



# **ATLANTA PUBLIC SCHOOLS BOARD OF EDUCATION BUDGET COMMISSION**

February 18, 2021

# AGENDA

- ❑ Preliminary Conversation on Compensation Strategy
- ❑ Preliminary Draft of FY2022 Budget Primer
- ❑ Budget process review



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# **FY22 Preliminary Teacher Compensation Strategy Discussion**

Office of Human Resources

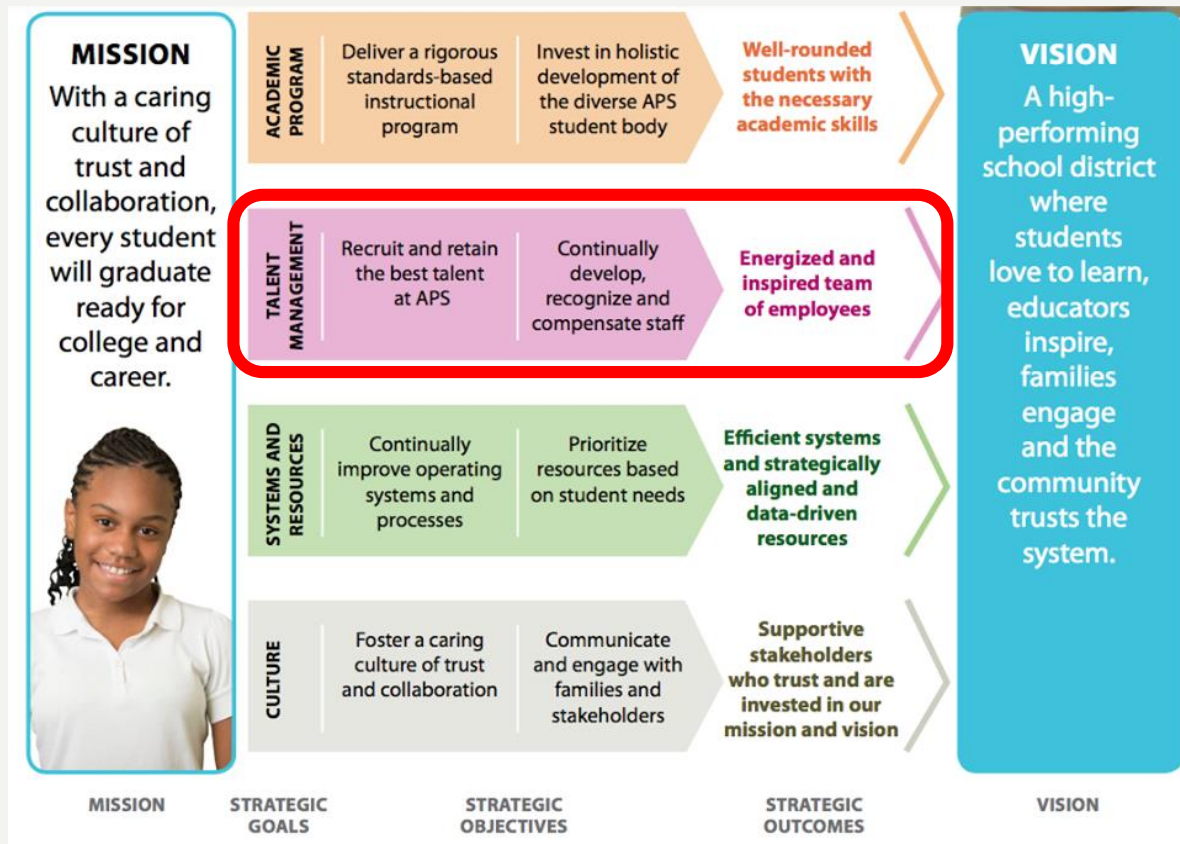
# Agenda

1. Background
2. Timeline
3. Teacher Compensation  
Options for FY22
4. Discussion
5. Next Steps

# 1. Background

For many years, compensation has been a key strategy for recruiting and retaining high quality staff

## 2015-2020 Strategic Plan



# 1. Background

For many years, compensation has been a key strategy for recruiting and retaining high quality staff

## 2019-2020 Talent Strategy

Vision					
To build deeply ingrained talent practices that consistently attract, develop and retain exceptional teachers and leaders committed to APS' mission – surrounding APS students with the most highly skilled and motivated adults imaginable.					
Objectives		Attract, select, onboard and support employees to reach the bar			Reward, recognize and retain
Initiatives	1. Clearly define roles and excellence for teachers, assistant principals and principals	2. Align recruitment, selection and pipeline programs to definition of excellence	3. Onboard teachers, APs, principals and coaches to ensure a strong start	4. Individualize teacher and leader professional development	5. Retain top performers and develop future leaders
	1. <b>Integrate Definitions of Teaching Excellence</b> Continue to align Definitions of Excellence into academic systems and other district-wide systems	3. <b>Strengthen Marketing</b> Strengthen marketing of district initiatives and increase resources for school-level marketing efforts	6. <b>Strengthen Teacher Orientation</b> Refine teacher induction program based on feedback from SY18-19	8. <b>Resource Academic System Framework</b> Pilot professional learning communities (PLC) model, roll out toolkits for coaching, data-driven instruction and professional learning	11. <b>Expand Teacher Leadership</b> Identify and provide opportunities for teachers to extend their impact
	2. <b>Calibrate on Definitions of Leadership Excellence</b> Launch calibration process with principals and assistant principals	4. <b>Increase Quality Applicants</b> Increase the number of teacher ambassadors and expand referral campaign	7. <b>Strengthen New Teacher Support</b> Build capacity of schools to mentor new teachers and implement 90-day new teacher coaching plans	9. <b>Refine Aspiring Leaders Program</b> Study participants' experience and outcomes to strengthen program	12. <b>Reward Going Above-and-Beyond</b> Implement strategic compensation structure for teacher leader roles
Enabling Systems		13. Continue efforts to standardize human capital metrics to be more useful and help track progress on strategic initiatives			
		14. Continue to utilize surveys and performance data to help principals monitor talent outcomes			

# 1. Background

For many years, compensation has been a key strategy for recruiting and retaining high quality staff

2020-2025 Strategic Plan



## 3 We are equipping and empowering leaders and staff

### Strategic Objectives

- Attract, grow, support, and retain the highest quality leaders, teachers and staff
- Promote adult mindsets that positively impact the pursuit of equity and fairness
- Partner with families and our community to include business and non-profit organizations to support all schools
- Provide services to improve the engagement and overall well-being of all staff
- Create opportunities for outstanding staff to stay in APS and expand their reach through additional leadership roles



# 1. Background

For many years, compensation has been a key strategy for recruiting and retaining high quality staff

2020-2021 Framework for Equipping and Empowering Educators (formerly “talent strategy”)

## School Year 2020-2021 Framework for Equipping and Empowering Educators

*Vision:  
To build deeply  
ingrained practices  
that consistently  
attract, develop  
and retain  
exceptional  
teachers and  
leaders committed  
to APS' mission –  
surrounding all APS  
students with the  
most highly skilled  
and motivated  
adults imaginable.*

### DEFINE EXCELLENT

#### CLEARLY DEFINE EXCELLENCE AND EQUITY

1. Establish Equity Priorities  
Support principals to define and achieve educator-specific equity priorities
2. Launch HR Equity Dashboard  
Develop a human resources dashboard to highlight equity gaps
3. Refresh Foundational Tools  
Update Definitions of Teacher & Leader Excellence, job descriptions, academic systems, and readiness criteria to reflect equity commitments

### ATTRACT, SELECT, ONBOARD, AND SUPPORT EXCELLENT EDUCATORS

#### INCREASE ACCESS TO EFFECTIVE TEACHERS AND LEADERS

4. Candidate Outreach  
Continue to strengthen school and district-level outreach to attract highly qualified and diverse candidates for all roles
5. Increase Access  
Expand use of career pathway roles and incentives to distribute talent to schools with the highest needs
6. Remove Inadequate Educators  
Provide principals with enhanced data, tools, and support to exit persistently low performers

#### WELCOME AND ORIENT STAFF TO ENSURE A STRONG START

7. Strengthen Teacher Orientation  
Refine teacher orientation program to prioritize core instructional skills and orient teachers to equity commitments and the culture of the district
8. Strengthen New Teacher Support  
Continue to build capacity of schools to mentor new teachers and implement 90-day new teacher coaching plans

#### INDIVIDUALIZE PROFESSIONAL DEVELOPMENT AND DEEPEN STAFF ENGAGEMENT

9. Deepen Staff Engagement  
Convene sub-groups of APS staff (e.g., black males, Latinx staff) to co-design strategies to deepen engagement
10. Lead for Equity  
Launch professional learning series for school leadership teams and aspiring leaders to deepen skill in leading for equity
11. Improve the Well-Being of Teachers  
Support Invest in staff mental health through strategic partnerships

### REWARD, RECOGNIZE, AND RETAIN

#### RETAIN TOP PERFORMERS AND DEVELOP FUTURE LEADERS

12. Elevate Teacher Leadership  
Expand teacher leader career pathways programming
13. Strategic Equitable Compensation  
Increase investments in high need subject areas and schools.
14. Honor Excellence  
Recognize outstanding performance through public recognition and differentiated voice, choice, and compensation

