



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

February 20, 2020

# Agenda

- ☐ Preliminary Conversation on Compensation Strategy
- ☐ Legislative Update
- ☐ Preliminary Draft of FY2021 Budget Primer
- ☐ FY2021 Equity in Resource Allocation
- ☐ School Allotments/Average Salary Review
- ☐ Supplier Diversity Department

# Goals

- ☐ To begin the FY2021 compensation strategy discussions for final presentation at the March Budget Commission Meeting
- ☐ To provide the Board an ongoing update of the legislative session and potential financial impacts
- ☐ To review the preliminary draft of the FY2021 Budget Primer and align on a recommendation for presentation at the March Board Meeting
- ☐ To set the stage for ongoing resource equity conversations, especially for future gap closure or prioritizing exercises
- ☐ To provide an overview of the school allotment final allocations and changes to the average salary calculation for FY2021
- ☐ To discuss the potential creation of a supplier diversity department to support the ongoing work of attracting more M/WBE business to APS in response to the 2016 disparity study



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# **FY21 Preliminary Teacher Compensation Strategy Discussion**

**Office of Human Resources**

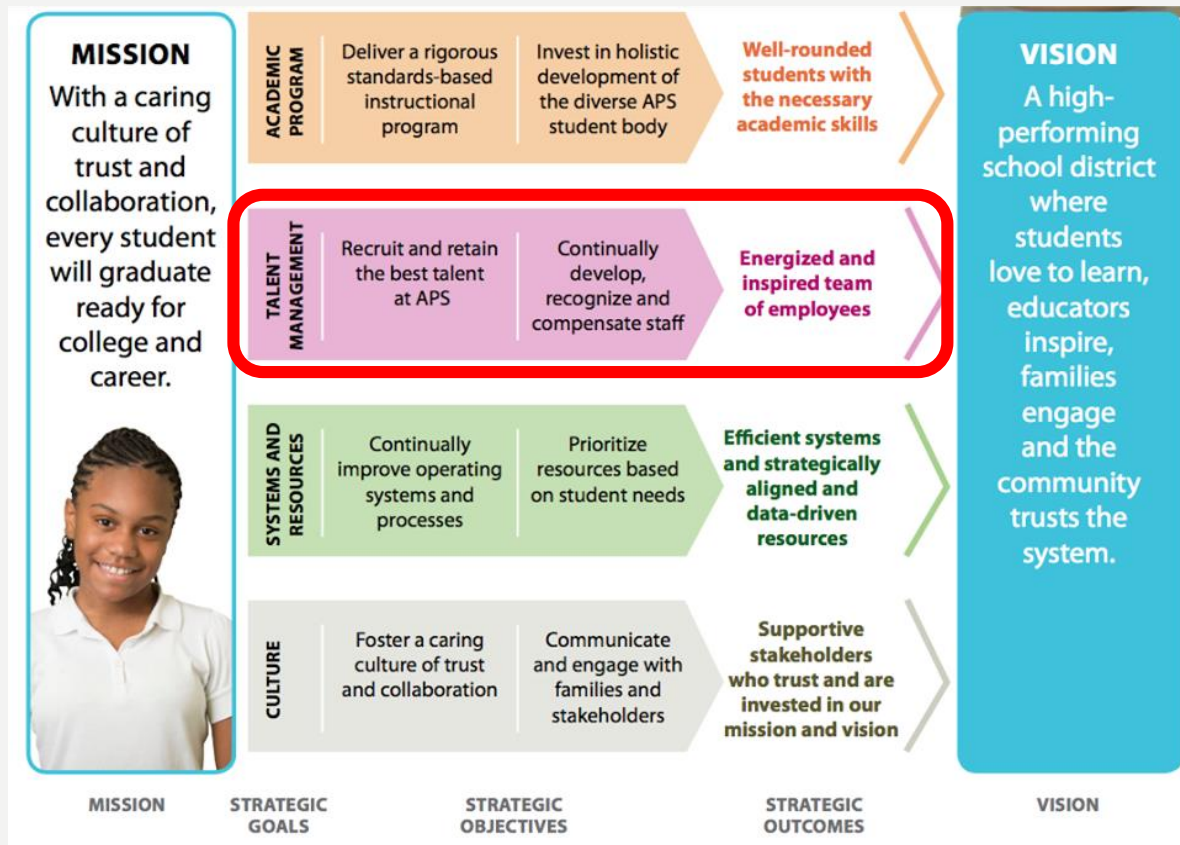
# Agenda

1. Background
2. Timeline
3. Proposed Teacher  
Compensation Scenarios for  
FY21
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	Define the bar for excellence	Attract, select, onboard and support employees to reach the bar			Reward, recognize and retain
Initiatives	<b>1</b> Clearly define roles and excellence for teachers, assistant principals and principals	<b>2</b> Align recruitment, selection and pipeline programs to definition of excellence	<b>3</b> Onboard teachers, APs, principals and coaches to ensure a strong start	<b>4</b> Individualize teacher and leader professional development	<b>5</b> Retain top performers and develop future leaders
	<b>1. Integrate Definitions of Teaching Excellence</b> Continue to align Definitions of Excellence into academic systems and other district-wide systems  <b>2. Calibrate on Definitions of Leadership Excellence</b> Launch calibration process with principals and assistant principals	<b>3. Strengthen Marketing</b> Strengthen marketing of district initiatives and increase resources for school-level marketing efforts  <b>4. Increase Quality Applicants</b> Increase the number of teacher ambassadors and expand referral campaign  <b>5. Increase Pipeline of Special Education Teachers</b> Design special education teacher pipeline program	<b>6. Strengthen Teacher Orientation</b> Refine teacher induction program based on feedback from SY18-19  <b>7. Strengthen New Teacher Support</b> Build capacity of schools to mentor new teachers and implement 90-day new teacher coaching plans	<b>8. Resource Academic System Framework</b> Pilot professional learning communities (PLC) model, roll out toolkits for coaching, data-driven instruction and professional learning  <b>9. Refine Aspiring Leaders Program</b> Study participants' experience and outcomes to strengthen program  <b>10. Increase Teacher Well-Being Support</b> Provide additional mental health resources	<b>11. Expand Teacher Leadership</b> Identify and provide opportunities for teachers to extend their impact  <b>12. 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

Draft 2020-2025 Strategic Plan as of 2/3/20

## OBJECTIVES



John Lewis Invictus Academy



Boyd Elementary School

### 3 We are equipping and empowering leaders and staff

- Attract, grow, support, and retain the highest quality leaders, teachers and staff

Provide each individual that positively impact the pursuit of equity and fairness

- Partner with families and the community to include business and non-profit organizations to support all schools
- Provide services to improve the engagement and overall well-being of staff

- Create opportunities for outstanding staff to stay in APS and expand their reach through additional leadership roles

### 4 We are creating a system of support for schools

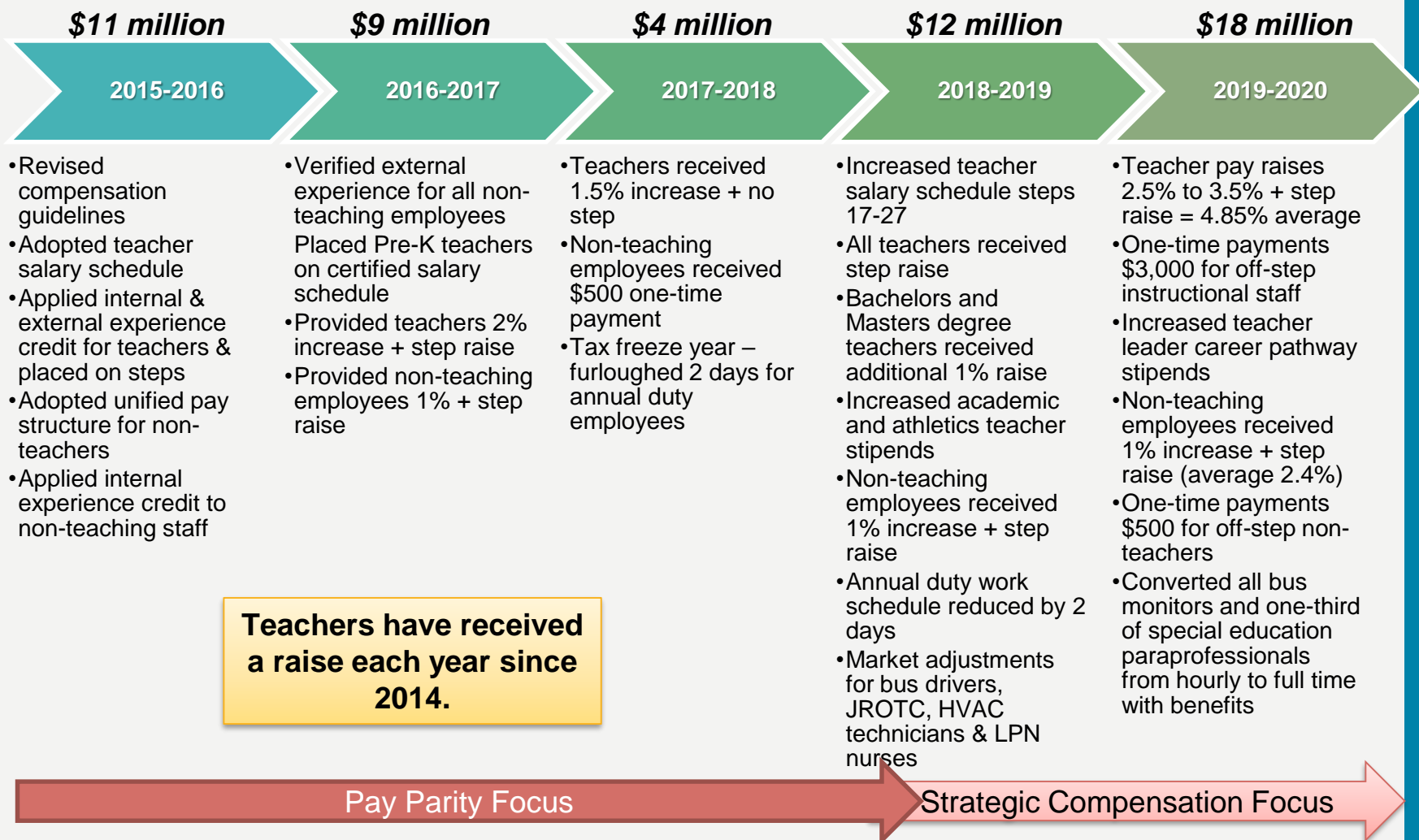
- Continuously improve service-focused and responsive support to schools, as well as district-wide operational processes
- Adopt an equity-minded timeline for effective support strategies in each school based on school needs
- Continuously explore and consider additional effective support and intervention strategies
- Continue to enable school-level autonomy for all schools
- Set goals to equitably distribute and maximize resources to schools ■

13



# 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

**The final 2019-2020 budget sets the stage for the 2020-2021 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 ~4% higher than the teacher scale.)

A recommendation was presented last year to increase steps 3-13 of the teacher pay scale to address retention issues and market competitiveness where we dip significantly below metro area.

However, 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.

