



ATLANTA PUBLIC SCHOOLS

BUILDING STRONGER SCHOOLS TODAY

School System Operating Models
and Flexibility Options
Stakeholder Engagement Webinar
September 10, 2014

Welcome and Introductions

Meeting Overview

- Welcome and Introductions
- Meeting Overview and Objectives
- Overview of IE2, Charter System and Status Quo
- Respond to Stakeholder Questions
- Next Steps
- Closing

Meeting Objectives

- Review Agenda
- Develop understanding of Operating Models and Flexibility Options
- Respond to Stakeholder Questions
- Discuss Next Steps
- Receive Input

State of Georgia Requirement

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

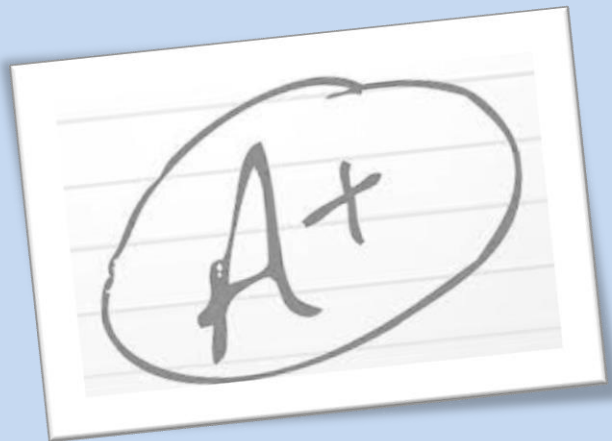
1. An Investing in Educational Excellence School System (IE²)
 2. A Charter System
 3. A Status Quo School System
- *Optionally* a local school system may request the GADOE to become a System of Charter Schools or a System of Charter Clusters.



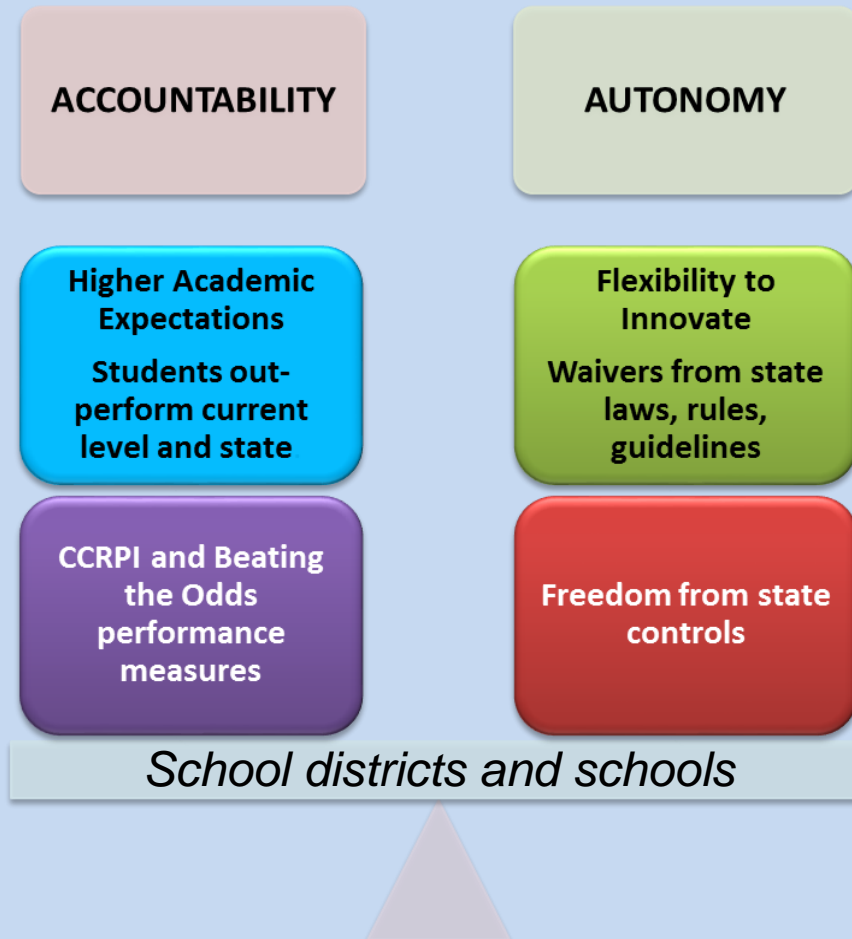
Operating Models and Flexibility Options

Why Are We Doing This?

Improving Student Academic Results



What is the basic flexibility bargain?



Important Terms



Flexibility



Title 20



Flexibility Options



The Big Four

What is an IE² 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 IE² contract



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)



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



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

- 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



State Compliance Waiver Options

IE² Systems

- Must negotiate specific waivers of laws, rules and regulations which are eligible for waiver.

Charter Systems

- All waiver eligible laws, rules and regulations are automatically waived.

Status Quo System

- No waivers to state laws, rules and regulations, unless granted by the State for extraordinary circumstances.