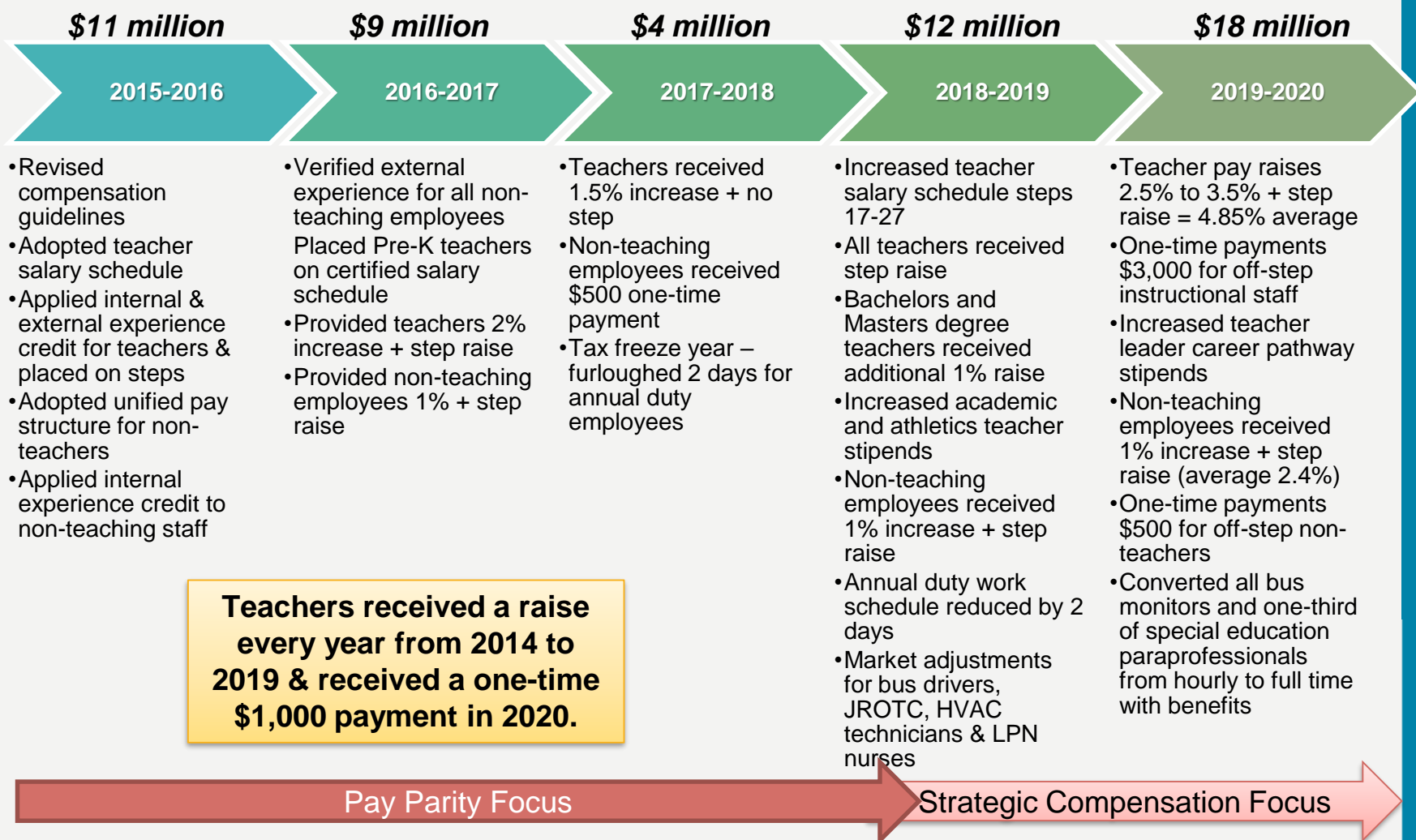
15. Continue to utilize surveys and performance data to help principals monitor talent outcomes

16. Continue efforts to standardize human capital metrics to be more useful and help track progress on strategic initiatives



# 1. Background

APS made years of significant investments to remedy pay parity issues of the past and move to a system that utilizes compensation strategically to address recruitment and retention challenges.



# 1. Background

## Budget projections set the stage for the 2021-2022 recommendations:

There are about 3,000 teachers, media specialists, International Baccalaureate (IB) Specialists and Signature Program Specialists on APS' teacher pay scale. APS does **not** utilize the state teacher pay scale. The current scale was established by the compensation study in 2015 as part of our strategy to address long-standing pay parity issues.

There are about 500 instructional coaches, special education lead teachers, counselors, psychologists, social workers, behavior specialists and similar positions on the APS' Instructional Support (IS) pay scale. (The IS scale is ~2.5% higher than the teacher scale.)

A recommendation was presented for the past two years to increase steps 5-15 of the teacher pay scale to address retention issues and market competitiveness where we dip significantly below metro area.

For FY20, the state passed a budget with a pay increase of \$3,000 for each certified employee, even though the state QBE allotment did not provide equivalent funding and it was not aligned with our strategic recruitment and retention needs.

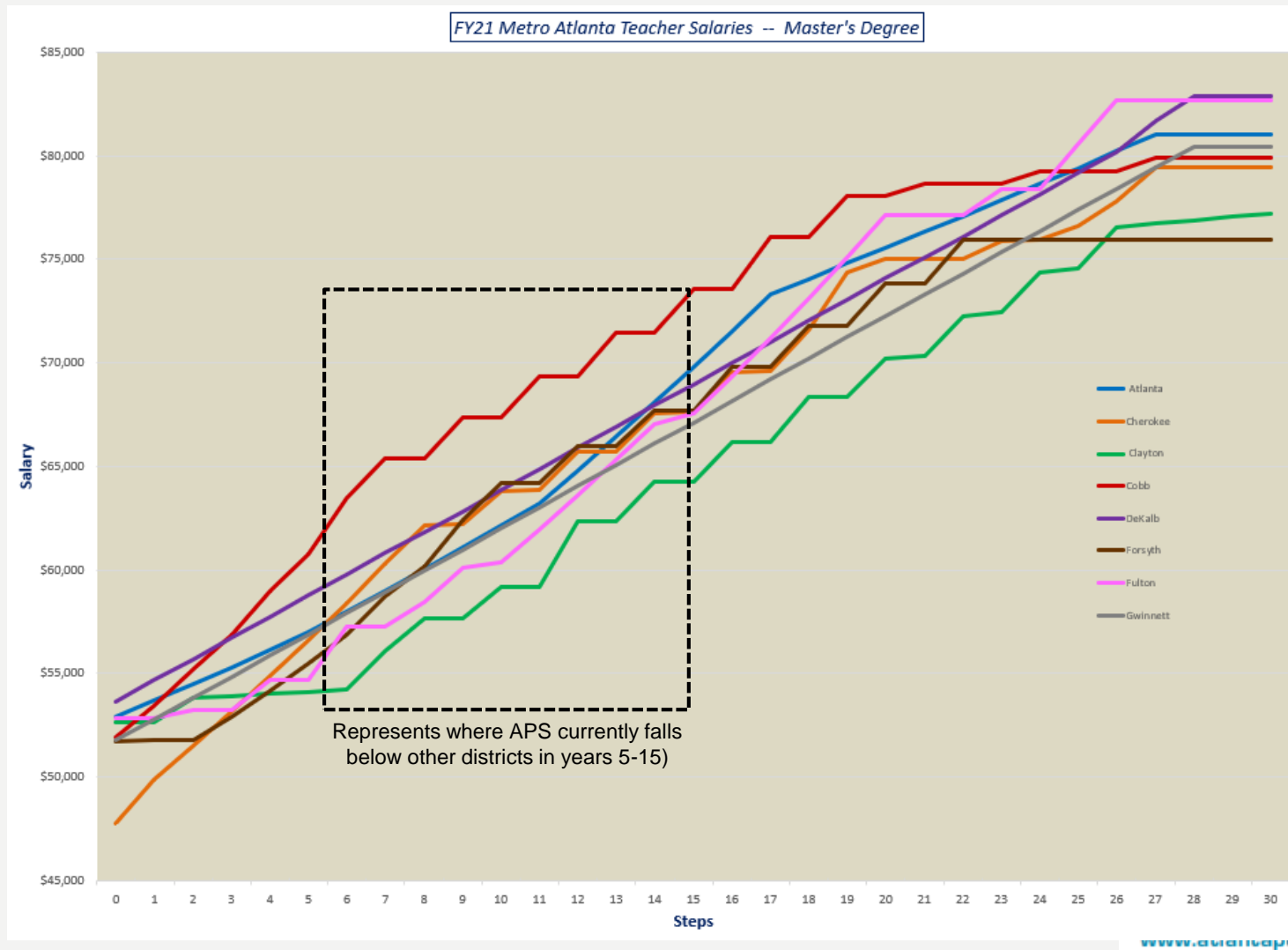
Therefore, the recommendation for FY20 only partially addressed our strategic needs in order to meet the intent of the state budget proposal. It kept the structure of our pay scales intact and followed our pay parity strategy, while providing an average pay raise of \$3,000 (4.85% increase). *This was the largest teacher pay increase in APS in 5 years.*

The need to address retention in years 3-6 and market competitiveness in years 6-13 will need to be revisited during the FY22 budget planning process.

In the past, the district has provided \$1,000 one-time payments to active, full-time employees who are not eligible for a step increase (above the top step or paid above their years of experience). The amount was increased to \$3,000 to match the state proposal for FY20 only.

# 1. Background

Even after significant pay raises, APS continues to lag in the market, especially in years (steps) 5-15.