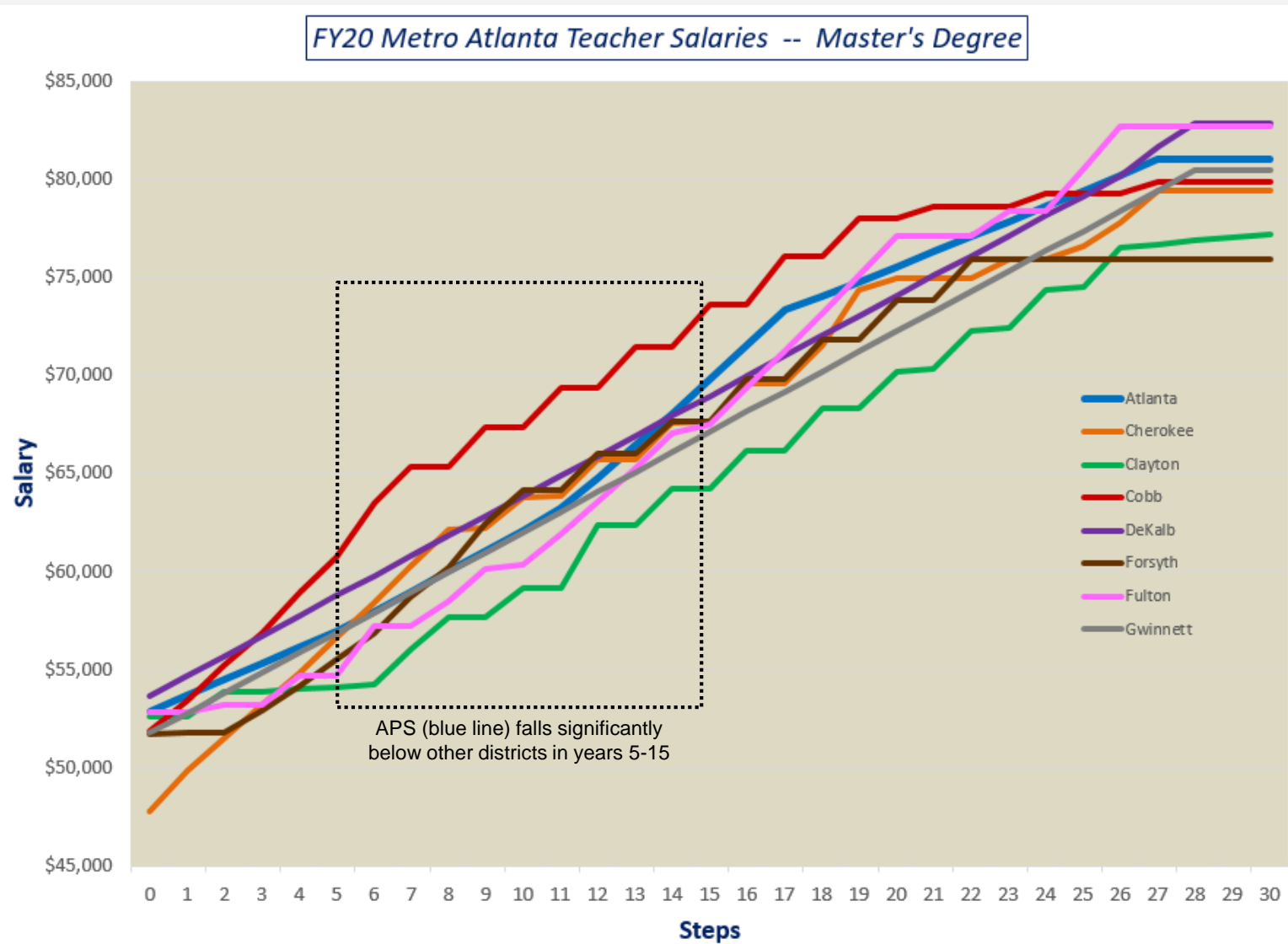
Therefore, the recommendation for FY20 only partially addressed our strategic needs in order to meet the intent of the state budget proposal. It kept the structure of our pay scales intact and followed our pay parity strategy, while providing an average pay raise of \$3,000 (4.85% increase). *This was 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 FY21 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.

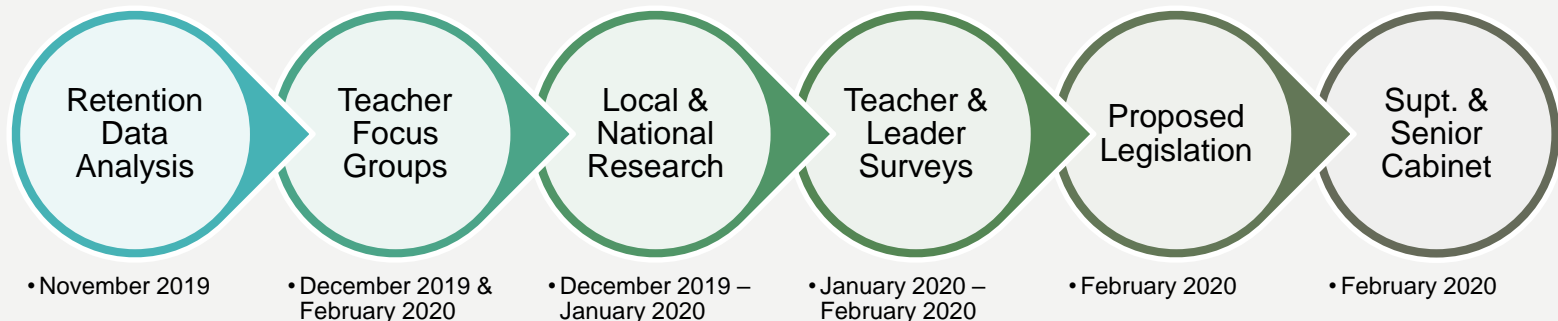
# 1. Background

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 engaged Education Resource Strategies (ERS) to assist with the development of the teacher compensation recommendations for FY20. Their **research and strategies will still be used for FY21.**
- 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. Potential Scenarios

The presented scenarios for FY21 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 6-13**

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



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# 3. Potential Scenarios

To address the identified needs while keeping budget constraints in mind, the following are potential teacher compensation investments for FY21:

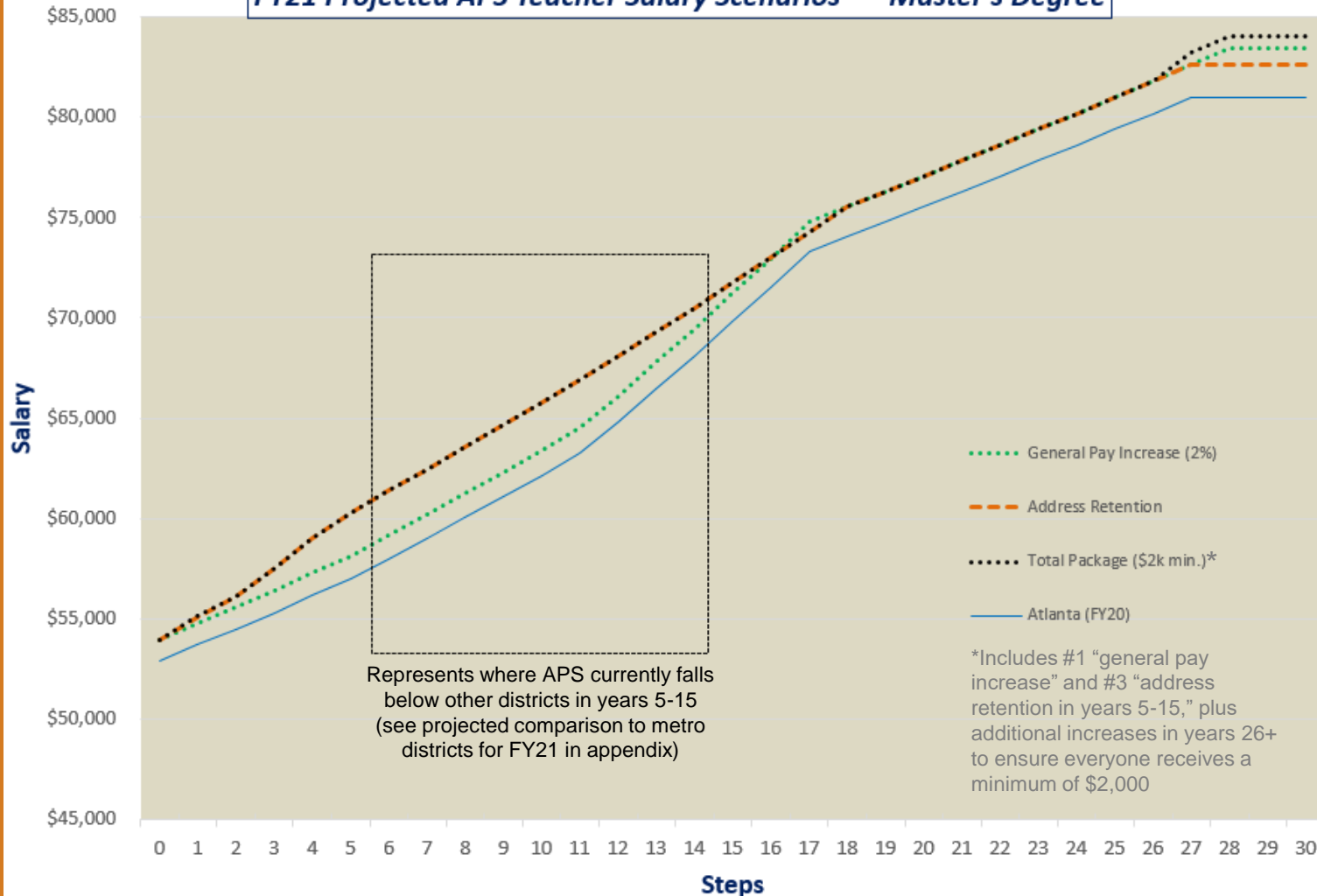
<b>Scenarios</b> (Each scenario is outlined on the following slides by number)	<b>Cost</b> (with TRS)
1. Provide 2% general pay increase across entire teacher pay scale* (Average \$1,318 per teacher)	\$4.8m
2. Give all eligible employees on teacher pay scale a step increase (increases average raise to 3.6%, \$2,276 per teacher)	\$3.6m
3. Increase teacher pay scale in years (steps) 5-15	\$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. Provide new supplemental duty stipends for athletics	\$91k
6. Invest in teacher retention for high needs subject areas, starting with special education	\$1.9m
7. Invest in teacher retention for high needs schools, as defined by poverty, and attract experienced teachers to high needs schools	\$680k
<b>Total cost of potential investments for FY21</b> <b>(Without TRS &amp; benefits, would be \$11.7m)</b>	<b>\$14.6m</b>

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

# 3. Potential Scenarios

- 1.) Provide 2% general pay increase across entire teacher pay scale
- 3.) Increase teacher pay scales in years 5-15
- 4.) Additional adjustments to ensure minimum \$2,000 per teacher

**FY21 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 to ensure everyone receives a minimum \$2,000 would also add a step 28 and 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 "\$2,000 per teacher" increase will bury APS further into the metro area market

# 3. Potential Scenarios

## 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 21 currently
- Total cost of a step increase for all currently eligible employees is \$3.6m

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



# 3. Potential Scenarios

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 \$2,000:

- Average raise = 3.1%
- Minimum raise = 1.3%
- Maximum raise = 4.2%

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

- Average raise = 5.2%
- Minimum raise = 2.6%
- Maximum raise = 8.2%
- Minimum amount = \$2,000
- Maximum amount = \$6,124
- Average amount = \$3,258
- # below \$2,000 = none
- # at \$2,000 = 202
- # above \$2,000 = 2,817

# 3. Potential Scenarios

## 5.) Provide new supplemental duty stipends for athletics

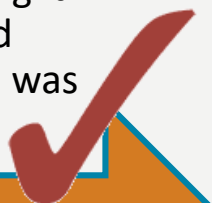
Stipend increases are needed for the 2020-2021 school year to support the implementation of new Georgia High School Association (GHSA) sanctioned sports.

Supplemental Duty	Stipend Amount per Person	Total FY21 Cost
E-sports	\$2,000	\$22,000
Game Day Cheer	\$2,000	\$20,000
Girls Flag Football	\$2,705	\$28,000
Dance	\$2,000	\$20,000
<b>Total</b> (plus employment tax)		<b>\$91,500</b>

# 3. Potential Scenarios

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

In 2019, ERS recommended that APS consider compensation strategies specific to special education teachers based on retention data, principal surveys and teacher focus groups. Fortunately, the district already identified this need and began steps towards addressing it. Unfortunately, it is a multi-faceted, challenging issue that will take years to address and significant financial investment. The plan below, originally presented in February 2019, was completed and informs FY21 recommendations.



### January 2019

- Board approved \$130k contract with PCG EdForce for recruitment & certification test prep services (funded in general fund talent management strategy program)
- HR set aside \$30k of Title II funds for special ed teacher referral incentive program

### February 2019 – August 2019

- HR pilots and monitors:
  - certification test prep services for up to 40 special education teachers
  - specialized recruitment support for up to 8 candidates
  - \$1,000 referral incentives for up to 30 APS employees who refer a special ed teacher who is hired

### March 2019

- Provide cost estimate of transitioning majority of hourly special ed paraprofessionals to full time status to reduce turnover

### September 2019 – October 2019

- Pay out referral incentives
- Analyze effectiveness of initiatives compared to cost
- Reallocate funds towards most effective initiatives

### October 2019 – November 2019

- Explore feasibility of differentiated pay for special education teachers
- Research and craft recommendations for a paraprofessional to special ed teacher pipeline program

# 3. Potential Scenarios

## 6.) 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	FY21 Cost
Elementary Teachers n = 226	\$2,500	\$565,000
Secondary Teachers n = 265	\$5,000	\$1,325,000
<b>Total (with tax added)</b>		<b>\$1,922,000</b>

# 3. Potential Scenarios

## 7.) 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) in February 2019 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.