Questions From Visioning Sessions

1. What are the flexibility options with each operating model?
2. Can you give me examples of the flexibility that a waiver might support?
3. Is the Advisory Committee partial to any of the options at this point?
4. After picking a model will APS have the opportunity to pick another model later?
5. Will there still be traditional schools and charter schools or will they all be one way or the other?
6. Will there be a web site where all the information and presentations from the Advisory Committee will be posted and accessible?
7. Have Advisory Committee members spoken to districts that have already selected a model to see what the thought process and conversation was?
8. Can a current charter school choose to stay as a charter school regardless of the operating model chosen?
9. If APS chose to pursue a System of Charter Clusters, could APS allow some school clusters to be charter and some not?
10. Will we get the waiver information before the proposal is submitted to the State? Will the waivers APS seeks be known to the public?

11. Have Advisory Committee members spoken to districts that have already selected a model to see what the thought process and conversation was?
12. Can a current charter school choose to stay as a charter school regardless of the operating model chosen?
13. If APS chose to pursue a System of Charter Clusters, could APS allow some school clusters to be charter and some not?
14. Will we get the waiver information before the proposal is submitted to the State? Will the waivers APS seeks be known to the public?
15. Will the waivers requested by APS be made public knowledge?
16. Can you choose more than one waiver with IE2?
17. If schools and the State choose outcome measures and the schools don't meet the measures and as a result an outside entity takes over control of the school, would the "take over" entity be held to the same level of accountability as the district? What will be the impact of these failing schools on district accreditation?
18. Will the contracts – whether performance contract or charter contract – include any accountability for the State in terms of funding or other support?
19. A bullet point under Charter System states there will be school level governance – will the current requirement for 51% parent representation still be the same?
20. Would waivers requested apply to every school in a district?

21. Does APS have someone evaluating how our current practices align with each Operating Model? APS should develop a "matrix of congruency of current practice."

22. Why are the Governor's office and the State Board of Education involved? Why two levels of State oversight?

23. Who identifies where there is an opportunity for "possible savings"? And how?

24. Can teacher hiring and firing be waived - is it one of the waivers that can be requested with each model?

25. Meetings like this one are attended predominately by parents of well-off students. How is APS taking the concerns of less-involved, poorer families into account? bsimondsmalamud@gmail.com

26. "Flexibility" is confusing. I need to understand how flexibility is limited in the Status Quo System model. The handout talks about customizing offerings in IE2 and Charter...yet we already customize offerings in our current system. Under Status Quo will that end? What flexibilities are available under Status Quo? Which are not?

27. What would be the increased/decreased costs for each model?

28. What would be the change in local school control of finances for each model?

29. How is QBE funding handled in each scenario?

30. What are all of the waiver eligible laws, rules and regulations?

Does APS have the necessary infrastructure to implement any of these models? How close would APS be to implementing each option?

31. Does APS have the necessary infrastructure to implement any of these models? How close would APS be to implementing each option?
32. How does this factor into the Strategic Plan for APS?
33. What is the discussion/regulation re: Maintenance of the effort?
34. What role is the Mayor/City of Atlanta playing in this and to what degree?
35. Number of teachers, how are they picked?
36. For IE2, who would set performance measures and what would be the means of assessment?
37. Under the Charter System, are waivers across the school system? Is the school governance at the local school or the system level? Is the 51% parent make-up of governance bodies across the system?
38. Why is the State forcing this system change?
39. What is the State doing to empower and support its schools to do better in the areas of rigorous education, high expectations for student's behavior and ability to succeed and parent accountability?
40. What waivers are available for limiting central office spending? Overspending and incompetent central office staff cause many of our problems. What waivers can we get to limit/stop central office debacles, such as hiring more IT staff without firing incompetent ones?

41. What happens once a school is taken over and doesn't perform? Does it impact accreditation?
42. What happens to current Charter Schools?
43. Can you provide examples and metrics from other districts that have implemented? How have they performed since implementation compared to prior performance?
44. Why only these three options? Who decided these options?
45. What is the analysis of the APS administration?
46. What was the process and criteria for choosing the Advisory Committee? Why didn't APS ask for nominations? Why have I heard nothing from the Mary Lin administration?
47. Can we learn what worked from Gwinnett County and apply their experience to the State regulations?
48. Can a Charter System be run by a non-profit or for-profit entity?
49. Is "college-style delivery" a lecture class?
50. What credentials would "content expert" teachers have to have to teach?

51. What does “flexibility and innovation” mean? Please provide examples?
52. How will larger class sizes impact standardized scores?
53. How will APS assess progress?
54. What is the APS administration leaning towards and why?
55. If a class size waiver increases the number of kids in a room, how will that help with academic success when research supports smaller class sizes and a focus on social/emotional growth?
56. Can APS create a performance matrix or information tool that could help us understand how current operations would be impacted by each model?
57. Would the Status Quo System be the “same old way”, as far as parent’s involvement duties, teacher’s duties, etc.?
58. How do the different models impact high school electives, such as foreign language?
59. Which of the models would provide more support and awareness for foreign language programs?

Next Steps



Questions?