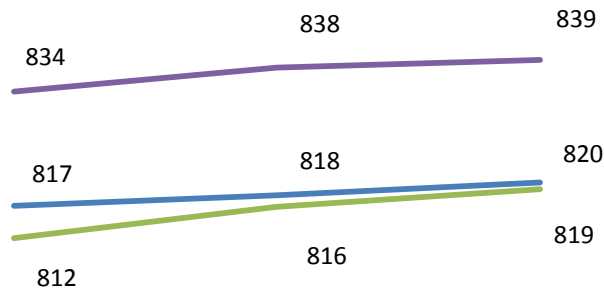
- For example, we currently have five elementary schools whose third graders outperform the eighth graders enrolled in one of our middle schools.
- Similar variations are common regardless of what student outcome metric is examined (i.e., attendance and behavior).

Data derived from computer adaptive assessment results, Fall, 2013.

# Opportunity Gaps

## Reading CRCT Mean Scale Score Programmatic Gaps

Reading, EL   Reading, SWD   Reading, Regular Ed



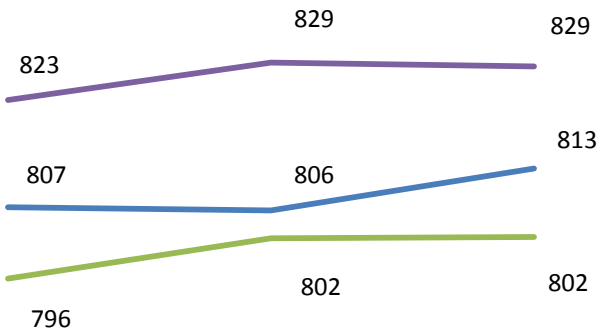
2012

2013

2014

## Math CRCT Mean Scale Score Programmatic Gaps

Math, EL   Math, SWD   Math, Regular Ed



2012

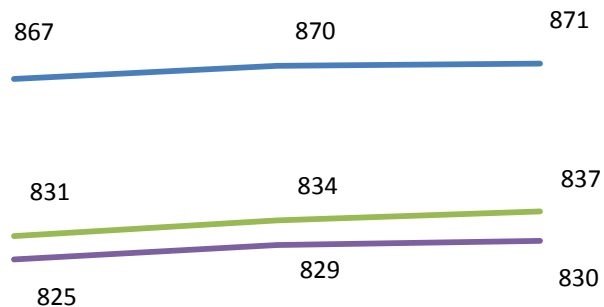
2013

2014

# Opportunity Gaps

## Reading CRCT Mean Scale Score Race-Based Gaps

Reading, White   Reading, Hispanic   Reading, Black



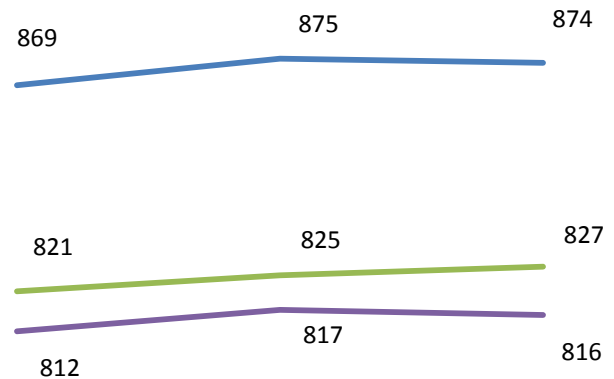
2012

2013

2014

## Math CRCT Mean Scale Score Race-Based Gaps

Math, White   Math, Hispanic   Math, Black



2012

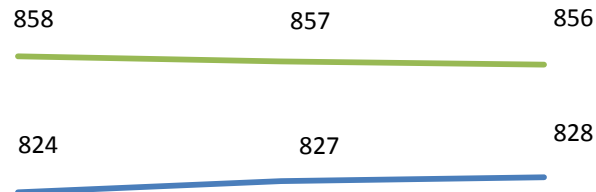
2013

2014

# Opportunity Gaps

## Reading CRCT Mean Scale Score Class-Based Gap

— Reading, Economically Disadvantaged  
— Reading, Non-Economically Disadvantaged