### Recommended for FY21

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

# 3. Potential Scenarios

## 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 address the issue

# 3. Potential Scenarios

## 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.

# 4. Discussion

For discussion of priorities:

<b>Scenarios</b> (Each scenario is outlined on the following slides by number)	<b>Cost</b> (with TRS)
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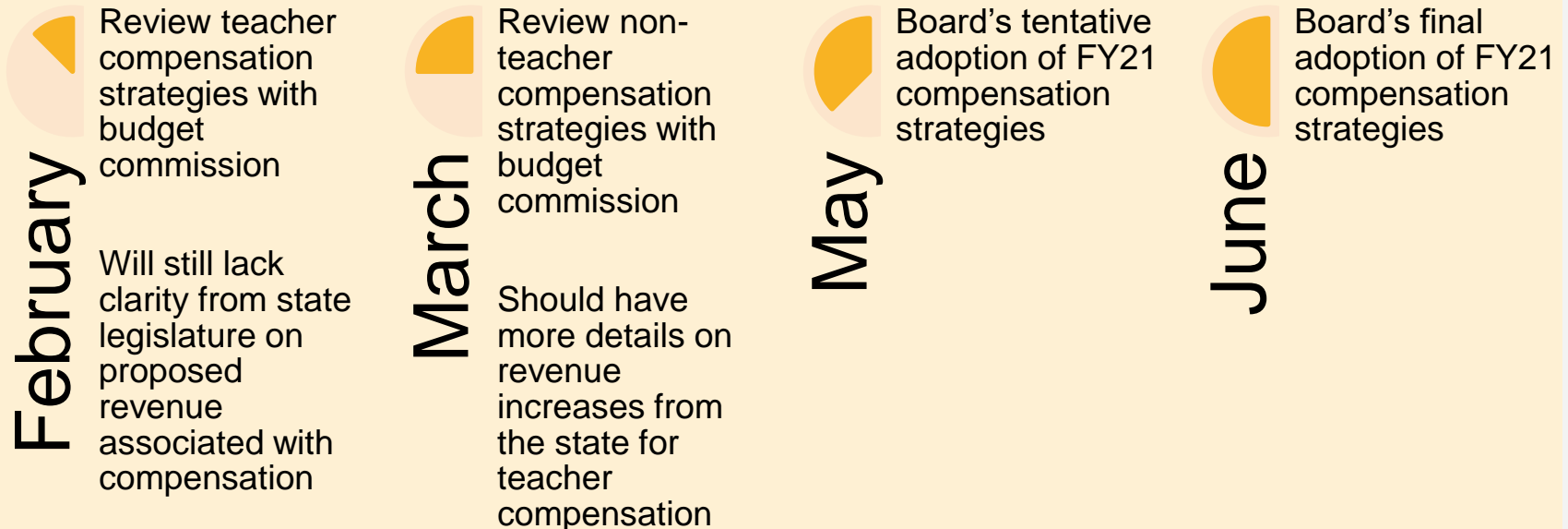
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# 5. Next Steps

1. Adjust teacher compensation scenarios based upon today's feedback
2. Meet with Teacher Advisory Council again in February
3. Prepare compensation scenarios for non-teacher pay raises for March budget commission meeting

**Then, the timeline for approval of the FY21 compensation strategy is as follows:**





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# **Legislative Update**

# 2020 Legislative Update

HB 109	TRS Reform bill; Change the calculation in determining "average final compensation" to the five highest consecutive years of an educator's salary. For current members, the calculation is based on the two highest years salary; Lower the maximum earnable compensation that can be used in the determination of retirement benefits to \$200,000 with an escalator for inflation. The limit for current TRS members is \$280,000; Set a new range of 5-8.5 percent for mandatory employee contributions to TRS. The percentage would be determined annually by the TRS board and would reflect "needs of the fiscal state of the retirement system." The employee contribution range for current members is 5-6 percent.; Implement a "rule of 85" meaning that years of experience and age must total 85 years in order to retire; Eliminate the opportunity for educators to use unused sick leave toward retirement credit; Eliminate the right for teachers to retire in advance of the start of the school year when they achieve their 30 years of service by Dec. 31 of that school year; Limit the salary increases used to determine TRS benefits from the highest five years of compensation to the highest two years of compensation	Finance	Benton	House Retirement Committee, 2/4/2020	Changes as amended by the Committee on 2/4/2020 would (1) exclude unused sick leave for newly hired teachers only and (2) limit COLA adjustments to once a year for all current and future TRS members
HB 320	Permits certain public employers to employ beneficiaries of the Teachers Retirement System of Georgia in certain capacities and under limited conditions; to require such employers to make employer and employee contributions on behalf of such employed beneficiaries; to provide for conditions and limitations for beneficiaries who return to service full time as teachers	Finance	Belton	House Retirement Committee hearing, 1/28/2020	
HB 336	Requires certain public employers to make employer and employee contributions to the Teachers Retirement System of Georgia for beneficiaries employed by such certain public employers; to permit beneficiaries to return to serve full-time as teachers without affecting their benefits	Finance	Blackmon	House Retirement Committee hearing, 1/28/2020; passed unanimously out of Committee, 2/4/2020	"Return to work" legislation restricts which retired teachers could return to the classroom; would allow teachers in STEAM and "high needs" areas to return to work full time after a 12 month waiting period; enables retired educators to return to the classroom full-time after a one-year break if the hiring school district covers the full cost of the employer's and employee's payments to TRS

# 2020 Legislative Update

HB 736	Establishes a loan forgiveness program for teachers who agree to teach in a turnaround school in a high demand subject area	Instructional	Belton	Referred to Higher Education, 1/13/2020; Committee hearing 1/29/2020	Loan forgiveness for STEAM teachers who agree to teach for at least five years in a turnaround eligible school and have a student loan balance from a Georgia postsecondary institution;
HB 741	Provides for a master teacher in each turnaround school; to provide for a stipend;	Instructional	Belton	Referred to Education, 1/13/2020; assigned to Academic Achievement Subcommittee	Creates a master teacher program in schools with a contract amendment or intervention contract. \$1,250 stipend from the state plus matching amount in local funds.
HB 755	Provides that local boards of education shall provide local charter schools with itemized allotment sheets for the upcoming fiscal year by July 1 of each year; to provide that when a local board determines that an adjustment to the allocation for a local charter school is necessary, the local board of education shall provide the local charter school with 30 days' notice before the allocation is adjusted, provide an amended itemized allotment sheet to the local charter school, and publish the amended itemized allotment sheet in a prominent location on its website	Finance; Governance	Belton	Referred to House Education, 1/14/2020; assigned to Academic Support Subcommittee	Legislative Note sent 1/15/2020

# 2020 Legislative Update

HB 775	Provides for a homestead exemption from ad valorem taxes for state, county, municipal or school purposes for deployed service members in an amount proportional to the period of deployment during the preceding calendar year	Finance	Mitchell	Referred to House Ways & Means, 1/16/2020
HB 779	Revises the distribution of the proceeds of ad valorem taxes on motor vehicles among local governments	Finance	Blackmon	Referred to House Ways & Means, 1/16/2020; passed out of Public Finance and Policy Subcommittee 2/4/2020
HB 829	Provides for local referenda to authorize assessment of residential homestead property owned by individuals who are 65 years of age or older at 20 percent of its fair market value regarding local school district taxes for educational purposes	Finance	Stephens	Introduced 1/29/2020
HB 837	Provides that county development authorities for counties in which 95% of the land area is incorporated into one or more municipalities shall not acquire title to property, undertake projects, or grant tax abatements without the approval of any board of education or municipality in which such property, project, or abatement is located	Finance	Martin	
HR 962	Provides by general law for local referenda to authorize assessment of residential homesteaded property owned by individuals of certain ages at 20 percent of its fair market value regarding local school district taxes for educational purposes	Finance	Stephens	Introduced 1/29/2020, referred to House Ways & Means



# **Review FY2021 Budget Primer**

# FY2021 Budget Primer

- Executive Summary
- About Atlanta Public Schools
- FY2021 Development
- About the Budget Process
- Innovations and Strategy
- Current Budget Recap
- Economic Context
- Expenditure Assumptions



# Primer Highlights

- FY2021 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 FY2020 adopted budget
- Overview of current local, state, and federal economic context
- Discussion of known increasing mandatory costs and known revenue pressures