## 2. Timeline

- The vast majority of compensation cost in the district is for teachers; therefore, it is necessary to align on a teacher compensation strategy and understand legislative impacts **early in the budget planning process.**
- The district previously engaged Education Resource Strategies (ERS) to assist with the development of the teacher compensation recommendations. Their **research and strategies will still be used for FY22.**
- In preparation for initial discussion of potential strategies at the February Budget Commission meeting, the compensation department **analyzed the following input** regarding teacher compensation:



# 3. Teacher Compensation

The presented scenarios for FY22 teacher compensation are based upon the themes that emerged as the greatest needs:

**Increase base pay for all teachers**

**Address teacher retention issues at years 3-6**

**Address gap with the metro area districts at years 5-15**

**Address retention issues at high needs schools and certification areas (Math, Science, Special Ed.)**



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# 3. Teacher Compensation

To address the identified needs while keeping budget constraints in mind, the following are potential teacher compensation investments for FY22:

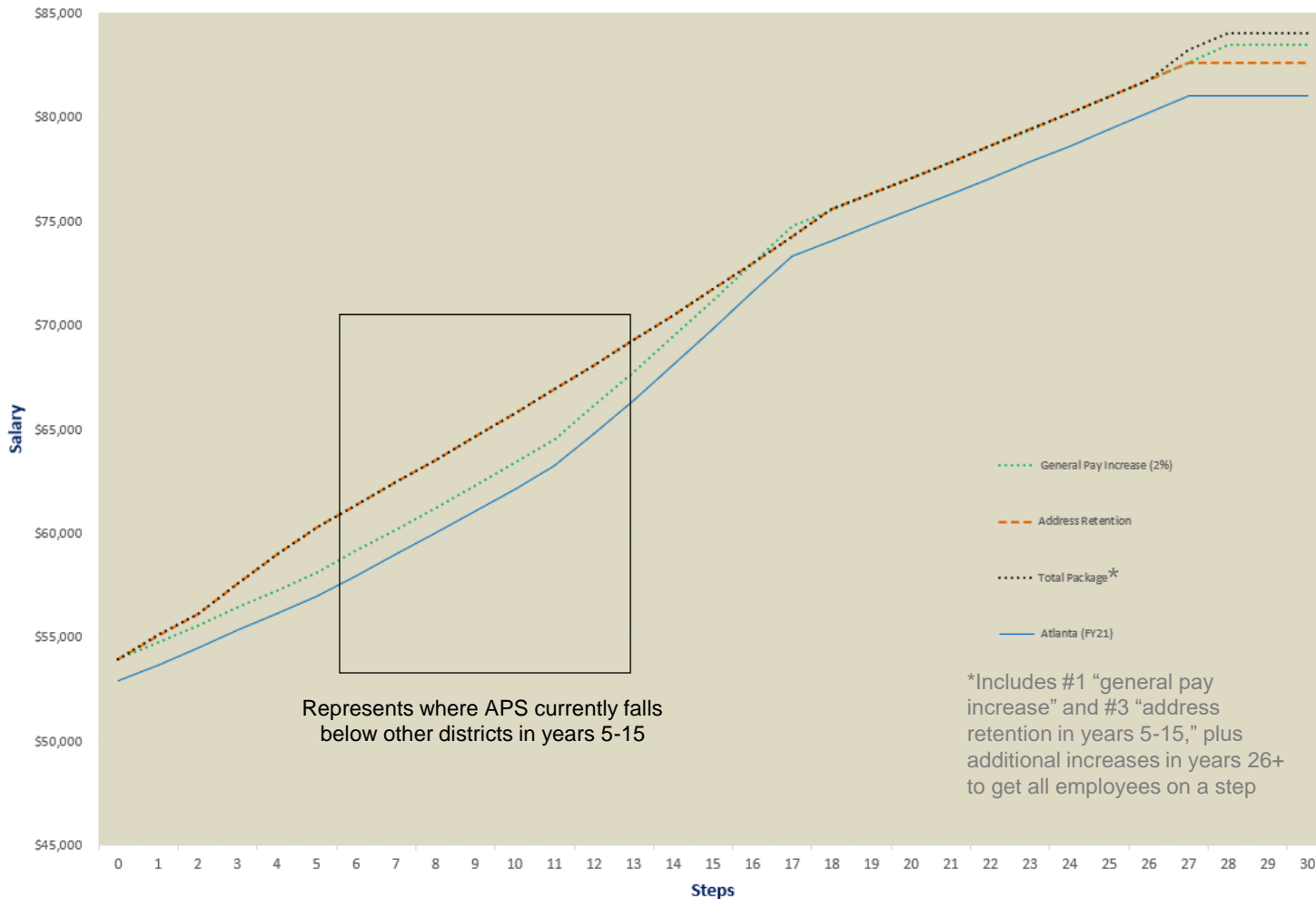
February Scenarios (Each scenario is outlined on the following slides by number)	Cost (with TRS)
1. Provide 2% general pay increase across entire teacher pay scale* (Average \$1,300 per teacher)	\$4.7m
2. Give all eligible employees on teacher pay scale a step increase (increases average raise to 3.6%, \$2,200 per teacher)	\$3.7m
3. Increase teacher pay scale in years (steps) 5-15 (increases average raise to 5.2%, \$3,200 per teacher)	\$3.1m
4. Additional pay scale adjustments to ensure that each person on the scale would receive a minimum \$2,000 increase in their step raise and get all teachers on a step (increases average raise to 5.2%, \$3,258 per teacher)	\$460k
5. Invest in teacher retention for high needs subject areas, starting with special education	\$1.3m
6. Invest in teacher retention for high needs schools, as defined by poverty, and attract experienced teachers to high needs schools	\$680k
7. Stipends for new teacher leadership roles	TBD
<b>Total cost of potential investments for FY22 (Without TRS &amp; benefits, would be \$11.4m)</b>	<b>\$14m</b>

\*Teacher pay scale includes: Teachers, Media Specialists, IB Specialists, Signature Program Specialists

# 3. Teacher Compensation

- 1.) Provide a general pay increase across entire teacher pay scale
- 3.) Increase teacher pay scales in years 5-15
- 4.) Additional adjustments to ensure all teachers get on a step

FY22 Projected APS Teacher Salary Scenarios -- Master's Degree



A percentage increase across the scale (instead of flat rate) proportionately rewards more experienced teachers with a higher dollar amount

Additional adjustments at the top end of the scale would also get **ALL teachers on a step for the first time in 10 years**

Not increasing steps 5-15 of the teacher pay scale will leave the gap between APS and metro districts

Not providing the increase will bury APS further into the metro area market

# 3. Teacher Compensation

## 2.) Give all eligible employees on teacher pay scale\* a step increase

- A step increase is the equivalent to about 1.6% pay raise
- The combined effect of the 2% pay scale raise and a step increase is an overall average pay raise of about 3.6%
- Providing steps avoids the process of having to “freeze” teachers on their current step, which requires “rolling” all the steps back a year
- APS provides a step for each year of service, which is more than the state pay scale and some surrounding districts, which keep teachers on a step for more than one year in a row
- The number of APS teachers who are off-step has been reduced from 881 in 2015 to 44 currently
- Total cost of a step increase for all currently eligible employees on teacher pay scale is \$3.69m

\*Teacher pay scale includes: Teachers, Media Specialists, IB Specialists, Signature Program Specialists

# 3. Teacher Compensation

This plan keeps the structure of our pay scales intact and allows us to move forward with planning, despite continually changing and uncertain pay raise figures from the state.

If each teacher received exactly \$1,000:

- Average raise = 1.6%
- Minimum raise = 1.1%
- Maximum raise = 2.4%

By customizing the increases to the needs of our unique pay structure:

- Average raise = 3.7%
- Minimum raise = 1.1%
- Maximum raise = 6.7%
- Minimum amount = \$1,000
- Maximum amount = \$4,942
- Average amount = \$2,263
- # below \$1,000 = none
- # at \$1,000 = 163
- # above \$1,000 = 2,850

# 3. Teacher Compensation

## 5.) Invest in retention for high needs subject areas, starting with special education

- APS currently defines high needs subjects as the following, in rank order based on teacher and principal feedback:
  1. Special Education PK-12
  2. Math 6-12
  3. Science 6-12
  4. ESOL K-12
  5. CTAE 6-12
  6. Dual Language Immersion K-12
  7. World Language K-12
- The recommendation is to begin this strategy with special education because it benefits the most schools/teachers and is the hardest to staff from an HR standpoint due to increased certification requirements
- Additional subjects could be phased in and stipend amounts increased in future years - could also consider increasing base salary if/when amount reaches ~10%

Level	Stipend Amount	FY22 Cost
Elementary Teachers n = 209	\$3,000	\$627,000
Secondary Teachers n = 220	\$3,000	\$660,000
<b>Total (with tax added)</b>		<b>\$1,306,305</b>



# 3. Teacher Compensation

## 6.) Invest in teacher retention for high needs schools, as defined by poverty, and attract experienced teachers to move to high needs schools

- Increased pay for high needs schools was recommended by ERS and Teacher Advisory Committee (TAC) as part of a retention strategy for improving equitable access to effective teachers.
- Since that time, TAC worked to define a high needs school for APS. They prioritized using high poverty (as defined by direct certification) over other options, like free/reduced lunch, teacher turnover, state turnaround eligible list or 3-year performance (CCRPI) average.
- The option for stipends in high poverty schools was rated 2<sup>nd</sup> priority out of potential compensation strategies in a survey of all teachers in February 2020.
- The recommendation is to start small and work up to the ideal strategy, but the long-term goal is for effective teachers in high poverty schools to ultimately earn 15-20% more than their base pay and for it to be based on experience/effectiveness.
- It will be necessary to also consider additional pay for non-teaching positions in these schools.

### Option A Total \$680k

- 17 schools in top quartile of high poverty (80% or higher)
- 680 teachers @ \$1,000 per teacher
- Pay half in December and half in May
- Shared or part-time teachers receive % based on assignment