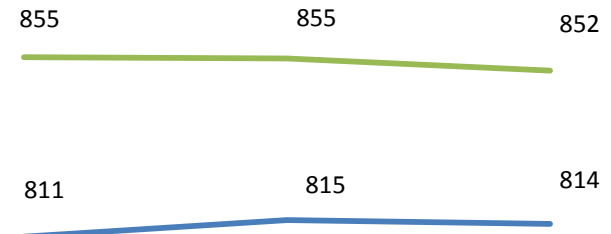
2012

2013

2014

## Math CRCT Mean Scale Score Class-Based Gap

— Math, Economically Disadvantaged  
— Math, Non-Economically Disadvantaged



2012

2013

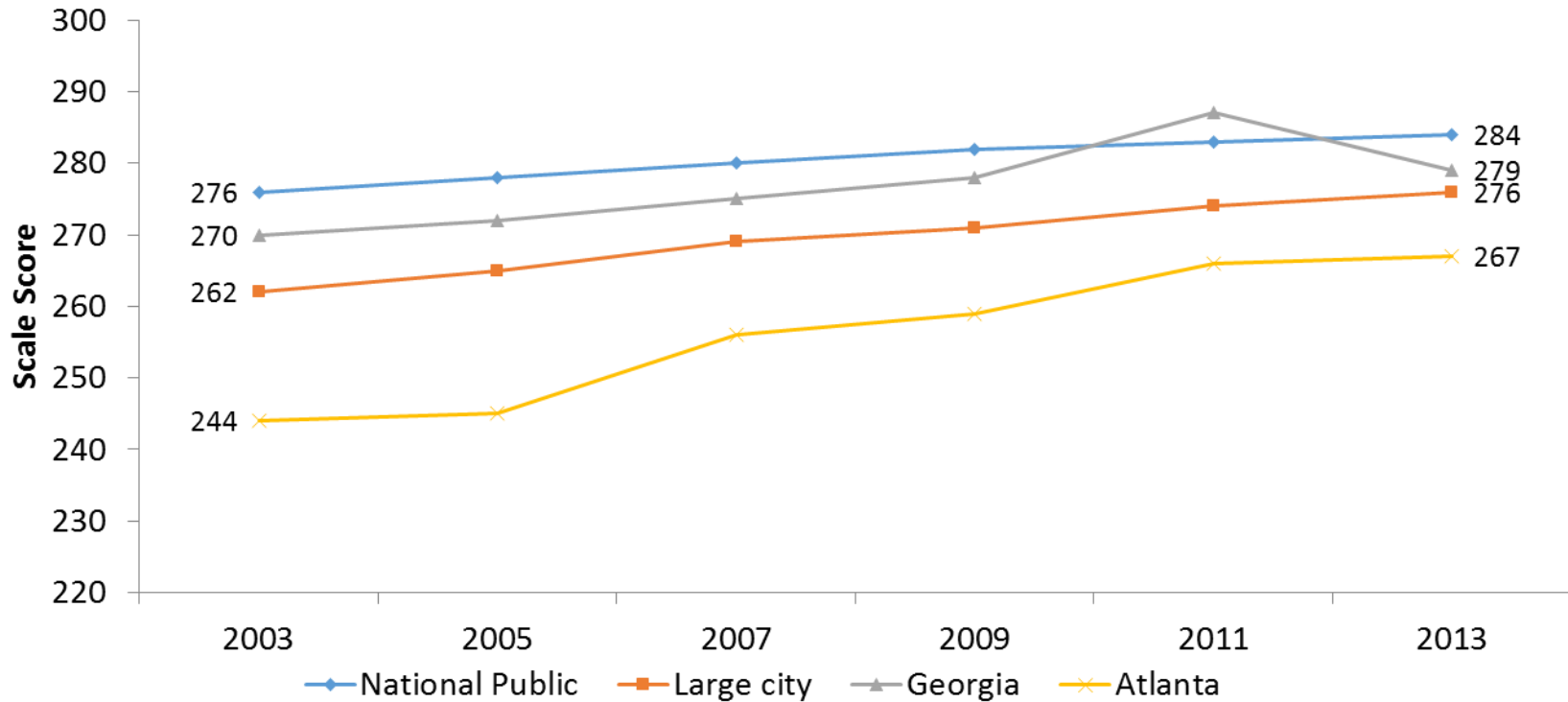
2014

# Two Minute Turn and Talk

- What does the data tell us about student performance?
- Where are we making progress?
- Where do we need to improve?

*For two minutes, turn to your neighbor and discuss the data you just reviewed.*

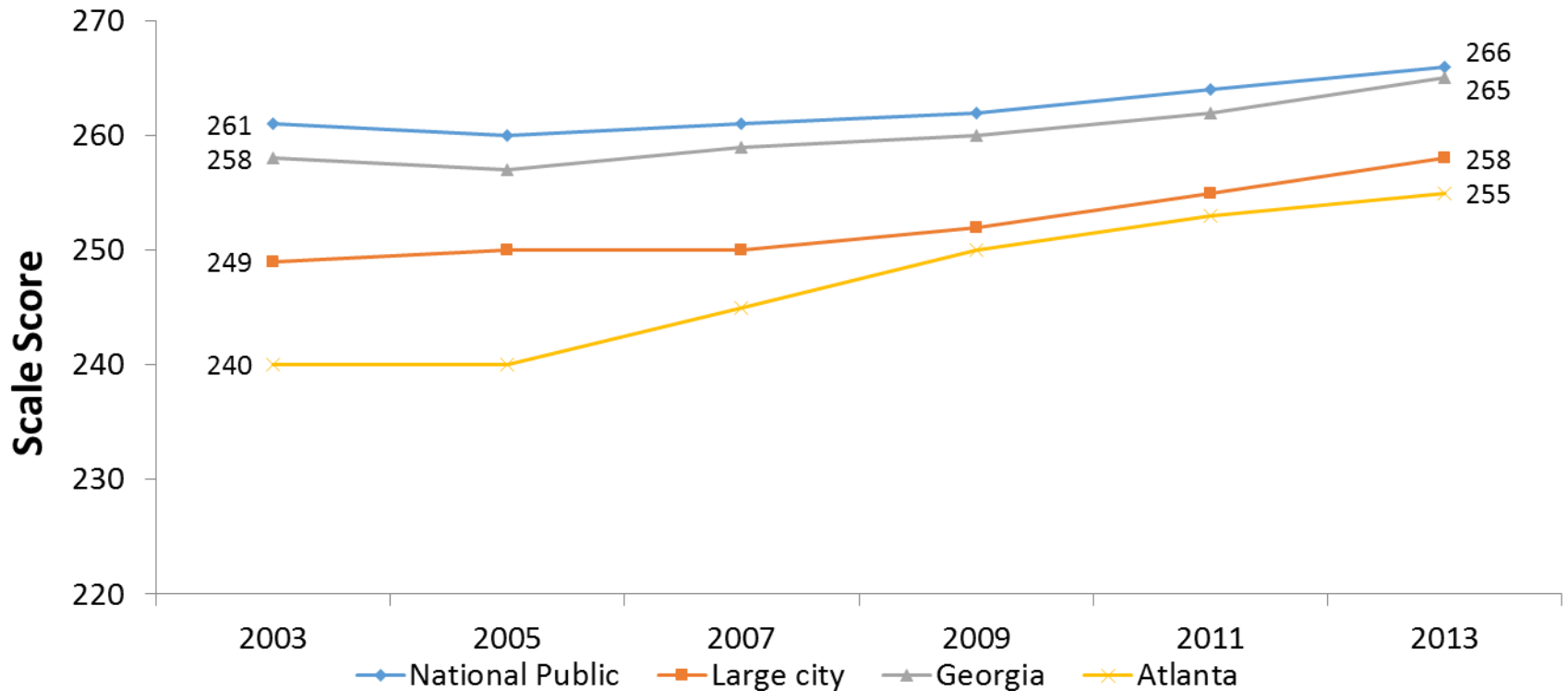
# Strengths: 8<sup>th</sup> Grade NAEP Mathematics



- While APS students score below other large cities, we have achieved gains over the last several years.