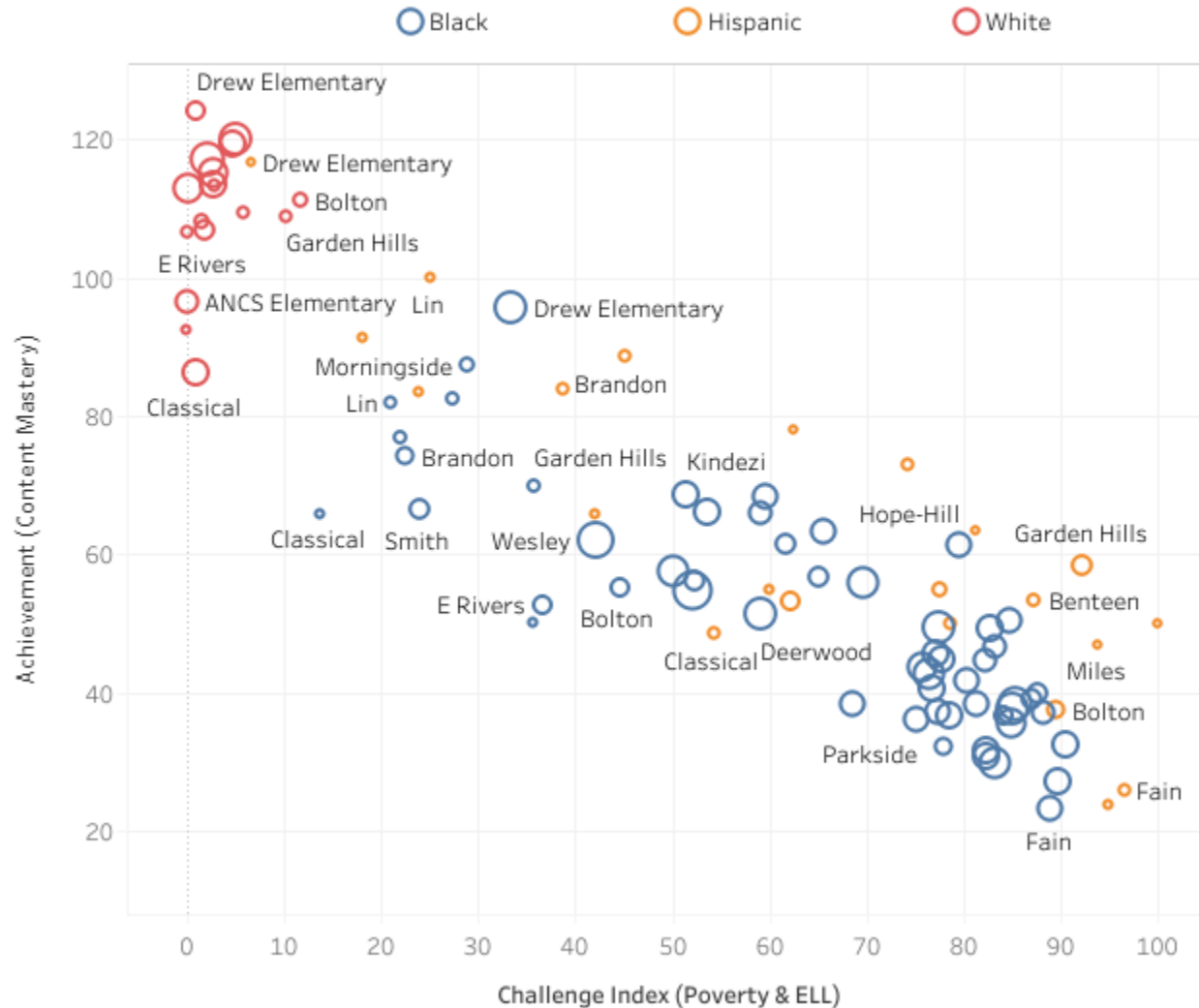


# **FY2021 Equity in Resource Allocation**

# Student Achievement by School, Poverty, and Race

## Achievement vs Challenge Index

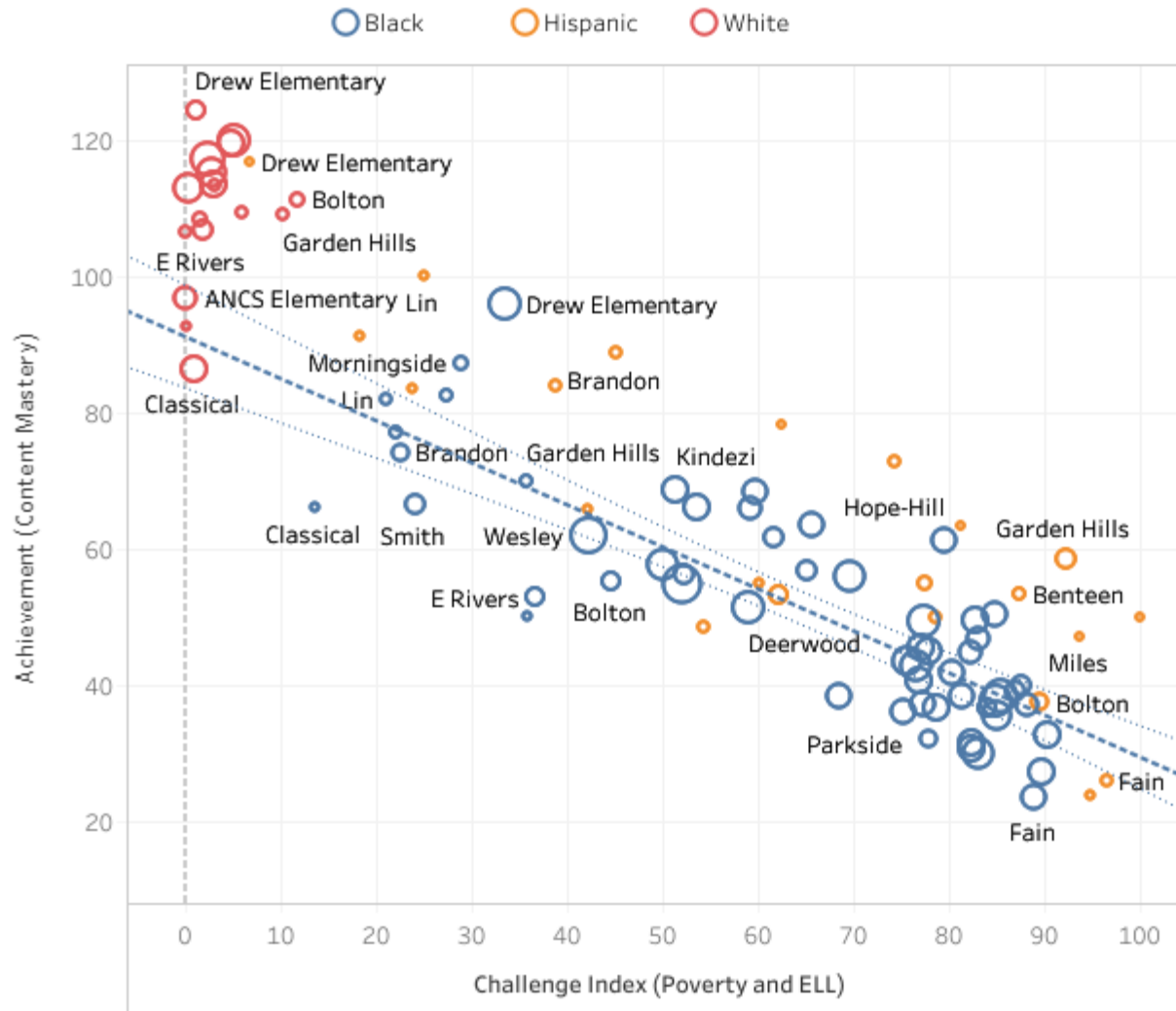
Each bubble represents a school and race/ethnicity. 2019 Milestones results.



# Student Achievement by School, Poverty, and Race

## Achievement vs Challenge Index

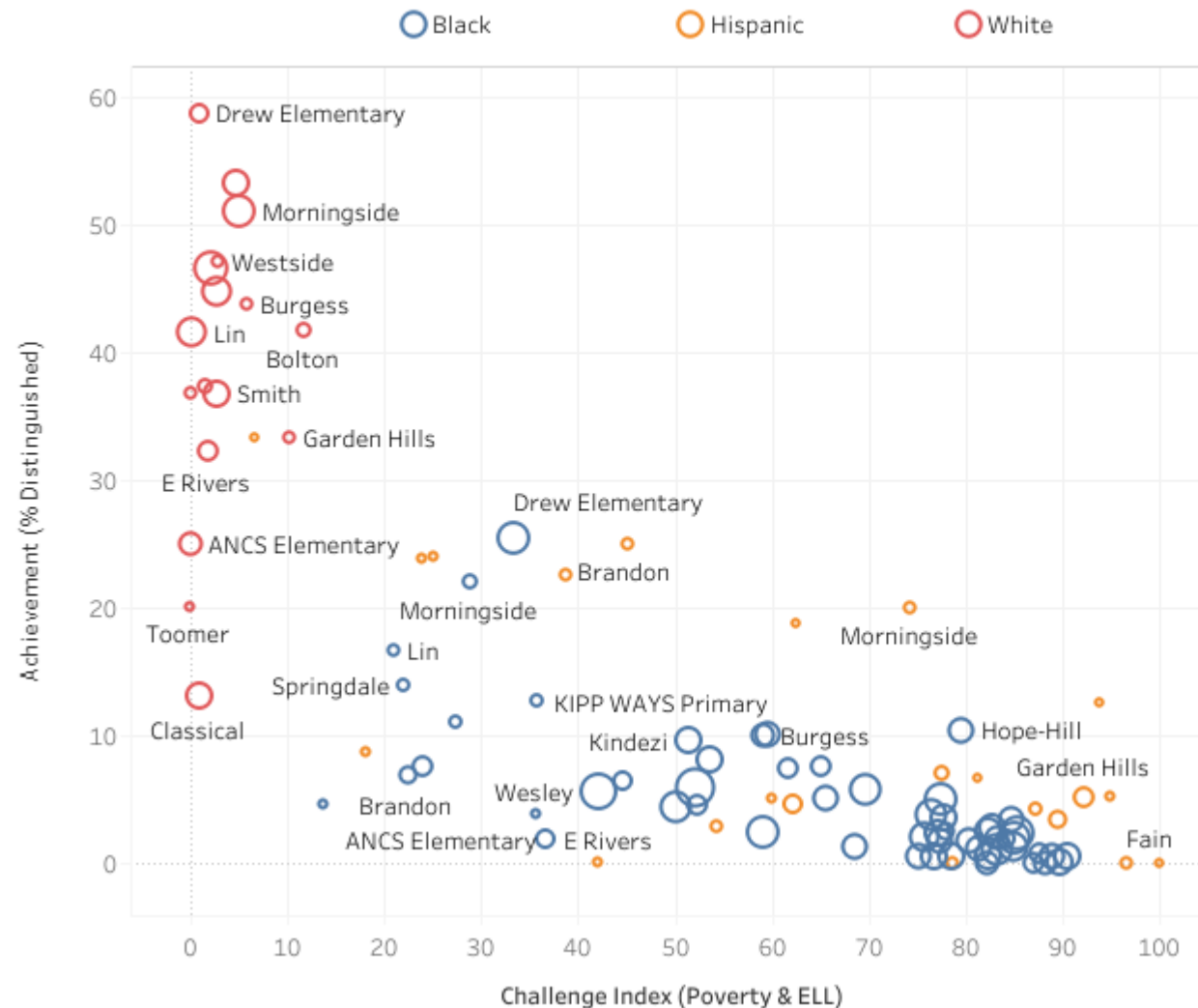
Each bubble represents a school and race/ethnicity. 2019 Milestones.



# Student Achievement by School, Poverty, and Race

## Achievement vs Challenge Index

Each bubble represents a school and race/ethnicity. 2019 Milestones results.



Highlight School

Highlight School

Subject

Math

Achievement Metric

% Distinguished

School Level

(Multiple values)

Race/Ethnicity

(Multiple values)

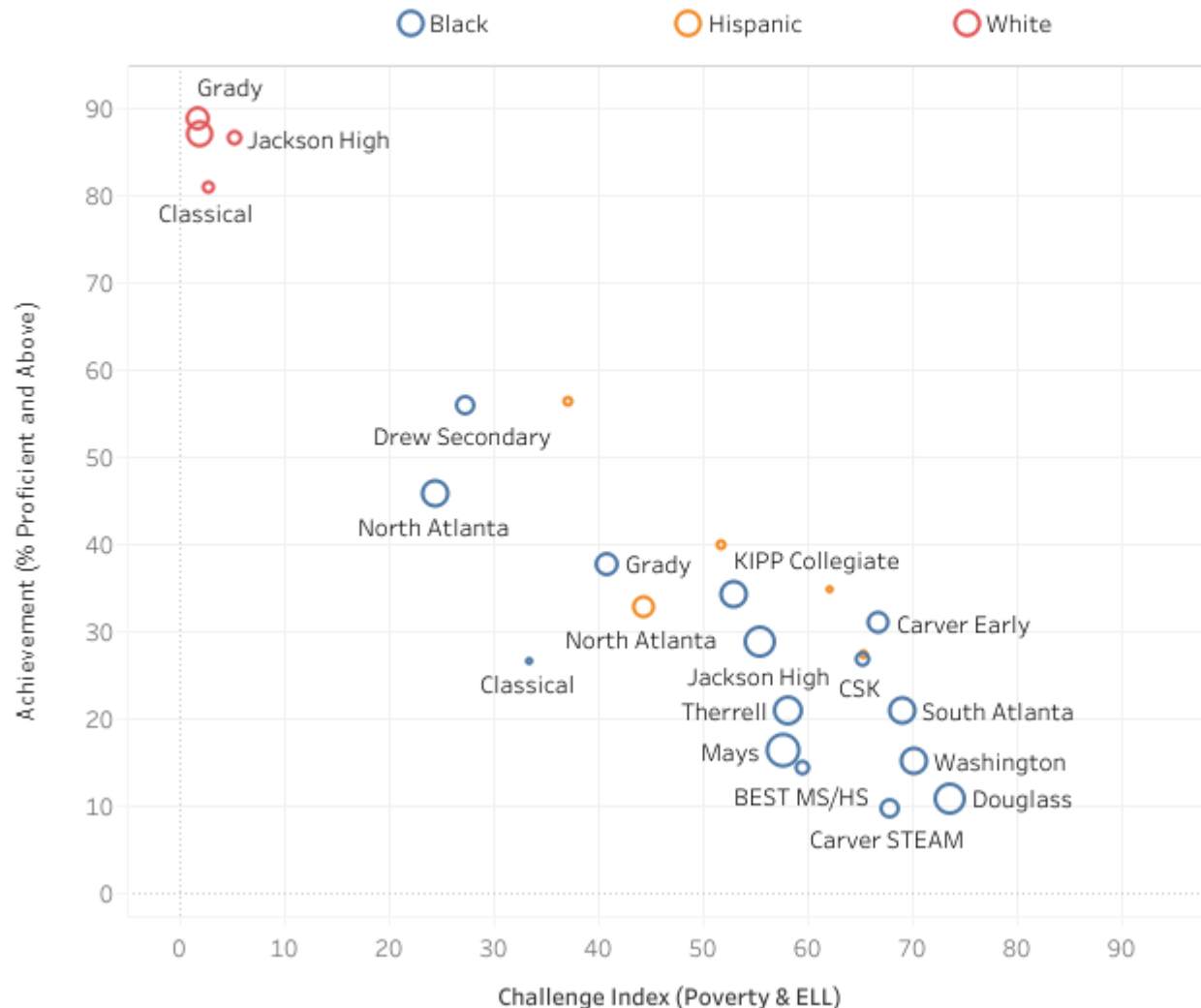
Details



# Student Achievement by School, Poverty, and Race

## Achievement vs Challenge Index

Each bubble represents a school and race/ethnicity. 2019 Milestones results.



Highlight School

Highlight School

Subject

(Multiple values)

Achievement Metric

% Proficient and Above

School Level

High

Race/Ethnicity

(Multiple values)

Details





# **School Allotments/Average Salaries**

# WHY DID YOUR BUDGET CHANGE?

- Changes in “The Pie”
- Changes in The Base
- Changes in the Weights
- Change in Enrollment
- Changes in Demographics
- Changes in Other Factors

# CHANGES TO THE PIE



Every year, Budget Services recalculates the total amount that will be pushed out through SSF. Then weights are adjusted accordingly.