### Option B Total \$1.3m

- 34 schools with 70% or higher poverty
- 1,340 teachers @ 1,000 per teacher

### Option C Total \$3m

- 17 schools with 80% or higher poverty
- 680 teachers @ \$3,000



# 4. Discussion

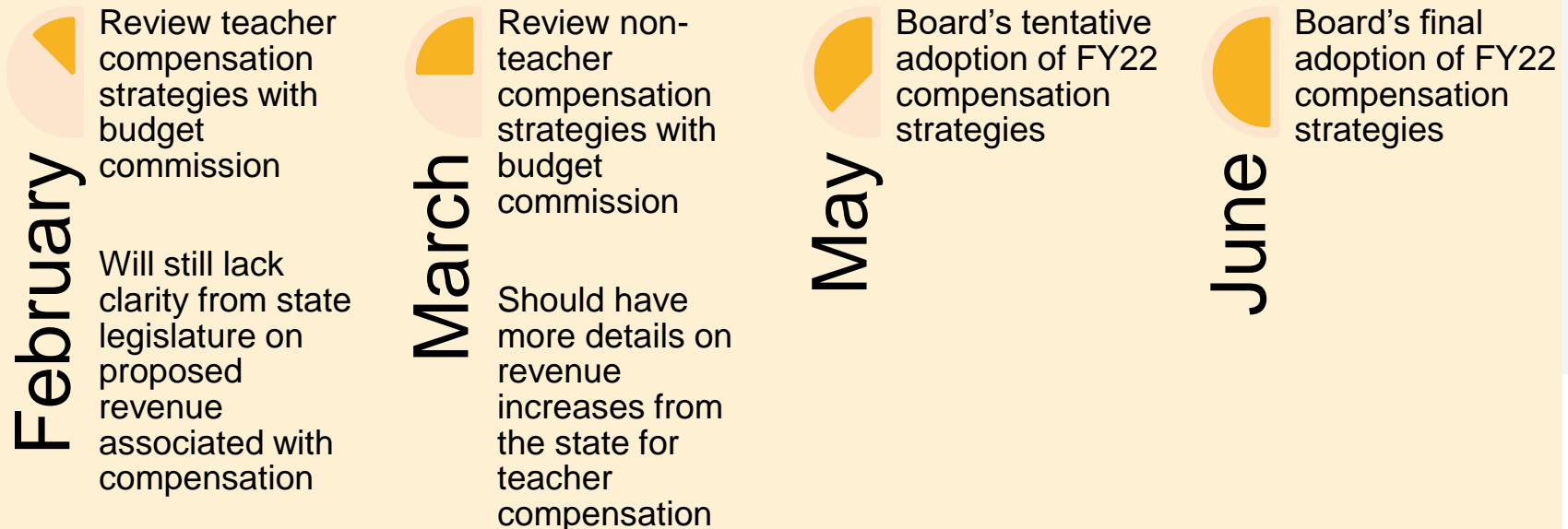
For discussion of priorities:

<b>February Scenarios</b> (Each scenario is outlined on the following slides by number)	<b>Cost</b> (with TRS)
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6. Invest in teacher retention for high needs schools, as defined by poverty, and attract experienced teachers to high needs schools	\$680k
7. Stipends for new teacher leadership roles	TBD
<b>Total cost of potential investments for FY22</b> <b>(Without TRS &amp; benefits, would be \$11.4m)</b>	<b>\$14m</b>

# 5. Next Steps

1. Adjust compensation scenarios based upon today's feedback and changing revenue estimates
2. Prepare next draft of compensation scenarios for March Budget commission meeting
3. Prepare final compensation scenarios for May tentative adoption

**Then, the timeline for approval of the FY22 compensation strategy is as follows:**



# 5. Next Steps

Strategies for NON-TEACHER compensation are being finalized and will be discussed at next Budget Commission Meeting, which could include:

Scenarios (Each scenario is outlined on the following slides by number)	Cost (with TRS)
1. 3% across-the-board pay raise for non-teacher pay grades	\$6m
2. Increasing all hourly rates; equal to step 0 of full-time position (teacher tutors, hourly counselors, hourly crossing guards, etc.)	\$2.3m
3. Instructional support pay scale* increase 3% and increase steps to 28	\$1.5m
4. Implement year 2 of three-year plan to convert hourly special education paraprofessionals to full time	\$2.5m
5. Annual position reclassification requests (estimate)	\$340k
6. Market adjustments for specific employee groups and new athletic stipends (teaching & learning, safety/security, graduation coach)	\$1m
7. Substitute employee pay increases	\$257k
<b>Total cost of potential investments for FY22 (Without TRS &amp; benefits, would be \$13.1m)</b>	<b>\$13.9m</b>

\*Instructional support pay scale includes: Instructional Coaches, Psychologists, Behavior Specialists



# **Review FY2022 Budget Primer**



# FY2022 Budget Primer

- Executive Summary
- About Atlanta Public Schools
- FY2022 Development
- About the Budget Process
- Innovations and Strategy
- Current Budget Recap
- Economic Context
- Expenditure Assumptions



# Primer Highlights

- FY2022 Revenue and Expenditure parameters and guiding principles
- Overview of APS and current year district highlights including strategic plan overview, operating model, and investments including turnaround, signature programs, etc.
- Innovations and strategy including discussion of the SSF model, consolidation of funds, PAACT, changes to the central office budget process
- Overview of the budget process, timeline and calendars, and review the of current year FY2021 adopted budget
- Overview of current local, state, and federal economic context
- Discussion of known increasing mandatory costs and known revenue pressures



# **BUDGET PROCESS REVIEW**

# Budget Development Process

<u>Senior Cabinet</u>	<u>Departments</u>	<u>Schools</u>	<u>Board</u>
<b>Senior Cabinet Retreat:</b> <ul style="list-style-type: none"> <li>• Mid March</li> </ul>	<b><i>Budgets Released:</i></b> <ul style="list-style-type: none"> <li>• February 1</li> </ul> <b><i>Training &amp; Support Sessions:</i></b> <ul style="list-style-type: none"> <li>• February 1 and 5</li> </ul> <b><i>Additional Support Sessions:</i></b> <ul style="list-style-type: none"> <li>• Feb 8-March 1</li> </ul> <b><i>Budgets Locked:</i></b> <ul style="list-style-type: none"> <li>• March 1</li> </ul>	<b><i>Budgets Released:</i></b> <ul style="list-style-type: none"> <li>• January 21</li> </ul> <b><i>Training &amp; Support Sessions:</i></b> <ul style="list-style-type: none"> <li>• Beginning January 21</li> </ul> <b><i>Staffing Conferences &amp; GoTeam Approval:</i></b> <ul style="list-style-type: none"> <li>• End of Feb-Early March</li> </ul> <b><i>Budgets Locked:</i></b> <ul style="list-style-type: none"> <li>• March 1</li> </ul>	<b><i>Budget Commission:</i></b> <ul style="list-style-type: none"> <li>• January 21</li> <li>• February 18</li> <li>• March 18</li> <li>• April 15</li> <li>• May 20</li> </ul> <b><i>Tentative Adoption:</i></b> <ul style="list-style-type: none"> <li>• May 3</li> </ul> <b><i>Final Adoption:</i></b> <ul style="list-style-type: none"> <li>• June 7</li> </ul>



# WRAP UP AND NEXT STEPS

Next Commission Meeting:  
March 18, 2021

Agenda:

- Local Revenue Update, Revenue vs. Expenditure Analysis, & Legislative Update



# Appendix

# Teacher Compensation

## Considerations:

- Impacts to grant budgets due to pay increases for teachers paid through special revenue
- Messaging from Governor versus APS context – we pay much higher than state base, so statements made about raises made at the state level do not equate to the same amount of raise in APS
- Investments made in pay scales in one year perpetuate into future years' expenses
- Increases to base salaries have proportional increases to percentage-based benefits, like TRS and FICA - those have been factored into cost projections
- Atlanta's cost of living continues to be a barrier to teachers being able to live in the communities they serve and increasing base compensation is one way to help, but does not completely address the issue

# Teacher Compensation

## Additional Considerations:

### Student per Adult/Teacher Ratios

- APS has the lowest students per adult ratio (11.8 students per adult as compared to a range of 12.8 to 17.4 students per adult) and the lowest students per teacher ratio (14.98 students per teacher as compared to a range of 15.71 to 20.73 students per teacher) of compared neighboring metro districts.
- We staff all positions between 9% and 48% higher than neighboring compared districts. Specifically, we staff teachers between 5% to 38% higher than neighboring compared districts.
- These staffing ratios cost the district between \$95 million and \$146 million for teachers only (includes percentage based benefits and per employee state health costs.)

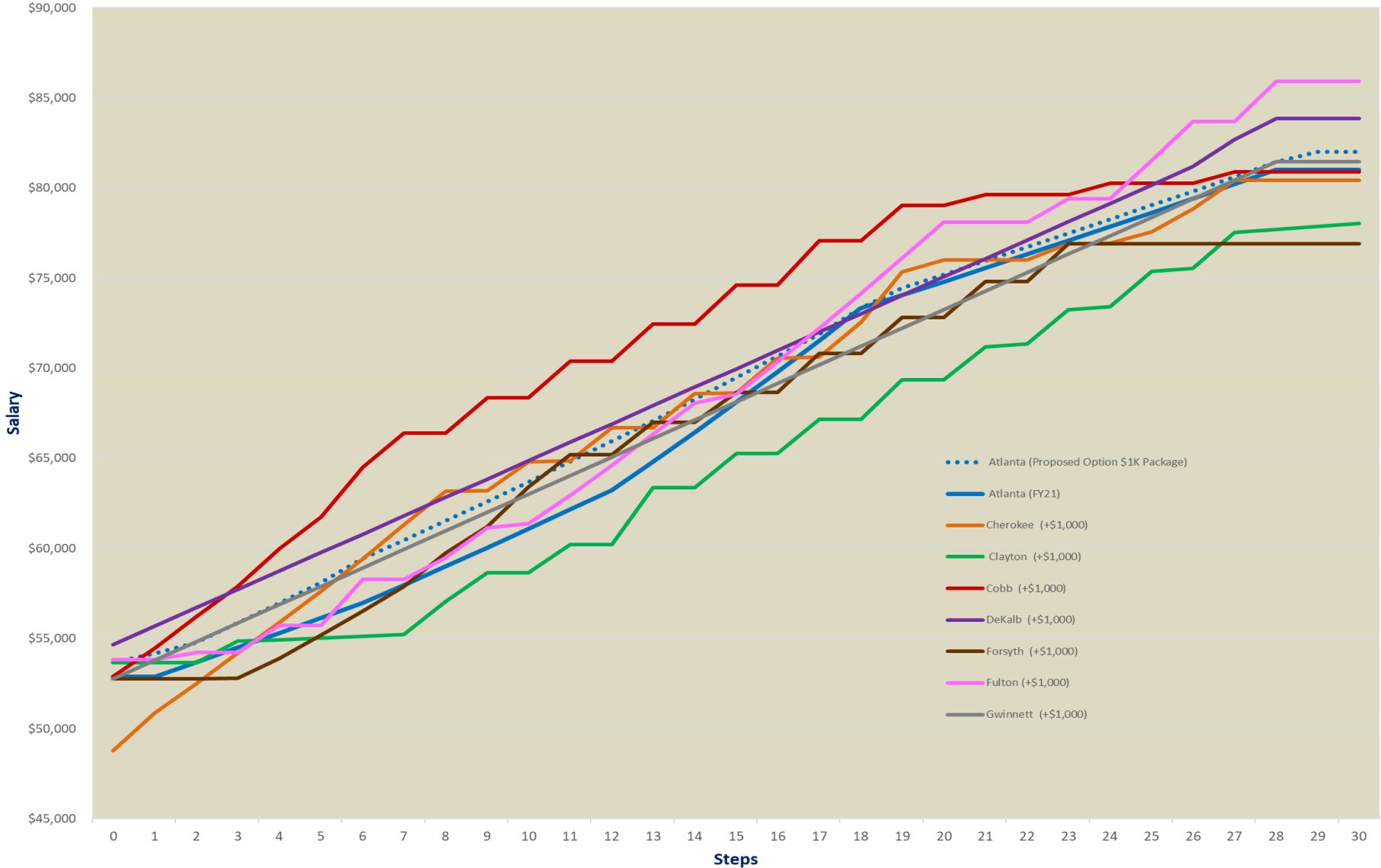
### Teacher Work Days

- Our average annual salary is higher than all metro districts when holidays are included (\$61,558). It is the second lowest (out of 8 districts) when holidays are not included (\$58,205).
- APS is the only district that pays 11 holidays to teachers in addition to 191 work days, for total contracted days of 202. The cost of this strategy is about \$13 million per year.