# Strengths: 8<sup>th</sup> Grade NAEP Reading



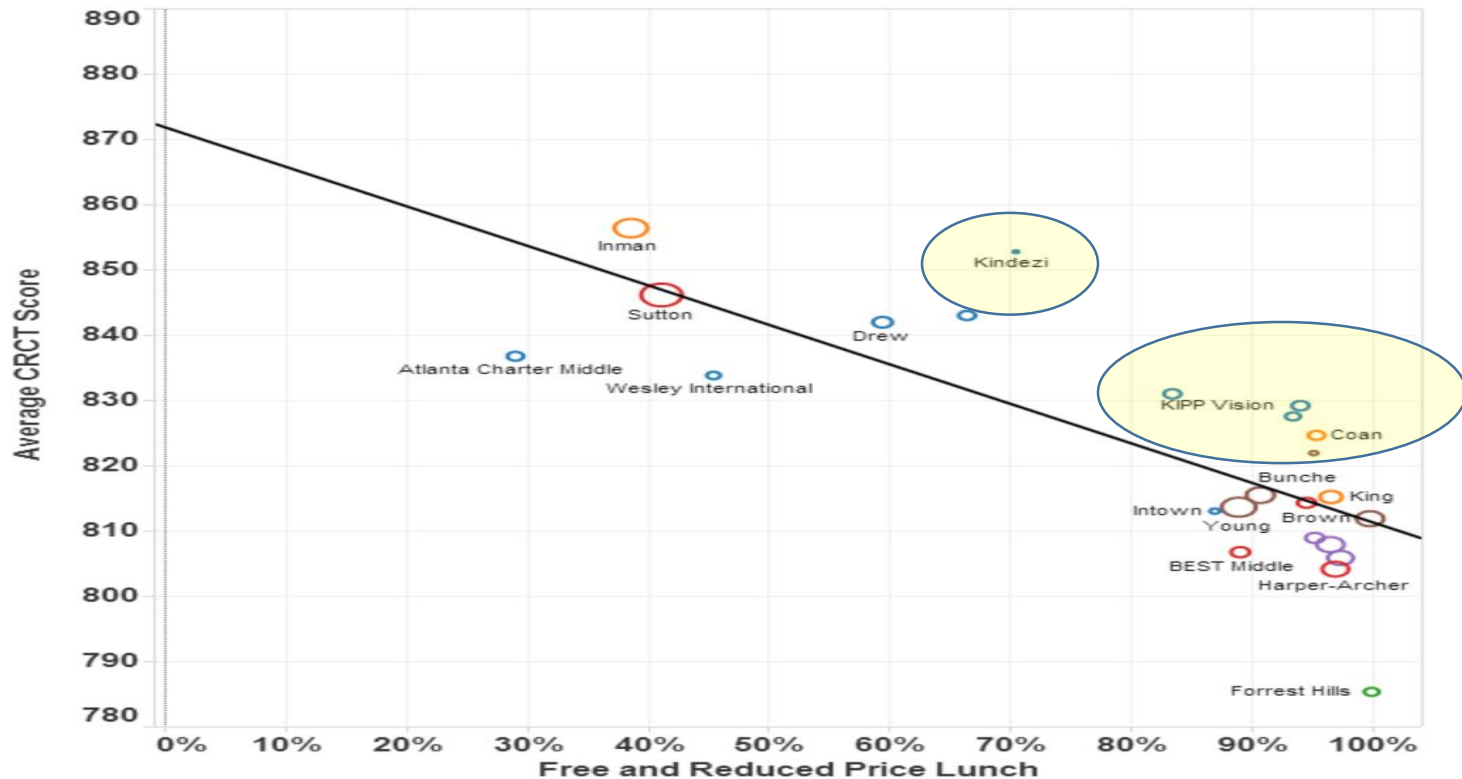
- While APS students score below other large cities, APS has achieved gains in Reading.

# Strengths: Elementary Schools



- Some of our schools are being successful in reading and math even though most of their students qualify to receive free and reduced priced meals.
- These include Deerwood, Cascade, Beecher Hills, West Manor, Heritage, Garden Hills, Cleveland Avenue, and Whitefoord ES.

# Strengths: Middle Schools



- At the middle school level, we know that Kipp Vision, Coan, and Kindezi are beating the odds in mathematics.

# Equity: NAEP Math Grade 8



- The gap between African American and white student groups is very large.
- The Audit Committee recently released 1,400 page Equity Audit that highlights the work that is ahead.

# Graduation and Beyond

High School	2011	2012	2013	Gain
Early College High School at Carver	97.4	97.1	98.7	1.6
Grady High School	73.3	78.4	84.6	6.2
North Atlanta High School	61.7	60.6	80.2	19.6
South Atlanta School of Health and Medical Science	63.3	67.4	77.6	10.2
Booker T. Washington - Early College Small School			73.9	NA
The School of the Arts at Carver	92.6	67.0	73.6	6.6
Booker T. Washington HS - Banking, Finance and Investment			72.7	NA
School of Health Sciences and Research at Carver	68.4	65.9	70.3	4.5
Mays High School	71.6	61.2	69.8	8.6
South Atlanta Law and Social Justice School	59.5	56.0	62.2	6.2
Maynard H. Jackson, Jr. High School	53.9	56.2	55.8	-0.4
Therrell School of Engineering, Math, and Science	64.0	48.9	55.4	6.5
South Atlanta School of Computer Animation and Design	56.8	60.0	55.0	-5.0
Booker T. Washington HS - Health, Sciences and Nutrition			51.9	NA
Douglass High School	47.6	40.5	49.6	9.1
Therrell School of Law, Government and Public Policy	65.7	38.7	48.9	10.2
Therrell School of Health and Science	49.2	67.7	46.3	-21.4
School of Technology at Carver	74.4	67.8	43.2	-24.6
Crim High School	7.5	4.2	7.5	3.3
Washington High School	65.6	60.5		NA
All Schools	52.2	50.9	58.6	7.7

- According to our latest data, 59% of our students graduated in four years.

# Graduation and Beyond

- 59% of APS students graduated high school in four years.
- Nationally, 56 percent for African American high school graduates (70 percent for white high school graduates and 61 percent for Latino high school graduates) enroll in college.
- After going to college, the national college graduation rate for African American men is 33% compared to 45% for African American women (U.S. Department of Education).
- But, new research at Stanford University and the University of Texas shows that we can dramatically improve these statistics.

# Two Minute Turn and Talk

- What does the data tell us about student performance?
- What could schools do with additional ability to be innovative with staff, funds, and programming?