Last year the initial total amount pushed out through SSF was \$280,274,988

This year it is \$295,588,687

A change of \$15,313,699

Changes to "The Pie" for FY2021 include:

Increase to Average Salary for FY2020 (this was the increase to salaries that occurred AFTER the Board adopted the final budget for the current year)	\$8,554,235
Increase to Average Salary for FY2021 (we are assuming an increase of about 3% on top of the current average salary)	\$6,461,832
Decrease due to rate changes in Employer contribution to the Teacher Retirement System of Georgia (TRS) from 21.14% of salary to 19.06%	-\$5,185,087
Additional funds for poverty to be distributed through concentration of poverty weight	\$2,122,720
Increase due to EIP and Gifted segment counts reported	\$3,360,000



# CHANGES IN THE BASE

The base allocation will adjust each year primarily to account for changes in average salaries, increases in compensation, and changes in benefit costs. To calculate the change in allocation that can be attributed to changes in the base, multiply current enrollment both last year's and this year's base allocation:

Sample School:

Example	Base	Students receiving weight	\$ Equivalent
FY2020	\$4,420	878	\$3,880,760
FY2021	\$4,586	878	\$4,026,505
<b>Change</b>	<b>\$166</b>	-	<b>\$145,745</b>

# Changes in the Weights: Grade Level

For FY2020, an additional weight was added at all elementary grade levels in support of an ELA textbook adoption. For FY2021, these extra weights at ES will be shifted to MS and HS to support the textbooks adoption in FY2021. This is how you calculate the impact of the grade level weight changes for your school from FY2020 to FY2021 (to control for changes in allocations attributed ONLY to changes in the weight, we will use the enrollment for FY2021 in both calculations):

Sample School:

With FY20 Weights	Weight	Students receiving weight	\$ Equivalent
K	0.65	0	\$0
1	0.30	0	\$0
2	0.30	0	\$0
3	0.30	0	\$0
4	0.10	0	\$0
5	0.10	0	\$0
6	0.05	276	\$63,287
7		291	\$0
8		311	\$0
9		0	\$0
10		0	\$0
11		0	\$0
12		0	\$0
	<b>Total</b>	<b>878</b>	<b>\$63,287</b>

With FY21 Weights	Weight	Students receiving weight	\$ Equivalent
K	.6	0	\$0
1	.25	0	\$0
2	.25	0	\$0
3	.25	0	\$0
4		0	\$0
5		0	\$0
6	.12	276	\$151,888
7	.07	291	\$93,417
8	.07	311	\$99,837
9	.07	0	\$0
10	.07	0	\$0
11	.07	0	\$0
12	.07	0	\$0
	<b>Total</b>	<b>878</b>	<b>\$345,142</b>

This change can primarily be explained by the redistribution of textbook funds from K-5 to 6-12. **Change \$281,855**

# Changes in the Weights: Poverty

Our most impactful change for weights for FY2021 is the introduction of a new Concentration of Poverty Weight. Below, we will demonstrate the impact to your school's allocation because of this change (we will use FY2021 enrollment and Direct Certification percentage in both calculations to control for ONLY the change in the weight). Please note that middle schools are likely to experience larger increases (and ES and HS may even experience a decrease) as we right-size the base poverty weights for all grade bands.

Sample School:

	For FY2020				For FY2021				Change
	% of Student	Count	Weight	\$ Amount	% of Student	Count	Weight	\$ Amount	
Base Poverty	84%	740	0.5	\$1,697,688	84%	740	0.5	\$1,697,688	\$0
Concentration of Poverty	0%	0	0	\$0	71%	624	0.05	\$143,159	\$143,159
Total Allocation for Poverty				\$1,697,688				\$1,840,847	\$143,159

# Changes in Enrollment

Changes in enrollment are typically the most impactful change in your allocation from one year to the next. For FY2021, we are seeing LARGE swings in enrollment with some schools losing more than 100 students or gaining more than 200!

If you open your budget to a LARGE surplus or deficit, the FIRST thing you should do is revisit enrollment. If there are big swings at your school, check your class-size (in the support tab in your budget) and make adjustments to your staffing as appropriate.

Almost ALL schools can be balanced by simply aligning staff to their current year's enrollment projection

Sample School:

FY2020 Initial	981
FY2021 Projected	878
<b>Change</b>	<b>(103)</b>

## Sample School:

	For FY2020				For FY2021				Change
	% of Student	Count	Weight	\$ Amount	% of Student	Count	Weight	\$ Amount	
EIP/ Remedial		124	1.05	\$597,097		71	1.05	\$341,886	-\$255,211
Gifted	2%	19	0.6	\$53,554	2%	20	0.6	\$55,774	\$2,220
% <5% Gifted	3%	24	0.6	\$67,241	3%	24	0.6	\$65,021	-\$2,220
Poverty	72%	629	0.5	\$1,442,996	84%	740	0.5	\$1,697,688	\$254,692
Beginning Performance	63%	554	0.1	\$254,053	56%	496	0.05	\$113,696	-\$140,358
Special Education	15%	134	0.03	\$18,447	16%	138	0.03	\$18,934	\$487
ESOL	2%	22	0.15	\$14,876	1%	12	0.15	\$8,073	-\$6,804
Total Change Attributed to Shifts in Demographics and Reporting									-\$147,193

# Other Changes: Stability Weights

Based on certain attributes of your school, you may qualify for certain stability weights. Changes in those weights are outlined below.

Sample School:

		For FY2020				For FY2021				
						% of Studen t				
		Base	Count	Weight	\$ Amount		Count	Weight	\$ Amount	Change
Small School										
Supplement		550	0	0.4	\$0	550	0	0.4	\$0	\$0
Baseline					\$0				\$0	\$0
Transition Policy					\$0				\$0	\$0
Total Change Attributed to Stability Weights										\$0

# Changes in Allocations Outside of SSF

Certain positions are allocated to schools by program managers and must be allocated as earned. Changes in these position allocations can impact your overall budget allocation, but may not impact your "purchasing power". These allocations include Special Ed (teachers and paras), ESOL Teachers, CTE Teachers, ROTC, Custodians, Site managers, Operations Managers, Resource Officers, Nurses, Psychologists, and Instructional Technology Specialists.

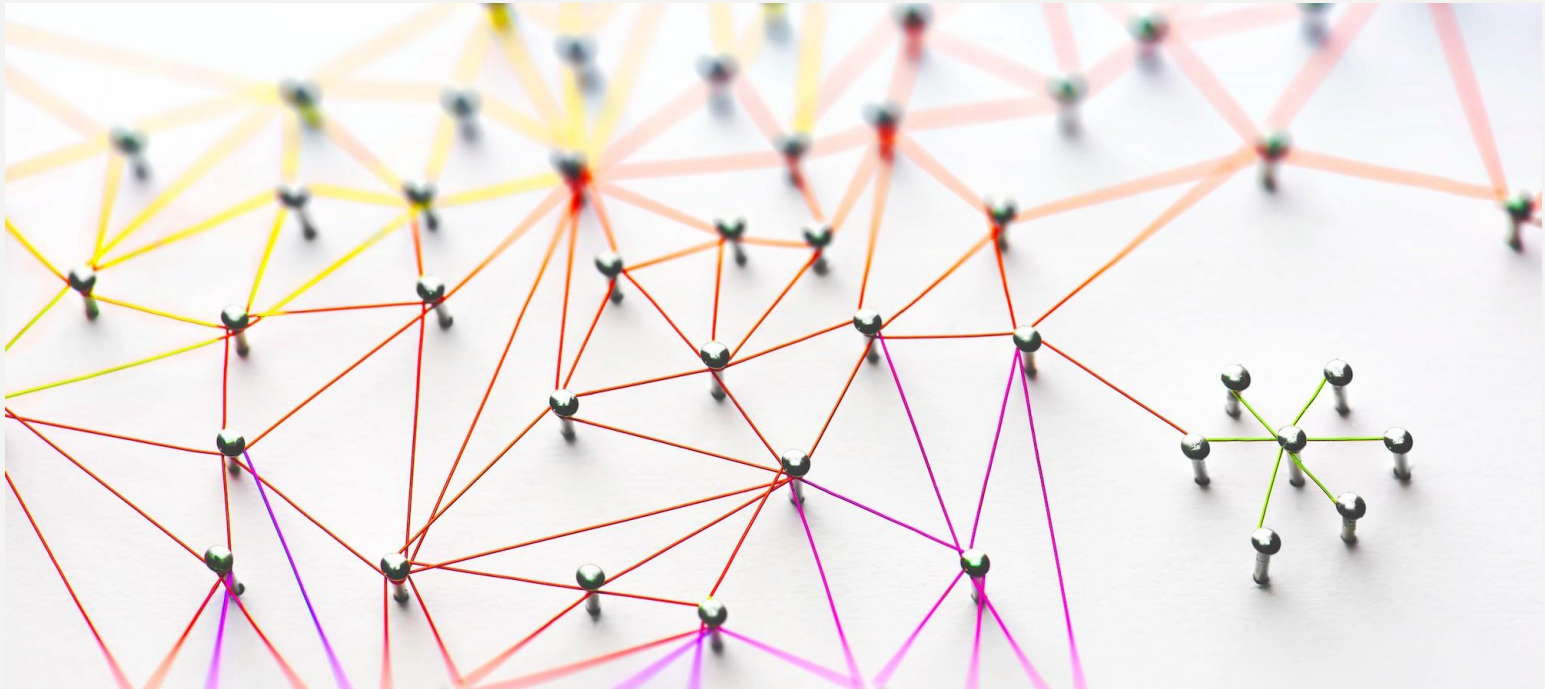
Other allocations on TOP off SSF can also change your overall budget:

Sample School:

	FY2020	FY2021	Change
Signature	\$137,000	\$137,000	\$0
Turnaround	\$684,261	\$684,261	\$0
Title I	\$496,260	\$549,079	\$52,819
Title I School Improvement	\$75,000	\$0	-\$75,000
Title IV	\$90,981	\$95,700	\$4,719
Title I Family Engagement	\$0	\$15,000	\$15,000
Field Trip Transportation	\$25,806	\$22,677	-\$3,129
Dual Campus Supplement	\$0	\$0	\$0
District Funded Stipends	\$45,003	\$48,503	\$3,500
<b>Total</b>	<b>\$1,554,311</b>	<b>\$1,552,220</b>	<b>-\$2,092</b>

# NOTE! IT'S ALL CONNECTED!

This guide is to help you understand the impacts of individual changes to specific variables within the budget. However, in reality, all variables are highly dependent on other variables and cannot be assessed in isolation.





# FY2021: RESERVE

- Reserve
  - To account for the district's overall revenue uncertainty & help to mitigate potential losses at leveling, 2% of each school's SSF allocation has been budgeted in a reserve account



# FY2021: AVERAGE SALARY

- Average Teacher Salary
  - Schools with direct certification percentages of 70% or higher will have a lower average teacher salary listed. This number represents the average salary of teachers at those schools.

	Schools with Poverty % greater than or equal to 70%	Schools with Poverty % less than 70%
Average salaries based on poverty:	\$64,610	\$67,149
Average for all teachers:	\$66,025	\$66,025
Difference:	-\$1,415	\$1,124

# EXAMPLE OF AVERAGE SALARY...

Teacher:	Salary:	% Dir Cert
Tom	\$51,803	82%
Alice	\$70,766	63%
Charlie	\$62,147	75%
Marie	\$55,525	42%
Greg	\$52,250	8%
<b>Average:</b>	<b>\$58,498</b>	

Teacher:	Salary:
Alice	\$70,766
Marie	\$55,525
Greg	\$52,250
<b>Average:</b>	<b>\$59,514</b>

Teacher:	Salary:
Tom	\$51,803
Charlie	\$62,147
<b>Average:</b>	<b>\$56,975</b>

Without this adjustment in the average salary, schools with more than 70% of students identified as direct cert would be paying \$2,539 more than they actually can spend on salaries. This creates issues with spending down Title I funds in consolidated schools.