Comparison data from the DOE CPI reports and average salary costs may vary based on how work days are calculated at different districts. APS has many part-time staff who are not included.

# FY22 Proposed Teacher Pay Raises Compared to Metro Area

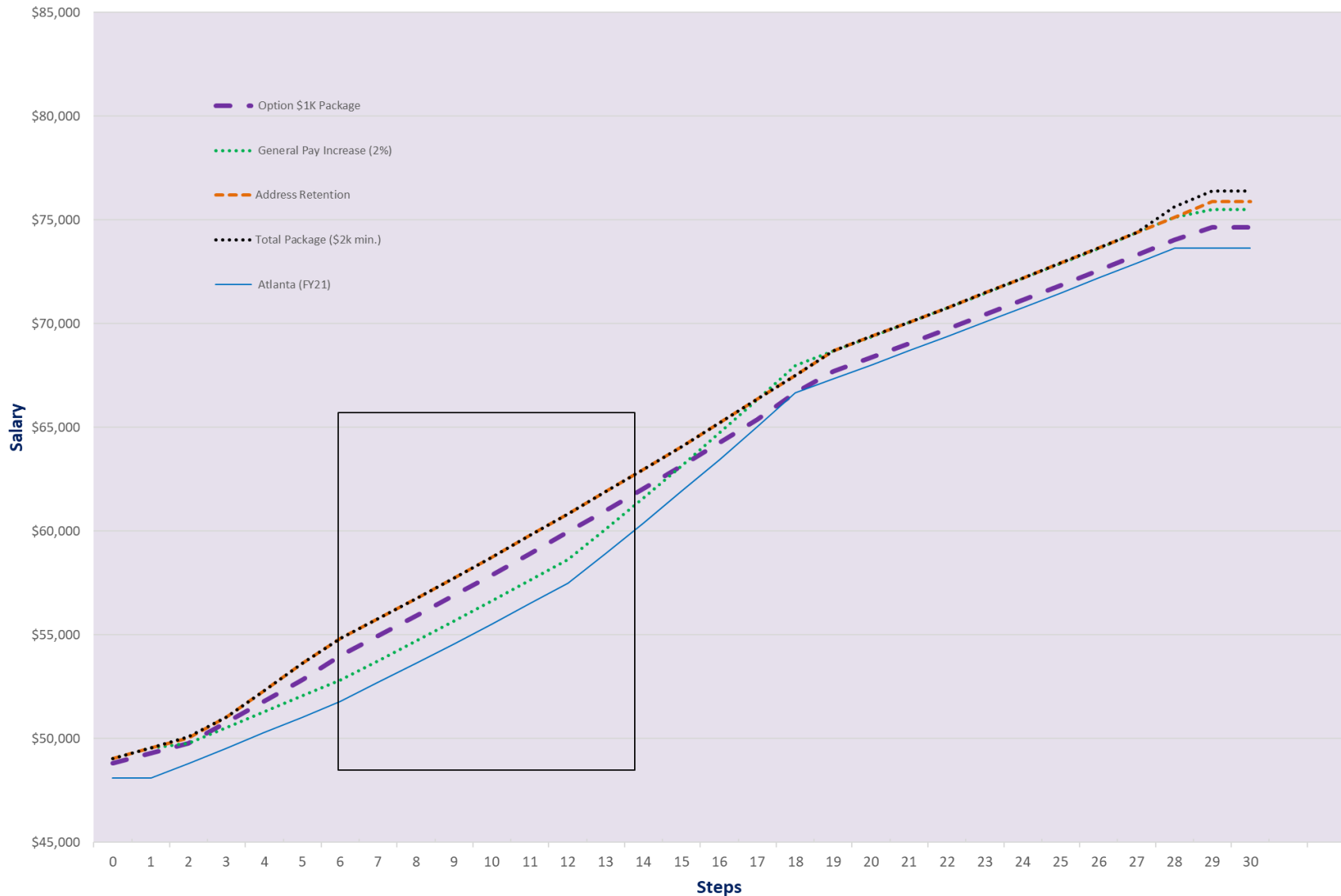
*FY22 Projected Metro Atlanta Teacher Salaries -- Master's Degree*



Metro area comparisons are estimated using a \$1,000 increase per step

# FY22 Proposed Teacher Pay Scenarios for Bachelor's Degree

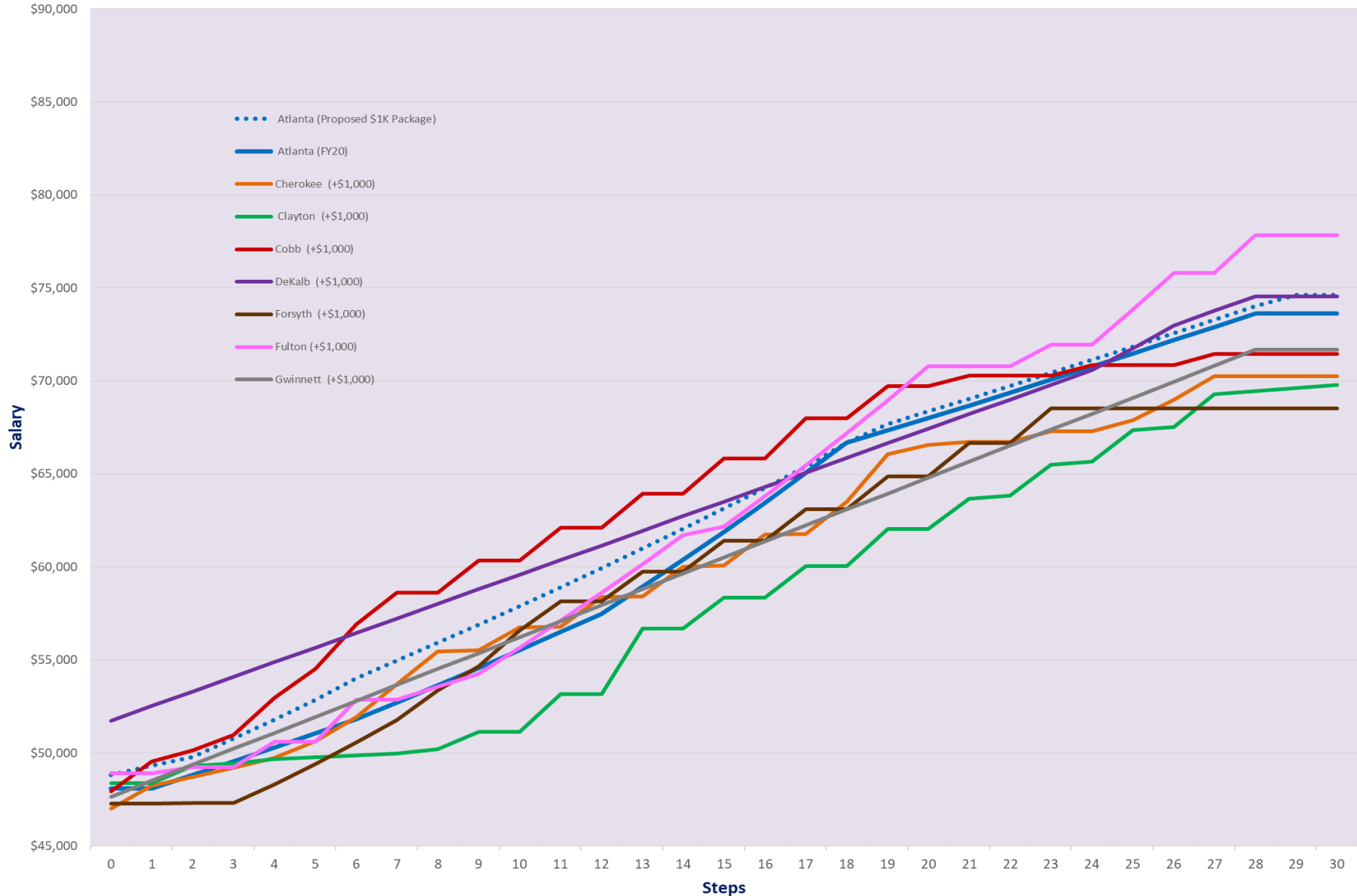
FY22 Projected APS Teacher Salary Scenarios -- Bachelor's Degree



Step equals a year of experience

# FY22 Proposed Teacher Pay Raises Compared to Metro Area

*FY22 Projected Metro Atlanta Teacher Salaries -- Bachelor's Degree*



Metro area comparisons are estimated using a \$1,000 increase per step

# High Needs Subject Areas Strategy Details

- In December 2019, Teacher Advisory Council (TAC) expressed the most alignment for providing extra pay for special education teachers.
- 56% rated special education (SPED) as their top priority #1.
- Feedback regarding other subject areas was mixed.