*For two minutes, turn to your neighbor and discuss the data you just reviewed.*

# **SCHOOL SYSTEM FLEXIBILITY IN GEORGIA**

## **Overview and Comparison**

Presented to Atlanta Public Schools  
Advisory Committee Meeting

*August 14, 2014*



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)



# 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

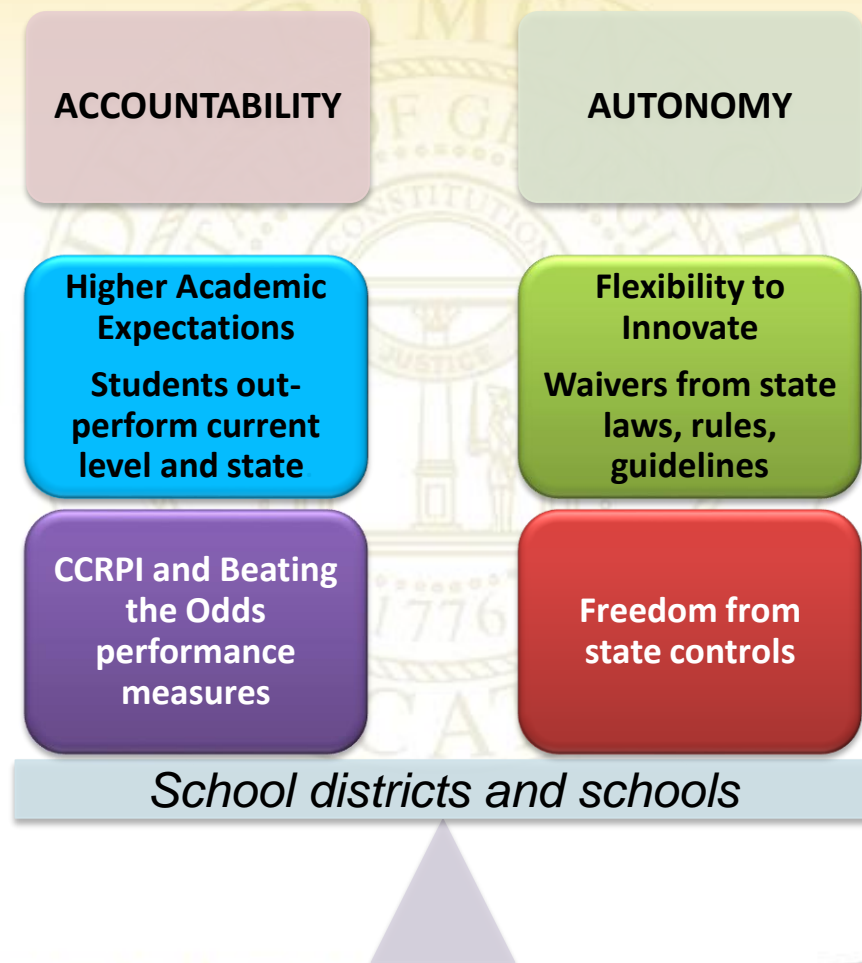


# Performance Contracts

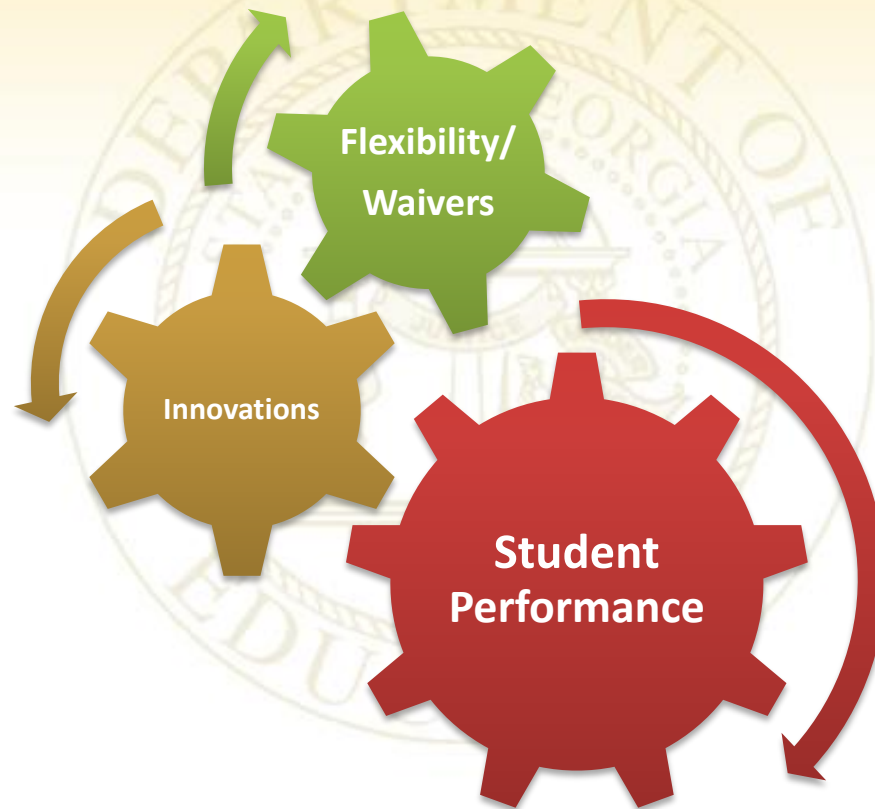
- IE<sup>2</sup> and Charter System contracts are performance contracts
- Performance contracts have two main parts
  - *Academic and other targets* to which the School District is committed
  - *Waivers* granted by the SBOE to the School District
- Charter system contracts also include:
  - A list of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



# What is the basic flexibility bargain?



# Using flexibility to improve student achievement



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

Dr. John D. Barge, State School Superintendent

8/15/2014

36

# 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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"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)



# 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: 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



# Flexibility is Proportional

- For IE<sup>2</sup> Systems, the amount of flexibility granted is proportionate to the student performance goals
  - Stronger commitment to improved student performance is required for a greater number of more waivers to be granted
- GaDOE has begun working with GOSA to operationalize the proportional relationship between student performance levels and the least-to- greatest flexibility





# 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 Contract

- Charter system contracts are standard except for two areas
  - Each contract includes a list of the specific *innovations* to be implemented by the system to improve student performance
    - Initiatives which the system does not want local school governance to affect are included in the innovations list
  - Any specific performance measures beyond the CCRPI and Beating the Odds 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*
  - 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

## School Level Governance

- 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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# Charter systems must report annually

- Annual reports, which are due October 1, must describe the following:
  - ✓ 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



# Whose authority is shared with school governance teams or governing boards?

- The Superintendent's authority is shared with schools in a charter system (or a system of charter schools or charter clusters)
- The authority of a local Board of Education (LBOE) is not diminished (unless it has taken over any of the Superintendent's authority)
- Georgia's Constitution says the LBOE is in control and management of the schools and state law says all local schools are under the control and management of LBOE



# 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 BOE'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
- LBOEs have to agree to local charters for them to go forward, and they have to initiate the charter system or IE2 process
- LBOEs choose 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
- 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?