# AVERAGE SALARY...(CONT'D)

- Facts:
  - Peyton Forest has the lowest average salary; \$57,766 as compared to the average of \$66,025. Peyton Forest would have been buying their teachers at a cost that is \$8,259 more than they will actually spend.
  - With the new average salary, the difference is reduced slightly to \$6,833
  - West Manor has the highest average salary; \$72,622 as compared to the average of \$66,025. West Manor would have been buying their teachers at a cost that is \$6,597 less than they will actually spend.
  - With the new average salary, the difference is reduced slightly to \$5,473
  - With no change, Title I schools would make up 91% of schools charged **more** for teachers than their actual average. By using two average salaries this number has decreased to 79%, still a high majority of Title I schools purchasing positions at a higher cost than the actual average salary of those positions

# AVERAGE SALARY...(CONT'D)

Cluster	Salaries	FTE	DC%	Average
Carver	\$ 7,528,708	119	77%	\$63,400
Therrell	\$ 15,226,055	238	70%	\$63,975
Douglass	\$ 18,073,393	277	83%	\$65,188
Mays	\$ 16,885,334	258	70%	\$65,574
Jackson	\$ 17,346,556	263	62%	\$65,881
Washington	\$ 11,871,645	179	78%	\$66,174
South Atlanta	\$ 16,025,361	242	77%	\$66,316
Grady Cluster	\$ 20,867,141	313	23%	\$66,743
North Atlanta	\$ 32,271,516	479	19%	\$67,373

Actual  
average for  
all  
\$66,025

While we understand poverty levels within clusters may vary, you'll notice a wider span between the average Carver cluster teacher and the average for all (\$2,625 less) than North Atlanta and the average for all (\$1,348 more).

By using two different average salaries, we smooth the differences between actual and average, overall. Carver cluster schools are now charged \$1,210 more than their average teacher (instead of \$2,625 more) and N. Atlanta is charged \$224 less than their average teacher (instead of \$1,348 less).



ATLANTA  
PUBLIC  
SCHOOLS

**SUPPLIER  
DIVERSITY  
DEPARTMENT**

# SUPPLIER DIVERSITY GOALS

- To encourage fair and equal business opportunities between the District and qualified Atlanta area Minority and Women-Owned Business Enterprises
- Increase M/WBEs participation in all aspects of APS' procurement categories, while concurrently focusing on the construction, architecture, engineering, and IT industries (areas reviewed in the disparity study)
- Develop a comprehensive database of diverse suppliers and contractors interested in doing business with the District
- Proactively look for ways to integrate diverse suppliers into APS' sourcing opportunities
- Implement a software solution to support supplier diversity through data-gathering, tracking, reporting, vendor management, and administrative processes

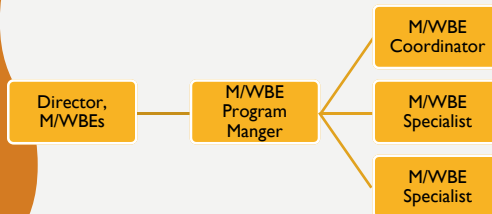


# DEPARTMENT MODEL

- Building a department to support the work of diversifying APS' business practices (FY2021 Budget Cycle):

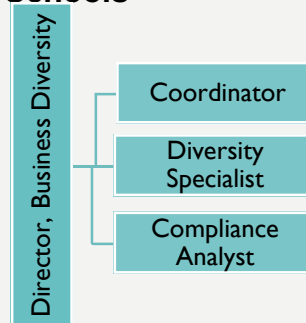
- FTE: 3.00 (Director, Coordinator, Analyst) –one position currently exists
- Cost: **\$343,163**
- Total :\$403,163 (FTE + Technology, Outreach Program and Memberships/Etc. (60K))**
- New Cost: **\$289,342**

## Model 1: Dallas Public Schools



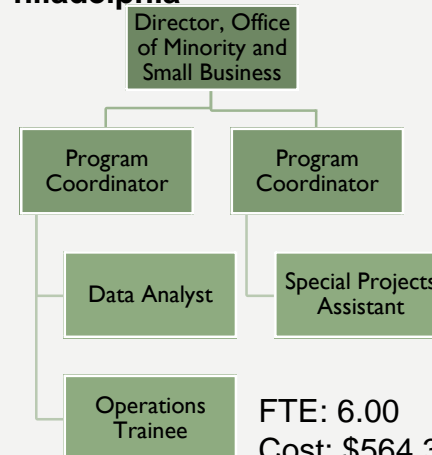
FTE: 5.00  
 Cost: \$527,631  
 Technology: \$40,000  
 Outreach: \$15,000  
 Memberships/Etc.: \$5,000  
**Total: \$587,631**

## Model 2: Denver Public Schools



FTE: 4.00  
 Cost: \$420,976  
 Technology: \$40,000  
 Outreach: \$15,000  
 Memberships/Etc.: \$5,000  
**Total: \$480,976**

## Model 3: The School District of Philadelphia



FTE: 6.00  
 Cost: \$564,346  
 Technology: \$40,000  
 Outreach: \$15,000  
 Memberships/Etc.: \$5,000  
**Total: \$624,346**



# BUDGET JUSTIFICATION

- **Diversity Management Software (Technology):** a hosted software solution that streamlines and automates data-gathering, tracking, reporting, vendor management, and administrative processes. Investing in this software will result in a significant reduction in staff time and increase accuracy—allowing the District to focus on meeting diversity goals. The software easily track good faith efforts, opportunities, responses, diverse spend amounts, contractor relationships, and multiple tiers of spend analysis/reporting to provide the District with accurate reports of spend with Minority and Women Owned Business Enterprises (M/WBEs) regardless of their status as a Prime or Subcontractor. **(\$40K)**
- **Outreach and Education Program** – engagement with the community is critical to the success of supplier diversity within the District’s business practices. The outreach program will be designed to help minority and women-owned businesses, to participate in District’s procurement and contract activities. The purpose of the program is to spur economic development and support minority and women-owned businesses to successfully expand in the marketplace. Additionally, the outreach program will allow the District to host and attend various events to promote the growth and expansion of minority and women owned businesses in the in the District’s procurement and contract practices. **(\$15K)**
- **Dues and Fees** - are to continue organizational relationships as well as develop new relationships with supplier diversity organizations that promote the sharing of best practices, collaborations, and development of a robust supplier database. Membership and direct engagement with diverse firms, agencies, academic institutions and corporations contribute to viable businesses being considered and included in the supplier selection process, as well as their ability to compete for opportunities. **(\$5K)**



# WRAP UP AND NEXT STEPS

Next Commission Meeting:  
March 26, 2020

Agenda:

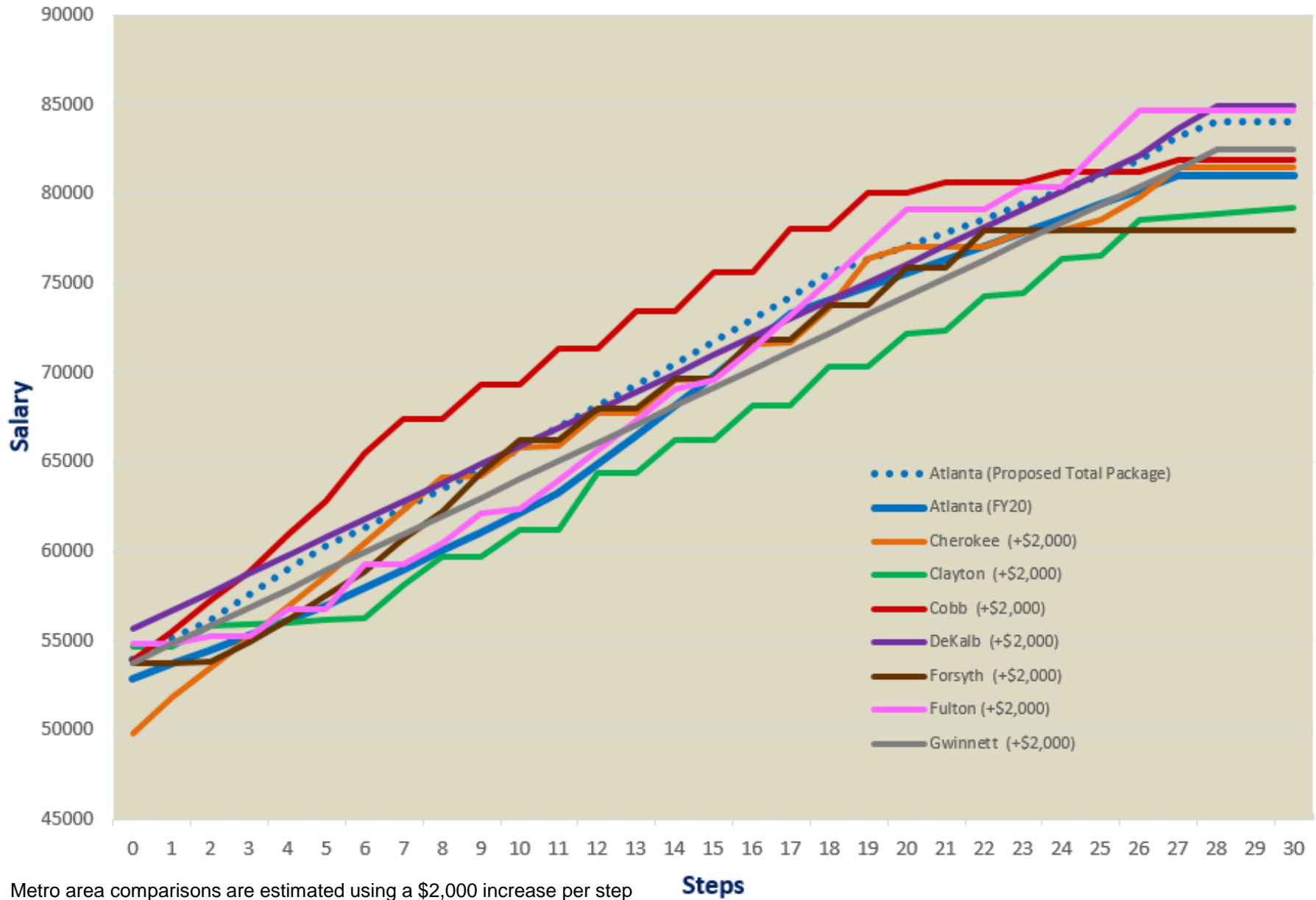
- Compensation Strategy Final Alignment, FY2021 Revenue Update, FY2021 Expenditure Update, & Current Gap Analysis & Preliminary Decision Packages

# Appendix

FY21 Preliminary Teacher  
Compensation Strategy Discussion

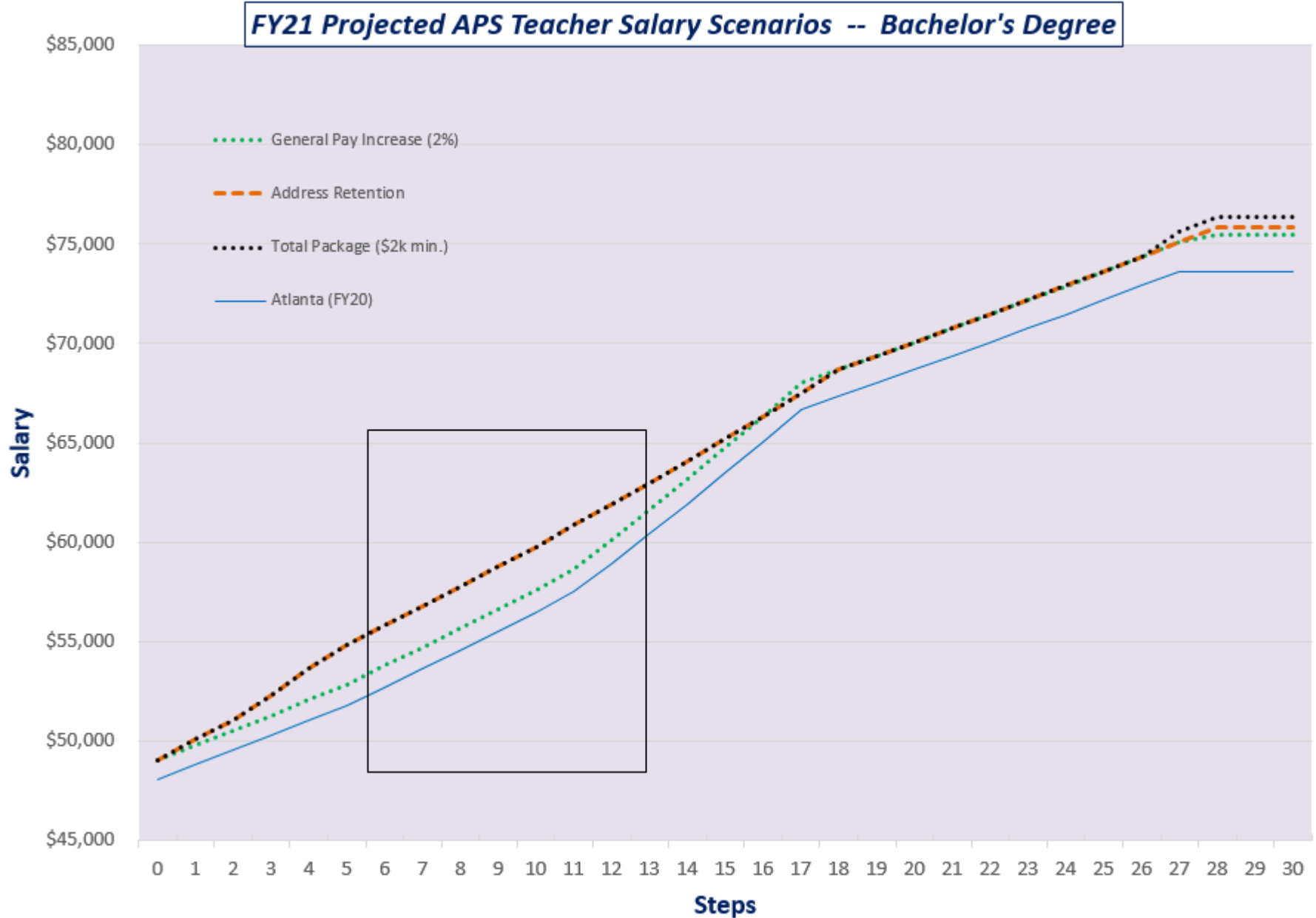
# FY21 Proposed Teacher Pay Raises Compared to Metro Area