Raw Data	Options for Definition of "High Needs Subject"						
Rank Order (1 Being Highest Preference)	SPED Specializ ed	SPED Interrelat ed	Math	Science	ESOL	CTAE	World Language
1	31%	25%	17%	0%	0%	11%	3%
2	28%	19%	6%	17%	11%	3%	0%
3	6%	17%	22%	11%	8%	8%	6%
4	6%	9%	11%	20%	17%	9%	6%
5	6%	3%	6%	15%	32%	6%	12%
6	3%	6%	9%	12%	9%	21%	15%
7	0%	3%	6%	6%	9%	22%	31%



# High Needs Subject Areas Strategy Details

However, Teacher Advisory Council (TAC) pointed out several pros and cons to the strategy (listed below).

Options in Rank Order (1 Being Highest Preference)	PROS	CONS
<b>Special Ed. Specialized (EBD, MOID, Autism, etc.) PK-12</b>	<ul style="list-style-type: none"> <li>• We need to keep great teachers when we have them.</li> <li>• Attract passionate talent</li> <li>• Keeps teachers in place</li> <li>• Increased student support</li> <li>• Must provide consistency</li> <li>• Physically/emotionally demanding. Extremely hard work to attract quality workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Resentment between teachers</li> <li>• Teachers vs teachers</li> <li>• Not always right people in the position</li> <li>• Teacher burnout</li> <li>• Student testing and standards not as rigorous, so teachers may not be as motivated.</li> </ul>
<b>Special Ed. Interrelated K-12</b>	<ul style="list-style-type: none"> <li>• Keeps teachers in place</li> <li>• SPED self-contained only</li> <li>• Support in high needs area</li> <li>• More specialists</li> <li>• Need consistent support</li> <li>• Improve teacher morale</li> </ul>	<ul style="list-style-type: none"> <li>• Just like we have master teachers, we need master special ed teachers</li> <li>• Special ed. Teachers need more money, but they need higher accountability</li> <li>• Resentment between teachers</li> <li>• Not always right people in the position</li> <li>• Teacher burnout</li> <li>• Accountability how to measure effectiveness</li> <li>• How do we hold teachers to the teacher standards and not a push-in para?</li> </ul>

# High Needs Schools Strategy Details

The top quartile of high poverty schools in APS falls at 80%. Using that measure, these 17 schools are included:

School Name	Percent Poverty*
Boyd Elem School	91.9
William Finch Elem School	88.9
Barack and Michelle Obama Acad	87.1
John Lewis Invictus Academy	85.6
Stanton, F. L. Elem School	85.4
Michael R. Hollis Innov Acad	85.2
Harper-Archer Elementary	84
Scott Elem School	82.9
Dunbar Elem School	81.6
Tuskegee Airmen Global Academy	81
Sylvan Middle School	80.7
Brown Middle School	80.5
Dobbs Elem School	80.3
Usher/Collier Hghts Elementary	80.3
Perkerson Elem School	80.2
Heritage Academy	79.9
Miles Elem School	79.8

The student success funding (SSF) model, defines “high poverty” as at or above 70%. Using that measure, these 17 schools are added:

School Name	Percent Poverty*
Humphries Elem School	78.9
Hope-Hill Elementary	78.1
Continental Colony Elem School	78.1
Cleveland Elem School	78
Hutchinson Elem School	77.4
Kimberly Elem School	76.9
Forrest Hills Academy	76
M. Agnes Jones Elem School	75.9
Peyton Forest Elem School	75.7
Cascade Elem School	75.5
Douglass High School	73.1
Long Middle School	72.5
Young Middle School	72.5
CORETTA SCOTT KING WLA	72
BEST Academy	71.2
Fickett Elem School	71
Washington High School	70.4

\*Direct Certification is a school poverty measure, which includes students in households receiving state anti-poverty aid, migrants, and homeless. This measure has not been updated by GA DOE since 2018-2019.

# High Needs Schools Strategy Details

In December 2019, Teacher Advisory Council (TAC) expressed the most alignment for defining a “high needs school” by poverty.

## Raw Data

## Options for Definition of "High Needs School"

Rank Order (1 Being Highest Preference)	High Poverty (By Direct Certification)	GOSA Turnaround Eligible	High Effective Teacher Turnover	Low 3 Years CCRPI Average	Other: Mobility Rate	Other: ELL Pop.
1	83%	6%	6%	0%	0%	0%
2	6%	3%	56%	28%	0%	3%
3	6%	44%	11%	19%	8%	0%
4	0%	25%	19%	36%	0%	0%
5	0%	3%	0%	0%	3%	0%

# High Needs Schools Strategy Details

However, Teacher Advisory Council (TAC) pointed out several pros and cons to the strategy (listed below).

PROS	CONS
<ul style="list-style-type: none"> <li>• Attract additional educators</li> <li>• Retain educators</li> <li>• Stability of teacher community</li> <li>• Attract quality teachers</li> <li>• Significant overlap with the other options</li> <li>• Stabilized teacher community</li> <li>• Efficacy does not affect pay</li> <li>• Retention</li> <li>• Pay is based on outside stats</li> <li>• Teacher retention builds a community</li> <li>• Effective teachers will be rewarded for their hard work</li> <li>• Will get highly effective teachers</li> <li>• Retention of teachers with expertise to move students may increase</li> </ul>	<ul style="list-style-type: none"> <li>• Must have specific guidelines/definition</li> <li>• Attract but not "better"</li> <li>• Increase pay may not offset challenges</li> <li>• May not offset challenges sufficiently</li> <li>• Potentially pits schools against each other</li> <li>• Accountability</li> <li>• Define poverty by FRL</li> <li>• Disparity in pay may increase the likelihood of a poor culture.</li> <li>• Schools that need extra assistance won't receive it</li> <li>• Accountability</li> <li>• Retention of teacher for pay only</li> <li>• Measurable growth indicators</li> <li>• Would teachers come to these schools simply for monetary rewards?</li> </ul>



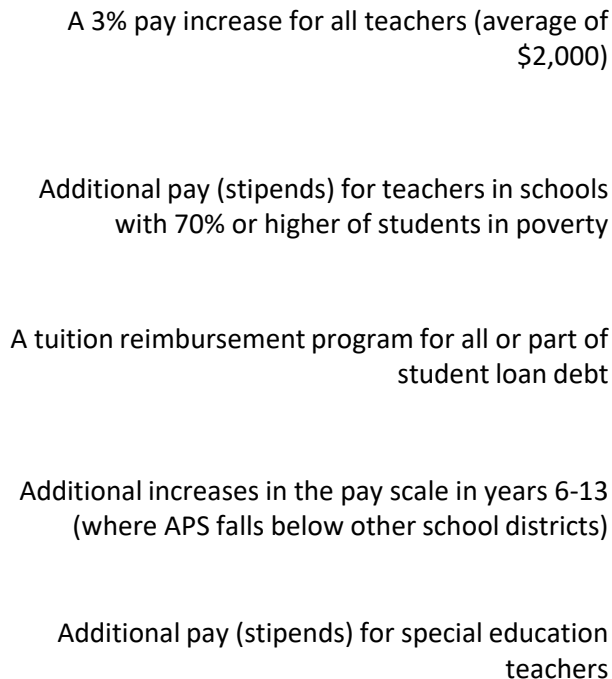
# High Needs Schools Strategy Details

- In addition, the following factors should be considered:
  - Direct certification is currently the most reliable measure of poverty, but it potentially excludes many students in poverty (such as immigrant families)
  - “Hard” cut points in which schools are included or excluded may not feel fair to schools that are very similar to each other, but one is included and one is not.
  - Paying stipends to teachers in these schools would create the need to pay stipends to non-teachers and increase cost.
  - The high mobility of students in Atlanta and the potential that schools may rotate in or out of “high poverty” category could create fluctuations in teacher pay as a result.
  - Additional pay should be in the form of stipends instead of base pay until it becomes a high enough amount to move into salary (10-15%). Otherwise, small amounts get “watered down” when divided over 24 pay checks.

# Teacher Compensation Survey Results

- Teacher Compensation and Affordable Housing Survey
- February 2020
- 1800 completed out of 2960 (61% response rate)
- Teachers have a significant preference for an across-the-board pay raise

**“Please rate the following potential strategies for increasing teacher compensation from highest priority to lowest priority.”**



# Teacher Compensation Survey Results

- Workplace concerns other than compensation continue to be a factor in teacher retention and should also be addressed.

**“In addition to pay, what factors would cause you to consider leaving your job? Rank in order from highest importance to lowest importance.”**





# Teacher Compensation Survey Results

- In the survey comments, these themes emerged as the most common from open-ended responses related to other suggestions for teacher compensation.

Other Suggestions for Teacher Compensation	Frequency
Housing incentive	8
Improve school calendar	6
Leadership opportunities	3
Benefits	2
Teachers' kids able to attend the same cluster	2
Administration support	1
Affordable housing	1
Class size	1
Home-buying assistance	1
Merit pay	1
Paraprofessional support	1
Property tax relief	1
Retirement incentives	1

# Teacher Compensation Survey Results

- In the survey comments, these themes emerged as the most common from open-ended responses related to factors that would cause teachers to lose their job.