- CCRPI
- BTO





# 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 and 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 Board of Education.
  13. Highlight the differences between the current local school advisory council structure and the new structure your new charter system will implement.



# Charter System Application

## • LOCAL SCHOOL GOVERNANCE *(continued)*

School Level Governance Matrix					
INSTRUCTIONS: For each of the boxes below, please indicate the level of decision-making of your proposed charter system's School Governing Teams.					
Highlight the box green if the governing team will have complete decision-making authority (no additional approval needed from superintendent or local board)		Highlight the box yellow if the governing team will have partial decision-making authority (additional approval of the superintendent/local board may be required).		Highlight the box red if the governing team will have no decision-making authority (superintendent/local board will make decisions without the input or recommendation of the governing team).	
Please highlight the box blue if you believe it is inapplicable or autonomy is not needed.					
NOTE: PLEASE ANSWER AFFIRMATIVELY ONLY WHEN THE SYSTEM OR SCHOOLS WILL BE ABLE TO PROVIDE <u>HARD EVIDENCE</u> THAT THE SCHOOL GOVERNING TEAMS WILL BE INVOLVED IN SUCH DECISIONS AS INDICATED.					
You are <u>not</u> required to provide the hard evidence as part of this spreadsheet, but you may be requested to do so as part of an implementation monitoring visit, an annual report, or research study at a later time.					
Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
Evaluation of staff	Control over number of positions budgeted	Professional development requirements and planning for staff	Control over type of positions, qualifications, roles, and job descriptions	Completes Self-Assessment of School Keys Standards	Selection of professional development vendors and resources
Issuance of annual employment contracts from the non-profit governing board	Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	Determine whether certification will be required	Determine how the school uses the facility	Develops actions, strategies and interventions with input from teachers and principal	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks

# Charter System Application

- LOCAL SCHOOL GOVERNANCE *(continued)*
  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.
  15. Provide the name of the provider(s) of local School Governing Team training that you are considering approaching, if known.



# Charter System Application

- LOCAL SCHOOL GOVERNANCE *(continued)*
  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 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 “on-boarding” process





# The Status Quo Option



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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 identify as Status Quo Systems must follow all laws, rules, regulations, policies, and procedures unless the State Board of Education approves a waiver in accordance with O.C.G.A. § 20-2-244
- Status Quo Systems cannot receive waivers for:
  - Certification requirements and
  - Salary Schedule requirements



# Waivers for Status Quo Systems

- Status Quo Systems can receive Class Size waivers in the event that it can demonstrate a hardship pursuant to a waiver request
  - “Substantial hardship” is defined as 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



# 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”





# Waivers for Status Quo Systems

- The State Board of Education can also 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 of a “financial exigency”.



# 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>Statewide waivers 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>• Flexibility <b>proportionate</b> to student performance goals</li> <li>• Approved by the Local BOE 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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# 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?

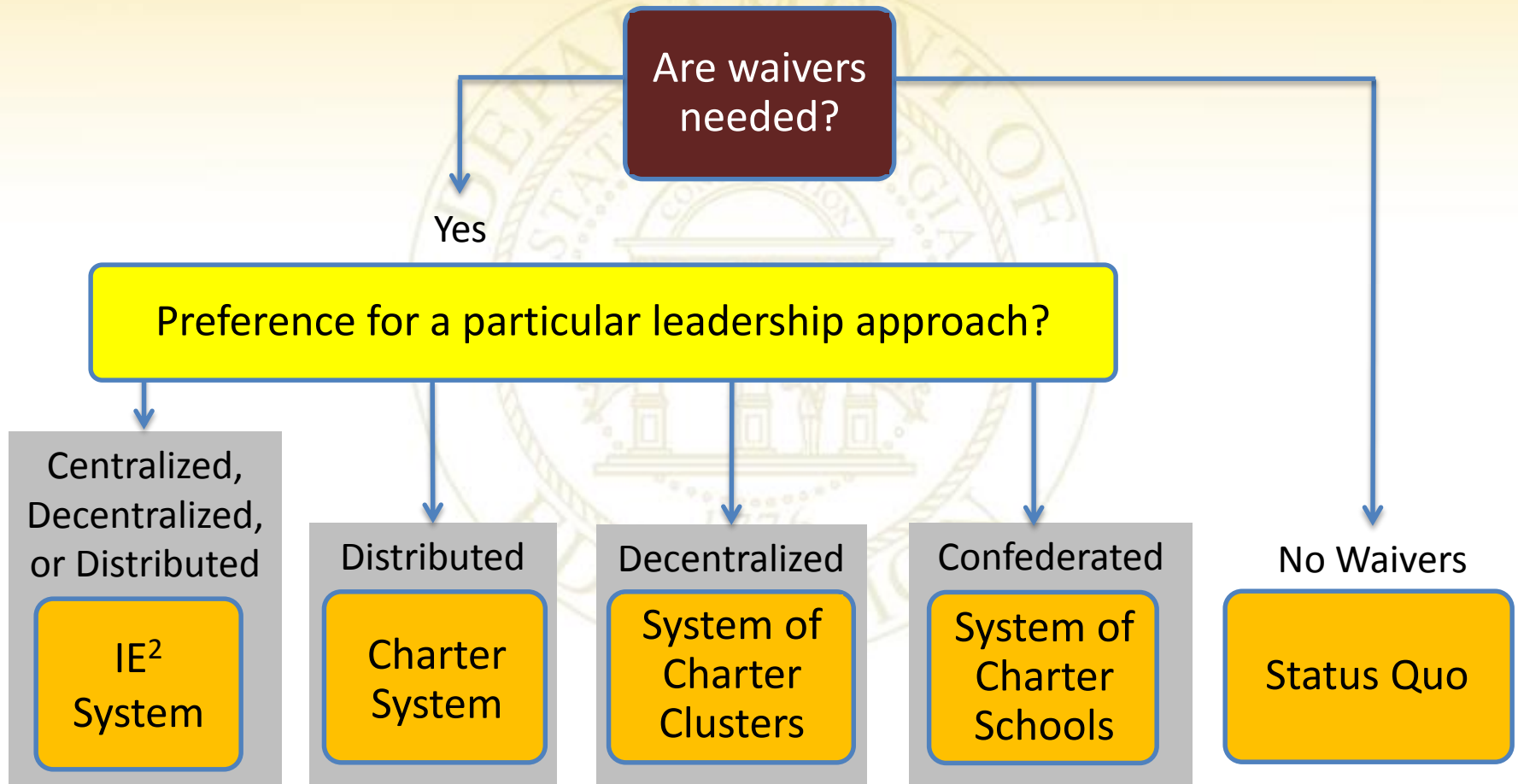
Which operational approach best matches the strategies?