*FY21 Projected Metro Atlanta Teacher Salaries -- Master's Degree*



# FY21 Proposed Teacher Pay Scenarios for Bachelor's Degree

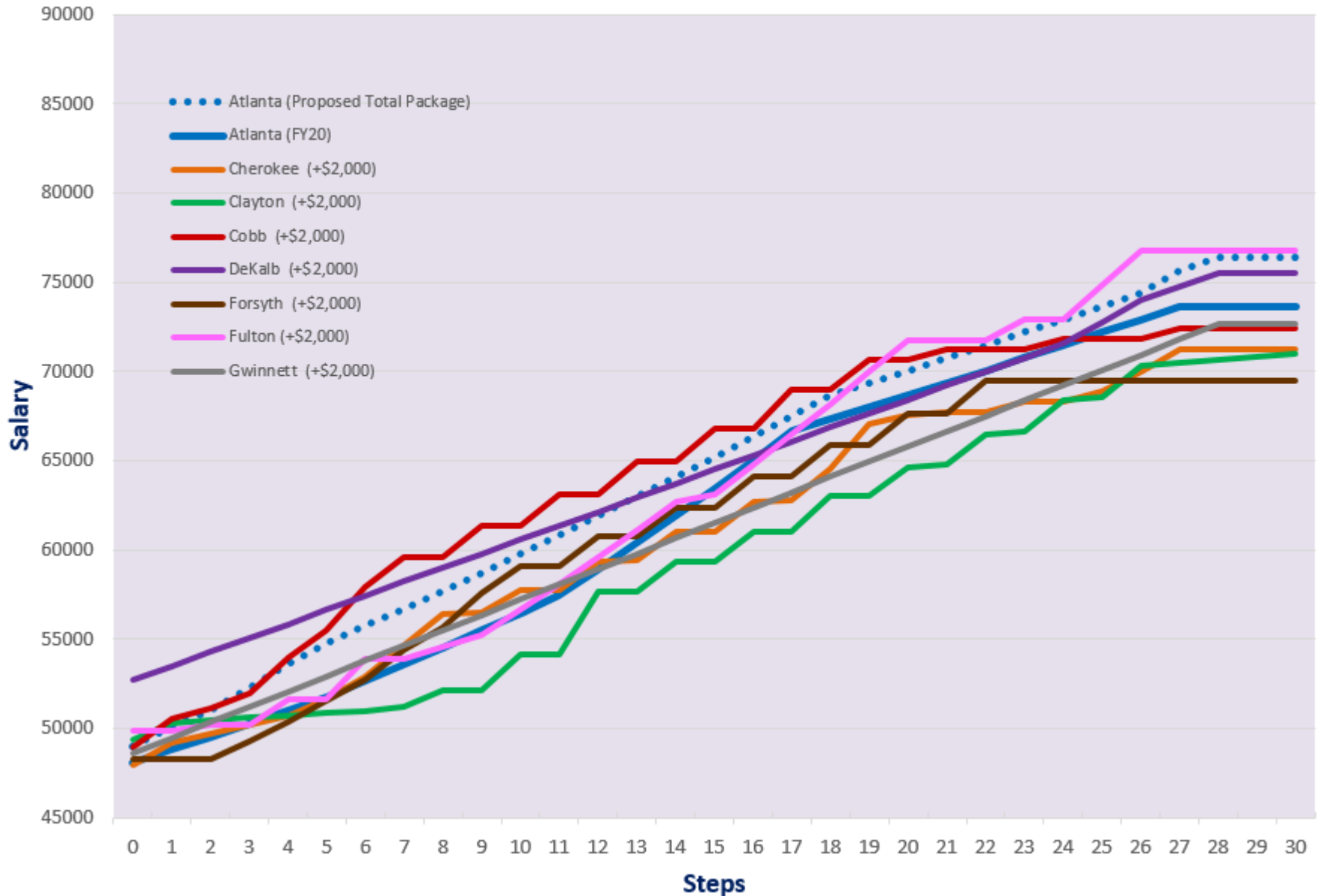
61



Step equals a year of experience

# FY21 Proposed Teacher Pay Raises Compared to Metro Area

*FY21 Projected Metro Atlanta Teacher Salaries -- Bachelor's Degree*



Metro area comparisons are estimated using a \$2,000 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.

# 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>

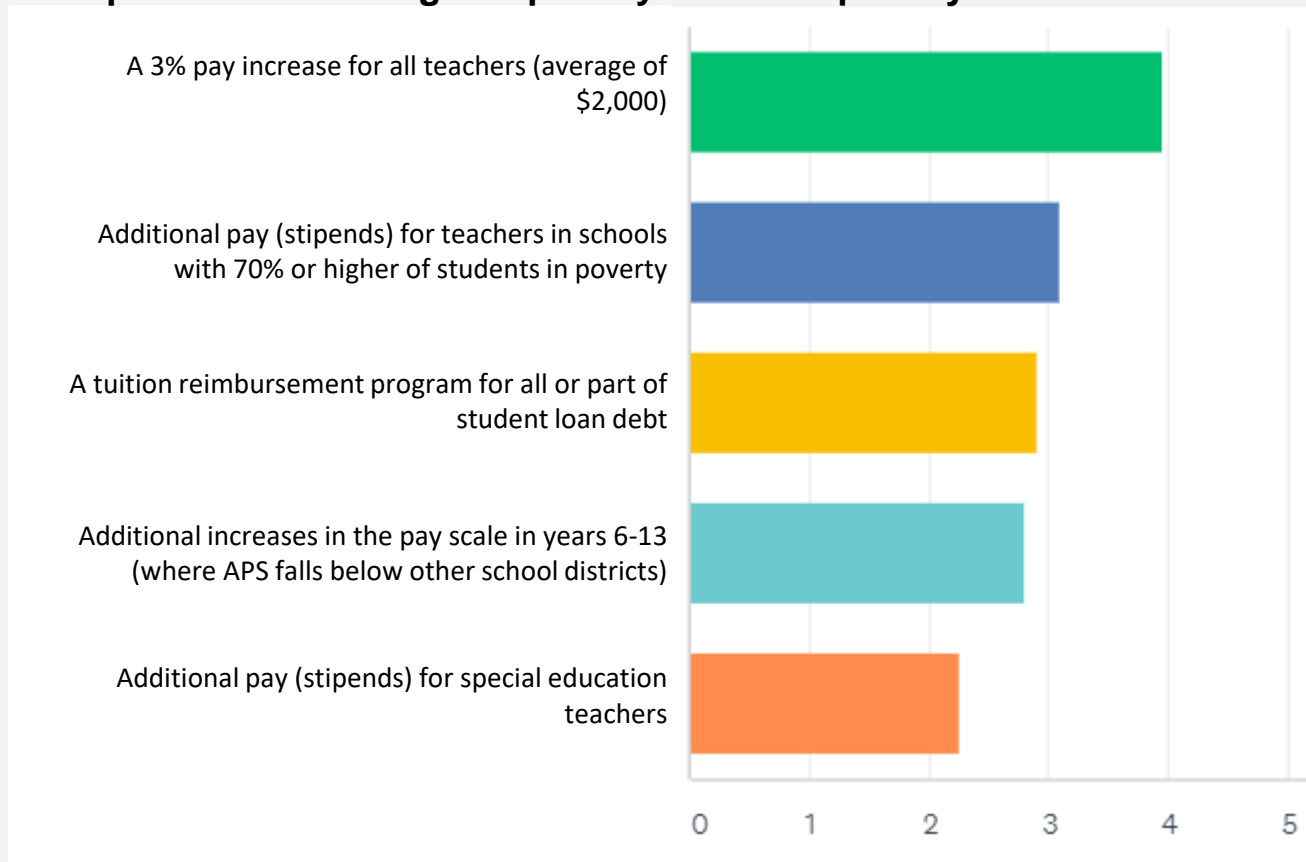
# High Needs Schools Strategy Details

- 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

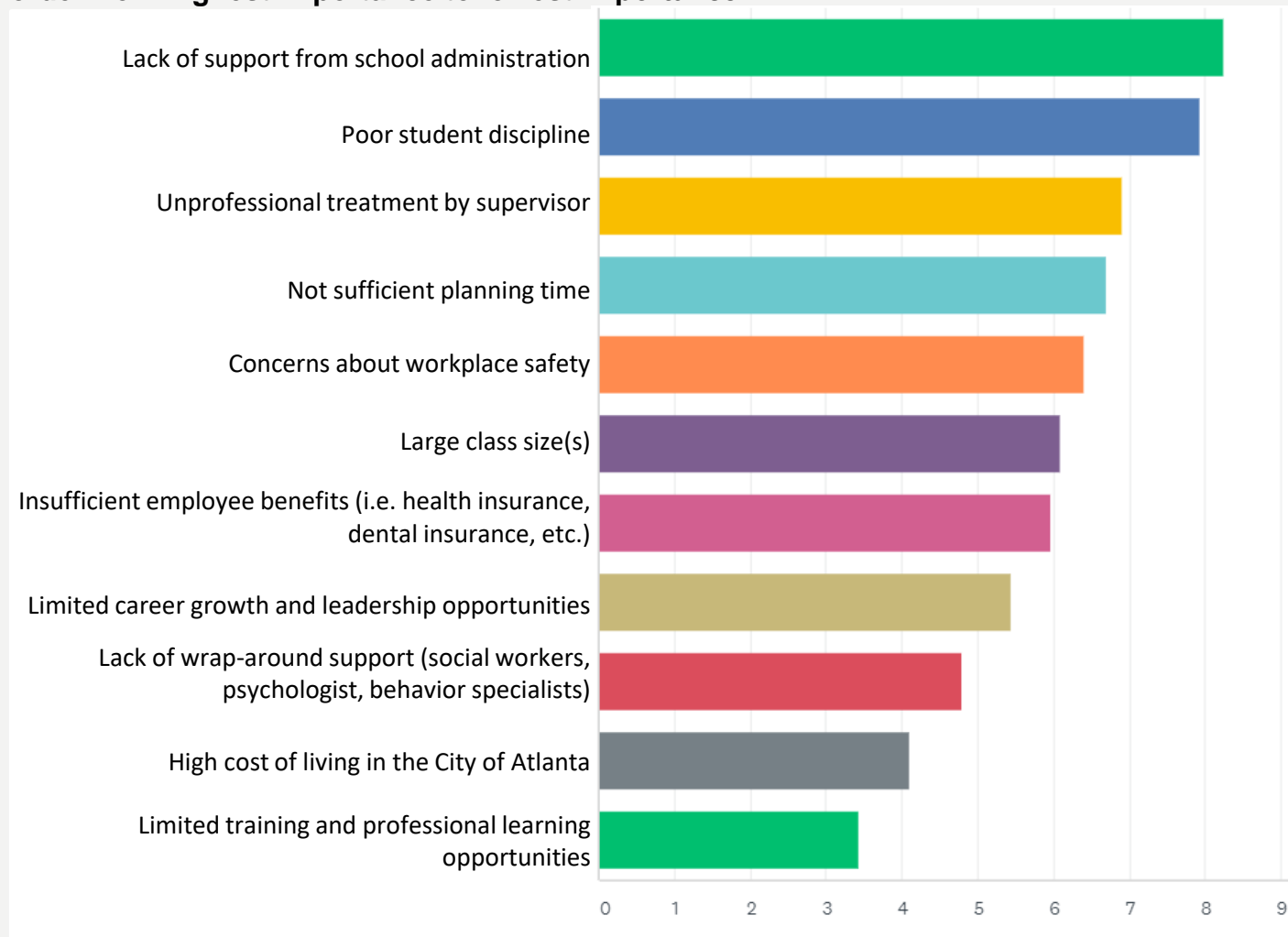
**“Please rate the following potential strategies for increasing teacher compensation from highest priority to lowest priority.”**