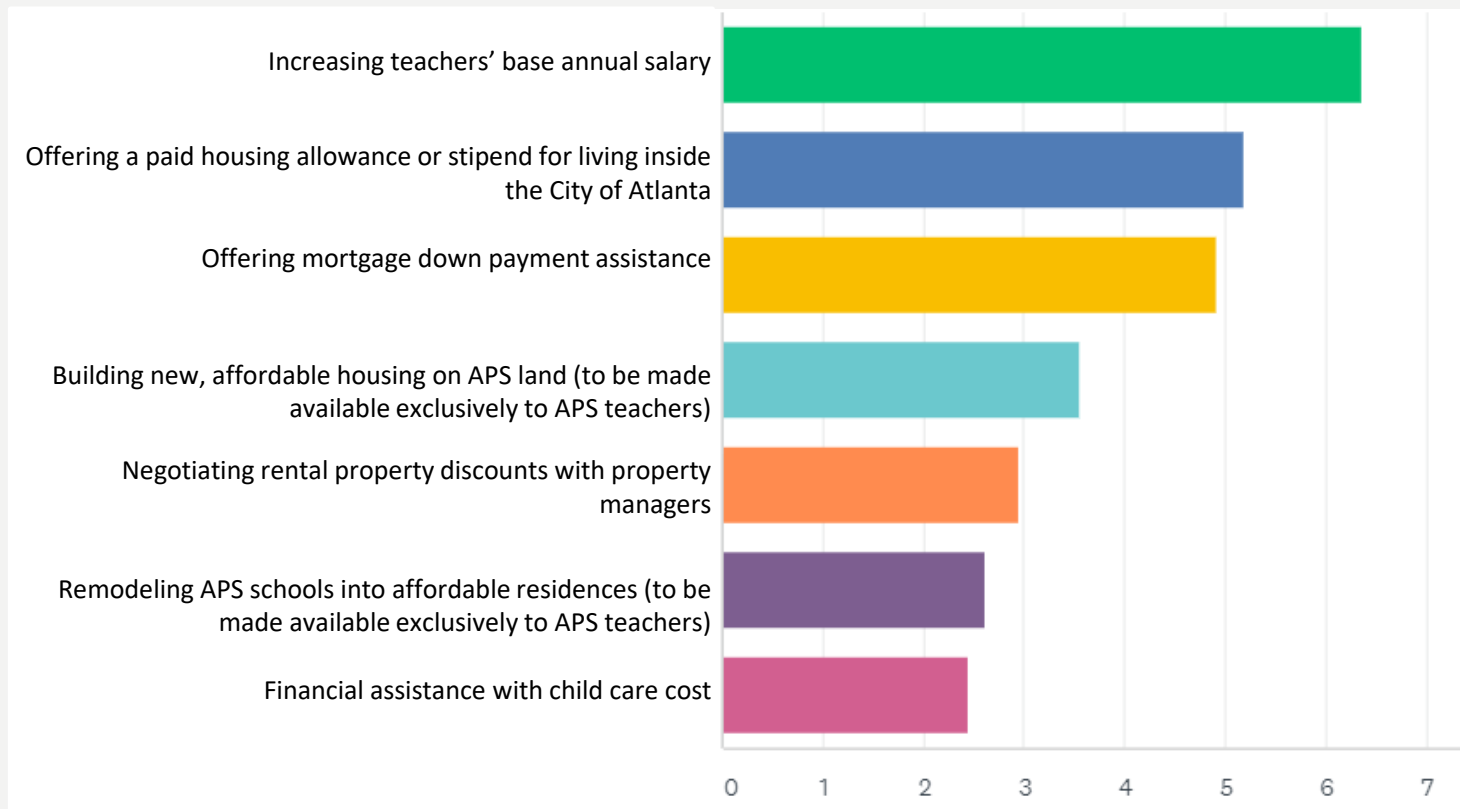
## Other Factors That Would Cause Teachers to Leave

	Frequency		
Poor administration support	35	Burnout	2
School calendar	28	Communication	2
Commute	18	Culture	2
Poor administration, support	15	Discrimination	2
School culture	15	Family	2
Lack of parental support and accountability	13	Lack of support	2
Cost of living vs. salary	11	Pay vs. workload	2
Workload	10	Safety	2
Opportunities elsewhere	7	Affordable housing	1
Pay compared to other districts	7	Benefits	1
Lack of leadership opportunities	6	commute	1
Stress, poor administration support	5	Ethics	1
Lack of stipend opportunities	4	Evaluation system	1
Work-life balance	4	Growth opportunities	1
Bullying	3	Job stability	1
Childcare	3	Teacher morale	1
Family	3	Turnover rate	1
Lack of resources	3	Work environment	1
Not valued	3	Cost of childcare	1
		Student discipline	1

# Teacher Affordable Housing Survey Results

- Of 1,596 Teacher respondents, 57% do not live in the city of Atlanta.
- The most preferred factor was increasing base pay in order to help make living in the city of Atlanta affordable.
- APS has existing partnerships for down payment assistance and rental property discounts that should be advertised better.
- The Facilities Master Planning (FMP) process should yield a greater understanding of the viability of APS properties for housing programs.

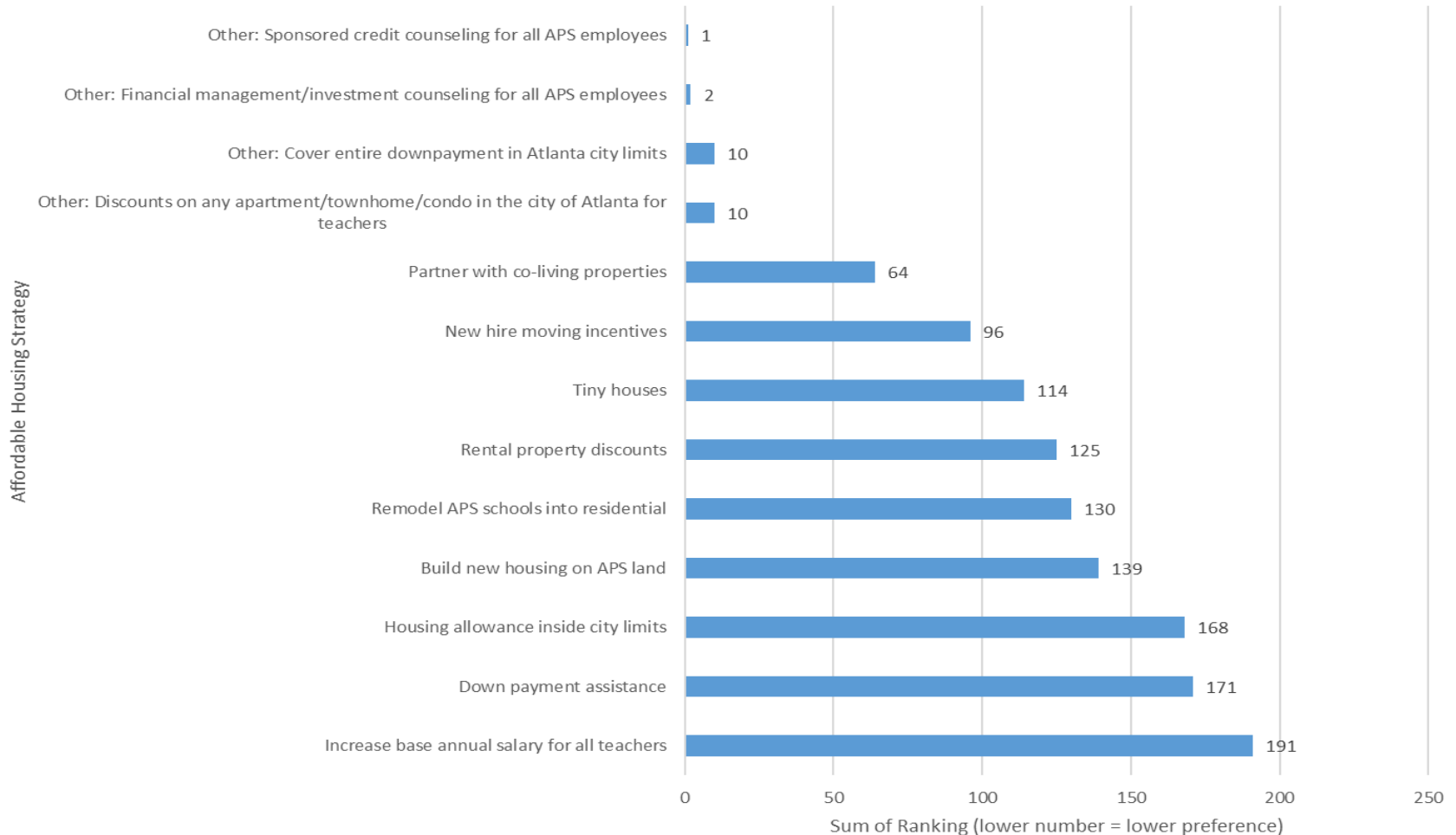
**“Please rank the following factors in regard to how helpful they would be to you in making living in the city of Atlanta more affordable. Prioritize in order from most helpful to least helpful.”**



# Teacher Affordable Housing Survey Results

- In the November 2019 meeting of the APS Teacher Advisory Committee (TAC), members indicated a preference for affordable housing strategies that help the most teachers, like across-the-board pay raises.