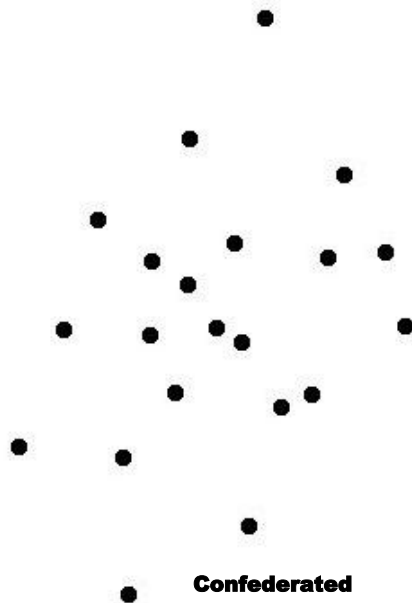
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www.

\* College & Career Readiness Performance Index

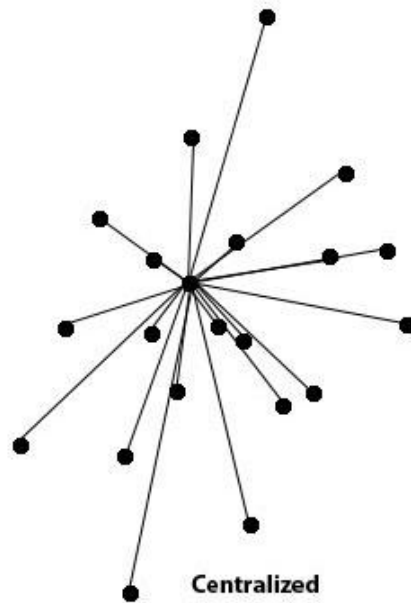
# Decision Structure Considerations



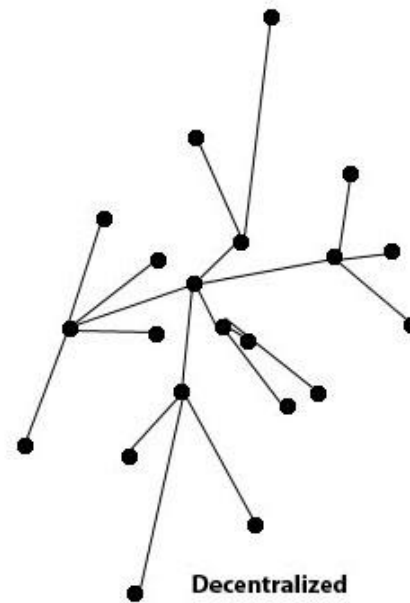
# Decision Structures



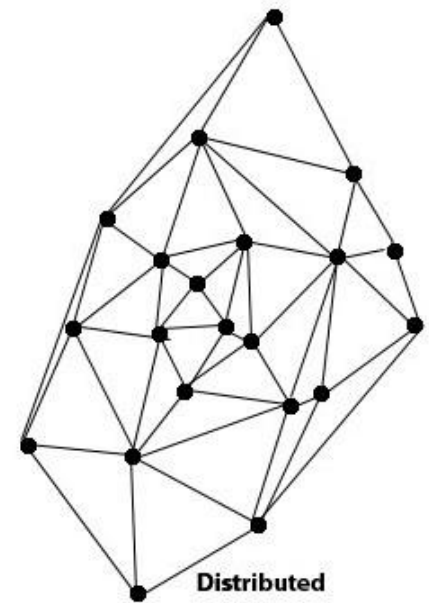
***System of  
Charter  
Schools***



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



***System of  
Charter  
Schools  
  
and  
Possible in IE<sup>2</sup>***



***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)



# College and Career Academies

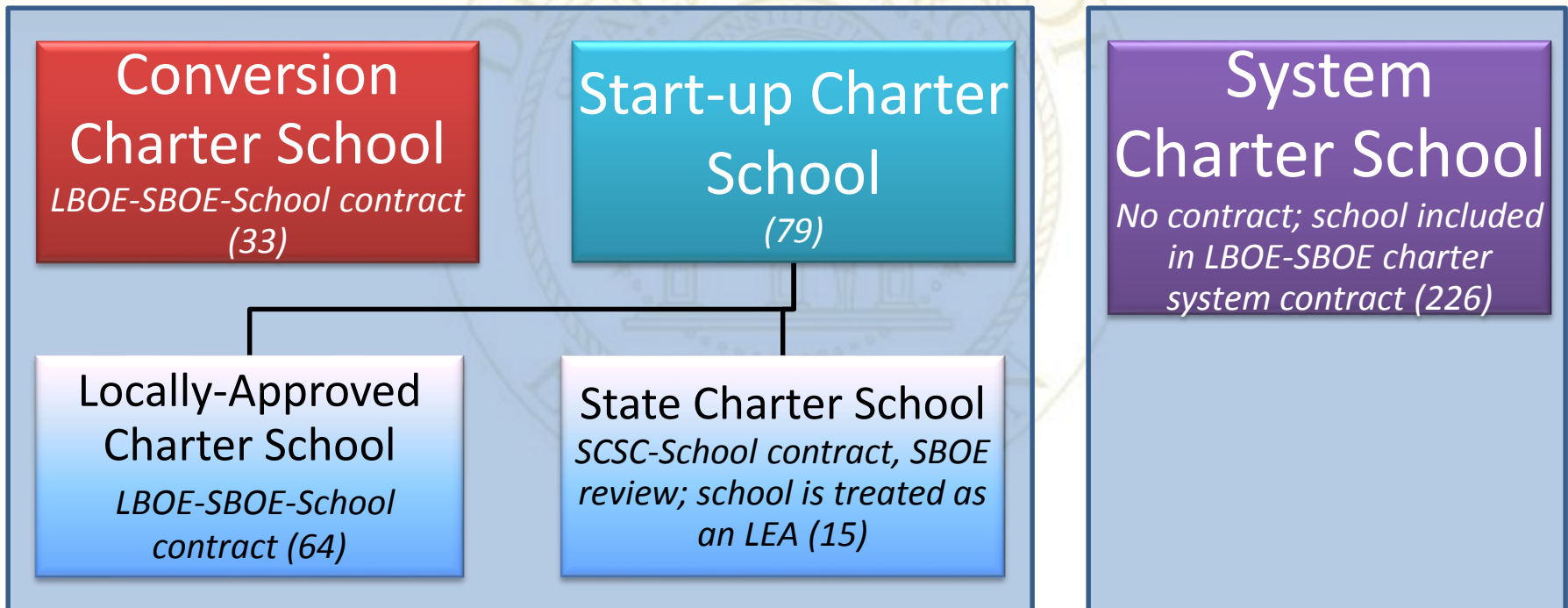


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# Compare and Contrast: Georgia Charter Schools

Different starting points,  
but same end point

Same starting point as a  
conversion charter, but a  
different end point



# What is a system charter school?

## Definition

- A school within a charter system
- It is included in the 2-party charter contract between the LBOE and SBOE

## Facts & Features

- School level governance: Local school governance teams involved in decision-making for the school
- Most common type of charter school in Georgia (265)

## Relative Advantages

- School level governance frees the school to choose and implement innovation that benefit students at the school

## 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)



# College and Career Academies

- Since charter system schools are considered charter schools in Georgia law, and
- Since College and Career Academies must be charter schools to be eligible for TCSG capital grants,
- Charter systems have begun to create new College and Career Academies through their charter system contract – rather than through a separate charter application process for a stand-alone College and Career Academy