Teacher Advisory Council Survey of Affordable Housing Strategies  
November 20, 2019



# Teacher Affordable Housing Survey Results

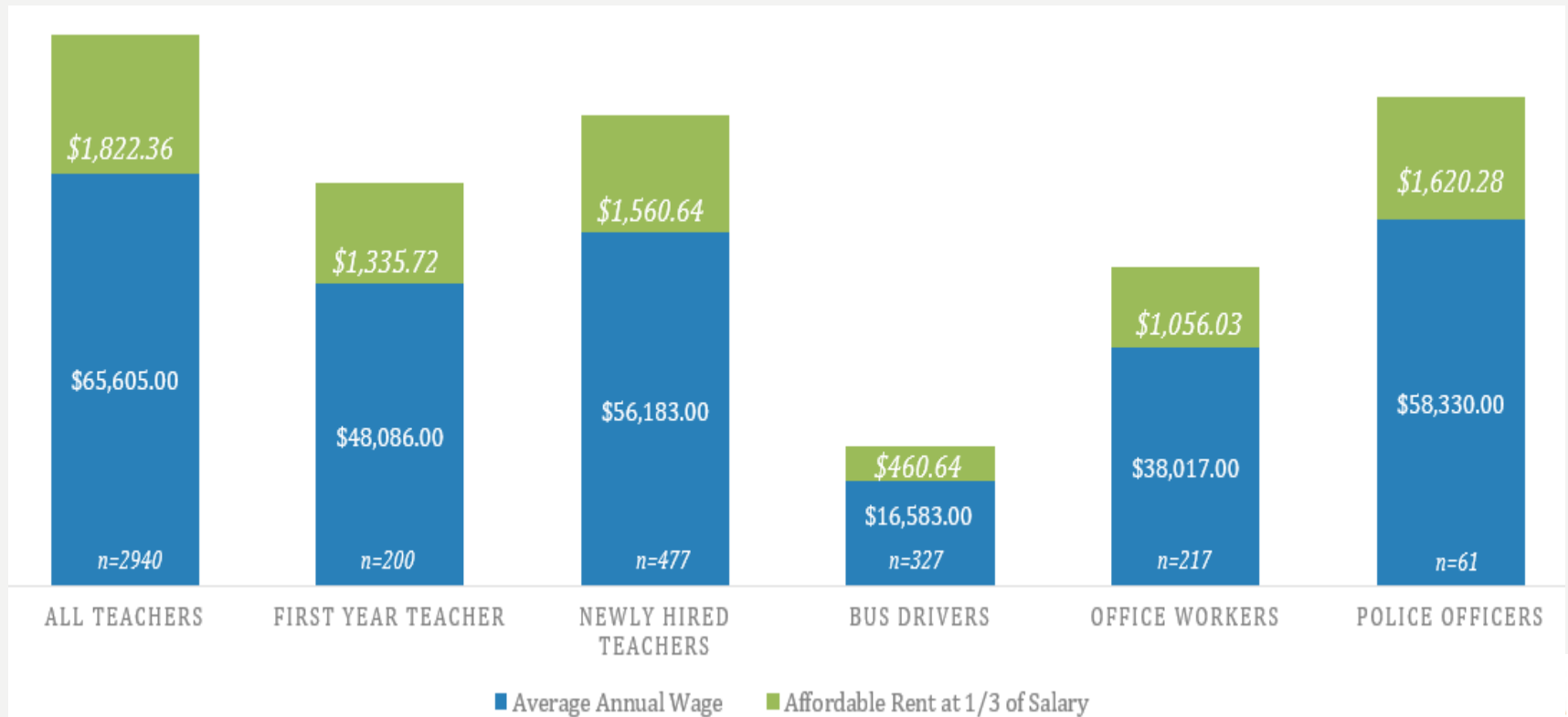
- In the November 2019 meeting of the APS Teacher Advisory Committee (TAC), members provided additional context regarding their housing preferences.
- There was a clear message that not all teachers want to live in the city of Atlanta.

What barriers are currently preventing teachers from living near where they work if they want to?	Frequency
Crime/feeling safe	3
Cost of living/affordability	
Lack of amenities to serve your needs	
Lack of public transportation	
Need for personal privacy	
Not a "big city" type of person	
Already have roots down where you are	
High car insurance	
Very little opportunities for work/play/live	
Lack of respect for the community	
Different values	
Ownership vs. renting	
Taxes	
Luxury - shopping, food	
Academic programs of feeder schools	
Debt-to-income ratio with student loans	

Why might some teachers not want to live in the area where they teach?	Frequency
Crime/don't feel safe	2
Don't want to move my kids' schools	2
Live near family	2
Affordability - wages vs. cost of living	2
Taxes	2
Food desert	2
Want work/life separation	2
Some don't want to see students/families outside of school	
Some don't like city life	
Traffic within city	
City houses have very limited parking	
High HOA fees	
Old, outdated homes and floor plans	
High renovation costs	
Cramped neighborhoods	
Not developed enough in my school's area	
Test scores - children	

# Affordable Housing Data

- Rent/mortgage in Atlanta is considered “affordable” for an average teacher at \$1,822 per month and \$1,335 for a first year teacher.



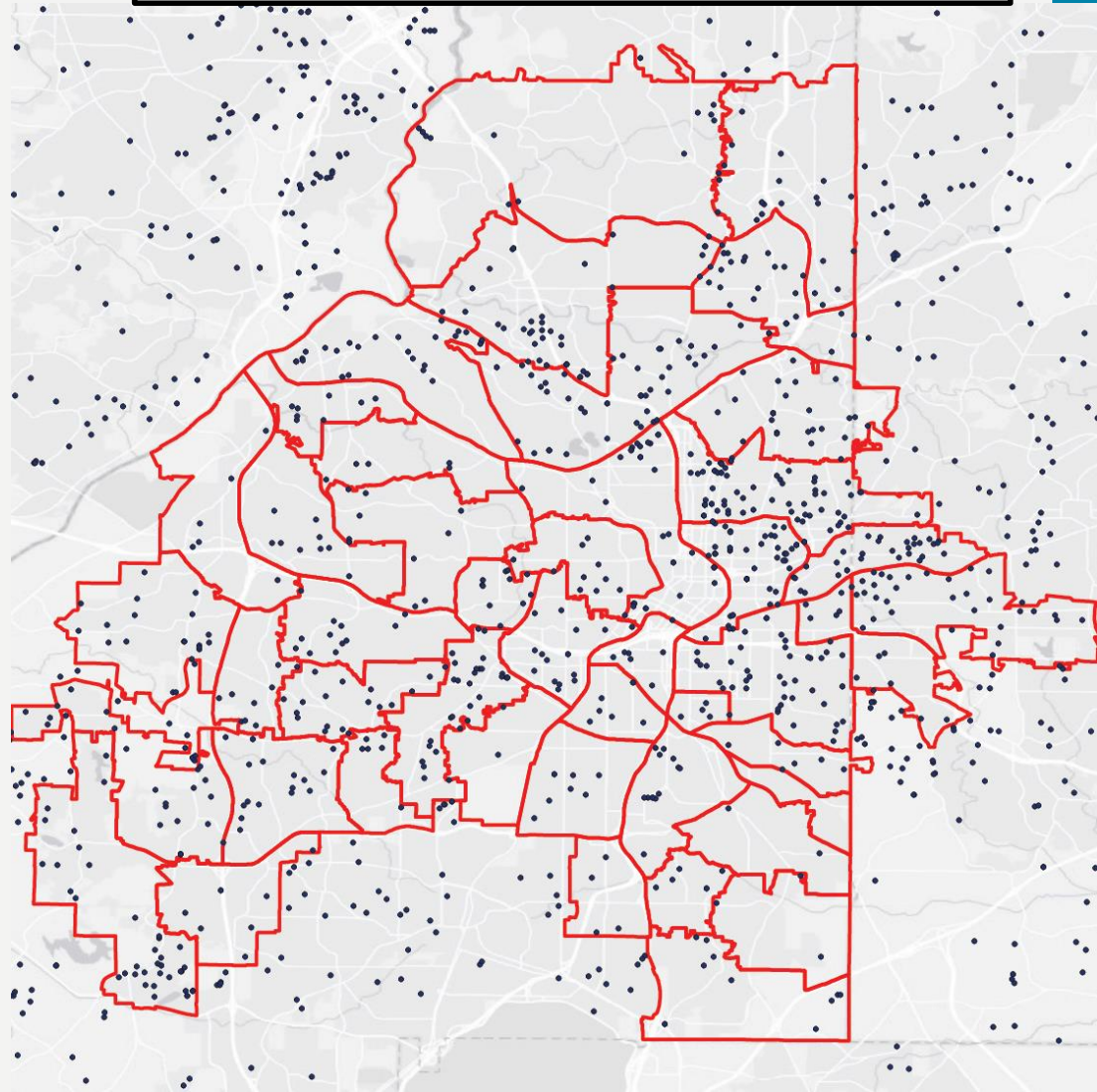
FROM WORKFORCE PRESENTATION TO INVEST ATLANTA  
HOUSING COMMITTEE, OCTOBER 2019

# Affordable Housing Data

49

Teacher residences in and around metro Atlanta

- About 3,000 teachers total in APS
- 27% live in city of Atlanta
- 71% live elsewhere within Georgia
- 2% live outside of Georgia



— City of Atlanta APS attendance zones  
● Teacher residence



# Affordable Housing Data

50

**Only 18% of all employees and 13% of all teachers earn above the 2019 AMI of \$79,700.**

The tables below show the percentage of employees at or below various AMI levels for household sizes between 1 and 4 persons. Teachers do not generally qualify for housing with income restrictions at or below 60% AMI.

All Employee Types	1 Person	2 Person	3 Person	4 Person
30% AMI	5%	6%	7%	16%
50% AMI	18%	20%	23%	24%
60% AMI	22%	24%	25%	31%
80% AMI	26%	37%	48%	58%
100% AMI	45%	58%	70%	82%
115% AMI	58%	71%	86%	94%
120% AMI	62%	76%	90%	95%
<b>Total Employee Count</b>	<b>6061</b>			

Teachers Only	1 Person	2 Person	3 Person	4 Person
30% AMI	0%	0%	0%	0%
50% AMI	0%	0%	0%	0%
60% AMI	0%	0%	0%	0%
80% AMI	0%	18%	36%	51%
100% AMI	32%	51%	69%	87%
115% AMI	51%	72%	92%	98%
120% AMI	57%	79%	96%	100%
<b>Total Teacher Count</b>	<b>2967</b>			

Source of AMI Information: [https://www.investatlanta.com/assets/2019\\_all\\_limits-rents\\_chart\\_wjbJYx1.pdf](https://www.investatlanta.com/assets/2019_all_limits-rents_chart_wjbJYx1.pdf)

FROM WORKFORCE PRESENTATION TO INVEST ATLANTA HOUSING COMMITTEE,  
OCTOBER 2019

# Links

- [Atlanta Public Schools Compensation Web Site](#)
- [APS Workforce Presentation to Invest Atlanta Housing Committee, October 2019](#)
- [Talent Strategy Update to APS Board of Education, May 2020](#)
- [Teacher Compensation Presentation to APS Board of Education Budget Commission, February 2019](#)
- [Employee Compensation Presentation to APS Board of Education Budget Commission, March 2019](#)
- [Employee Compensation Presentation to APS Board of Education Budget Commission, March 2018](#)
- [Compensation Study and Pay Parity Recommendations to APS Board of Education, August 2015](#)