# What is a college and career academy?

## Definition

- A *start-up or conversion charter school or a system charter school* that partners with a local district, area businesses, a technical college, and/or other college/university

## Facts & Features

- Many college and career academies originate from district programs
- College and career academy courses are a reflection of the needs of the local businesses and community
- Georgia has 27 college and career academies, of which 21 have their own charters and 6 were created through a charter system contract

## Relative Advantages

- Local districts demonstrate their commitment to preparing their students for college and careers

## Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations not waived by the contract



# Career Clusters/Pathways

- College and Career Academies are increasingly being created to better provide for Career Clusters/ Pathways
- Georgia has 17 Career Clusters – all designed with the help of Georgia businesses
  - Each Cluster has multiple Pathways students can choose
- Students take core sets of classes coupled with electives based on their Pathway



# GEORGIA'S CAREER CLUSTERS



1. Architecture & Construction
2. Agriculture, Food & Natural Resources
3. Arts, Audio/Video Technology & Communications
4. Business Management & Administration
5. Education and Training
6. Energy Systems
7. Finance
8. Government & Public Administration
9. Health Science
10. Hospitality & Tourism
11. Human Services
12. Information Technology
13. Law, Public Safety, Corrections & Security
14. Manufacturing
15. Marketing
16. Science, Technology, Engineering & Mathematics
17. Transportation, Distribution & Logistics



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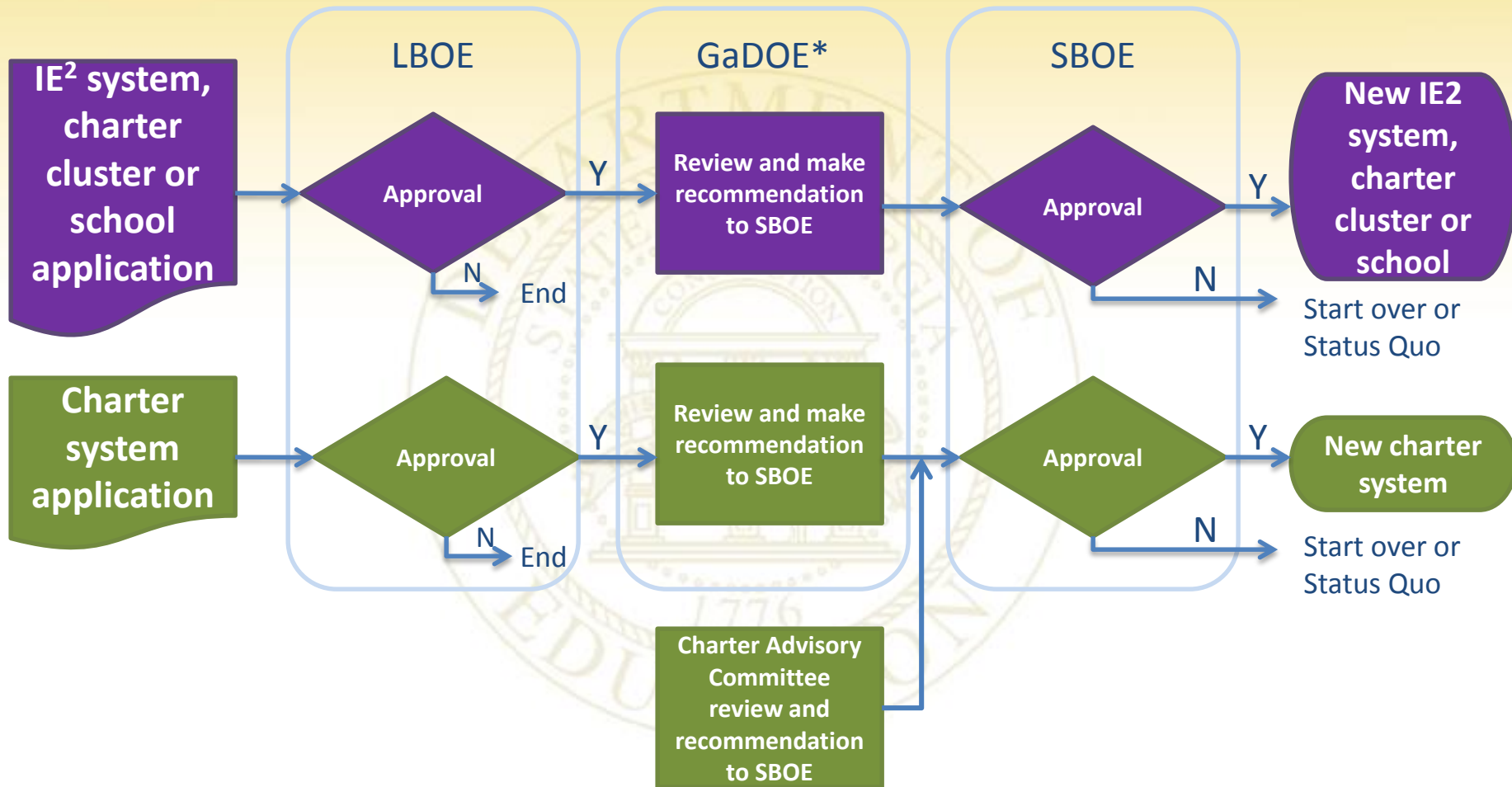


# The Approval Process



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# Contract Approval Process

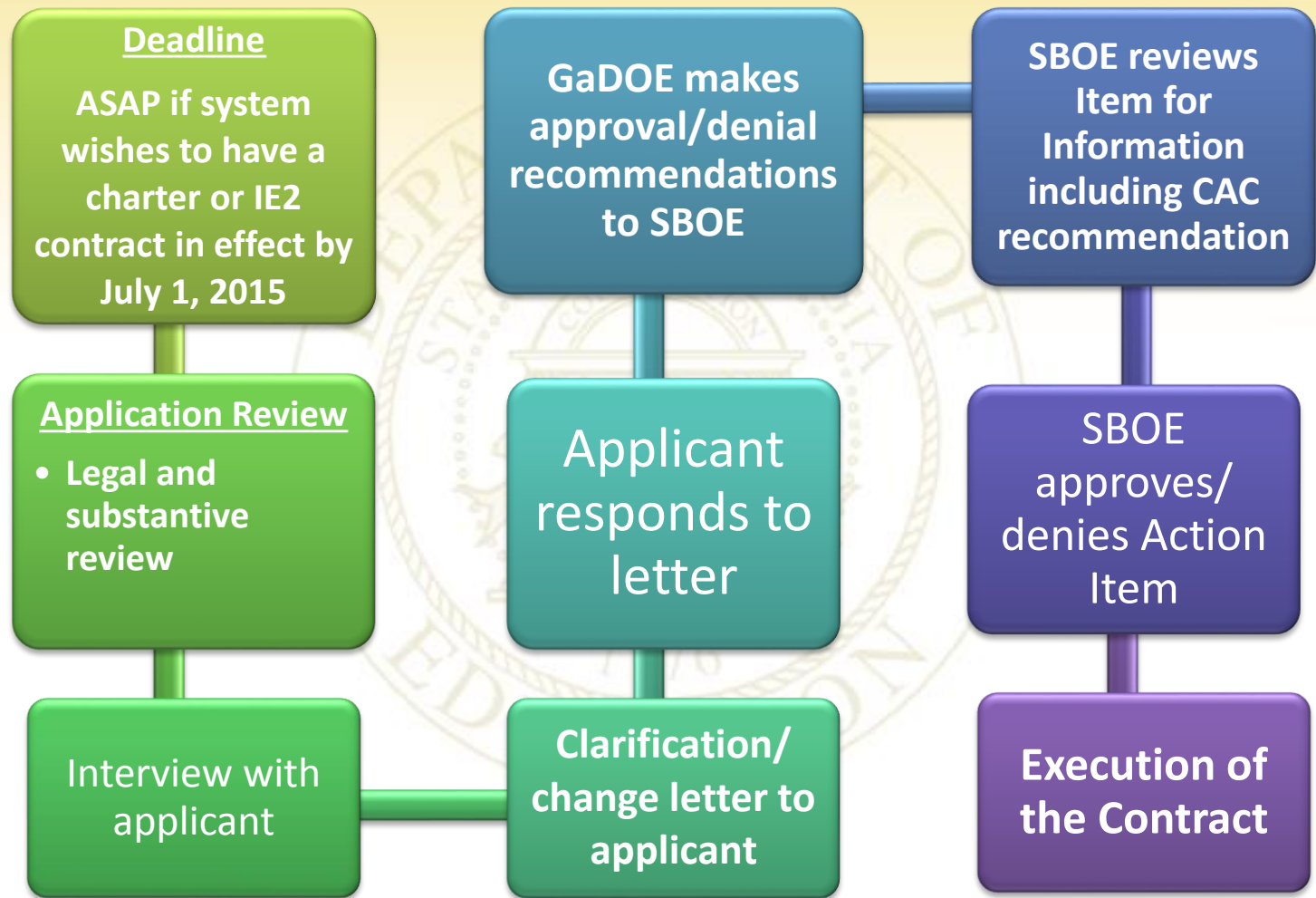


\*GOSA included for IE<sup>2</sup>



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# What Application Review Process



# **School System Waivers for IE<sup>2</sup> and Charter System Applicants**



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# School System Waivers after June 30, 2015

- All IE<sup>2</sup> and Charter Systems with *executed performance contracts* in place will have school system waivers after June 30, 2015
- GaDOE and the SBOE must determine what waivers will be considered for school districts that have declared by the June 30, 2015 deadline that they will become an IE<sup>2</sup> or a Charter System but do *not yet have* an executed performance contract



# School System Waivers after June 30, 2015

- Current status of 180 school systems

Total Number of Districts that have met the June 30, 2015 Deadline			54
Approved Charter Systems		28	
Approved IE2 Systems		3	
LOI + Charter System Application promised for 2014		13	
LOI + Charter System Application promised for 2015		1	
LOI + engaged in decision process		6	
Only Submitted LOI in 2010		3	
Engaged in decision process			95
Status is Unknown			31
Total Number of Districts in the State			180





# 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 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 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> </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 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>1. Approved by local board</li> <li>2. Contract vetted by GOSA and GaDOE staff</li> <li>3. Board item vetted by GaDOE Cabinet</li> <li>4. State Board of Education approves or denies</li> <li>5. If approved, contract signed by all parties</li> </ol> <p>Time from receipt of petition to SBOE approval and contract = 8 to 24 months</p>	<ol style="list-style-type: none"> <li>1. Approved by local board</li> <li>2. Petition vetted by GaDOE staff</li> <li>3. Petition vetted by GaDOE Cabinet</li> <li>4. State Board of Education approves or denies</li> <li>5. 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>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ol style="list-style-type: none"> <li>1. Approved by local board</li> <li>2. Petition vetted by GaDOE staff</li> <li>3. Petition vetted by GaDOE Cabinet</li> <li>4. State Board of Education approves or denies</li> <li>5. 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



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# Questions

# Community Input



# Closing