# 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

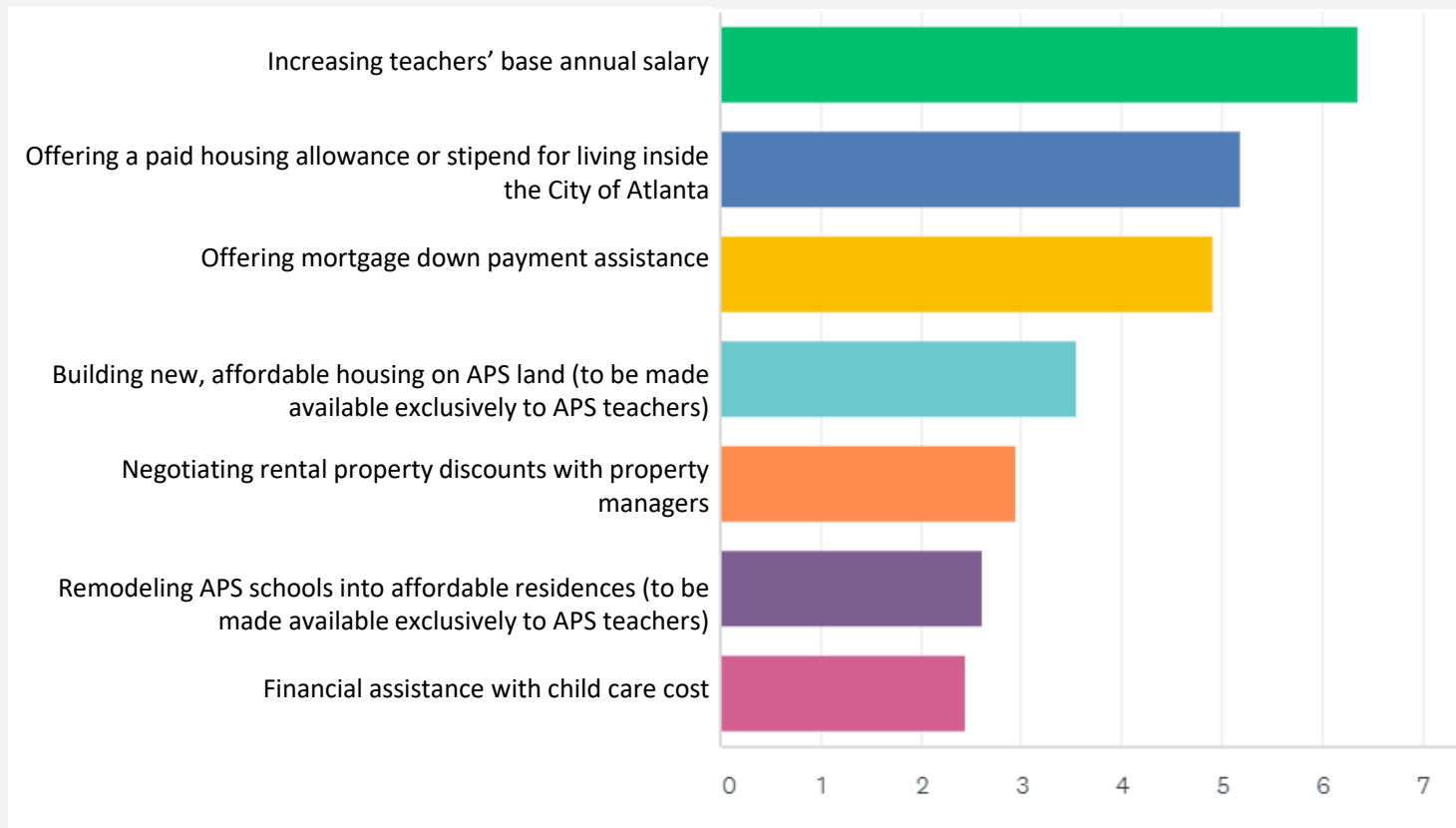
	Frequency		
Poor administration support	35	Burnout	2
School calendar	28	Communication	2
Commute	18	Culture	2
Poor administration, support	15	Discrimination	2
School culture	15	Family	2
Lack of parental support and accountability	13	Lack of support	2
Cost of living vs. salary	11	Pay vs. workload	2
Workload	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 current Facilities Master Planning (FMP) process should yield a greater understanding of the viability of APS properties for housing programs.

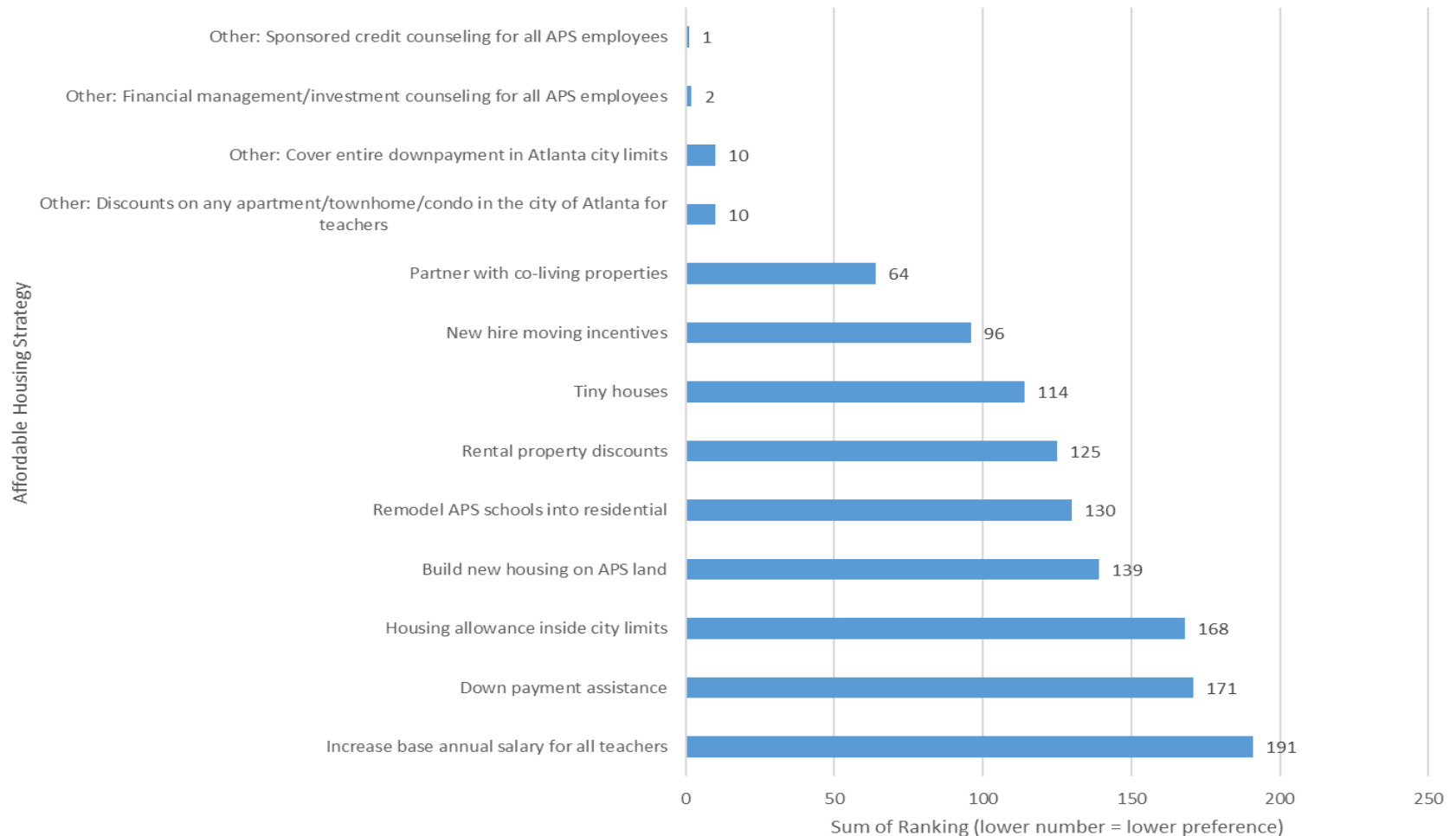
**“Please rank the following factors in regard to how helpful they would be to you in making living in the city of Atlanta more affordable. Prioritize in order from most helpful to least helpful.”**



# 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

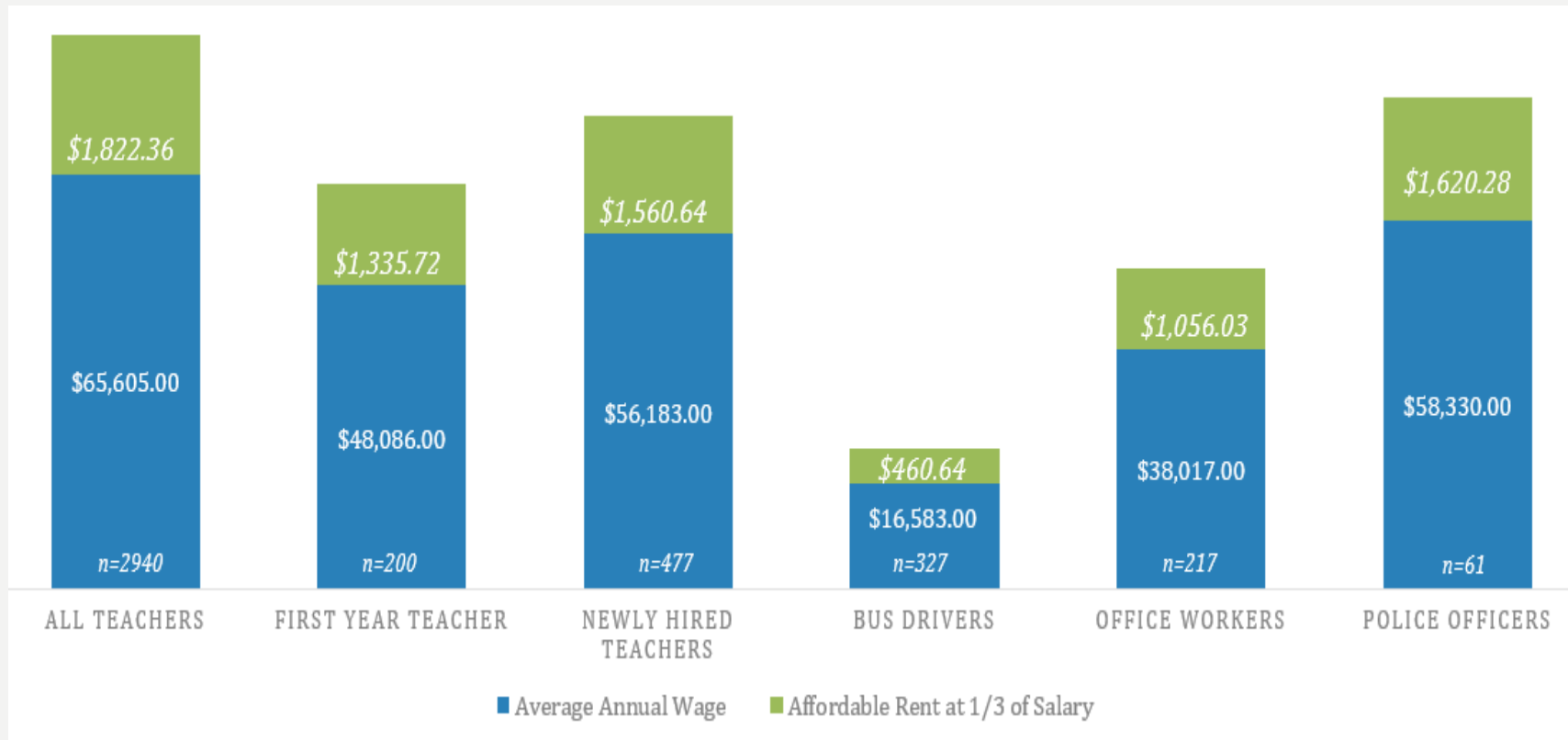
- In the November 2019 meeting of the APS Teacher Advisory Committee (TAC), members provided additional context regarding their housing preferences.
- There was a clear message that not all teachers want to live in the city of Atlanta.

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.

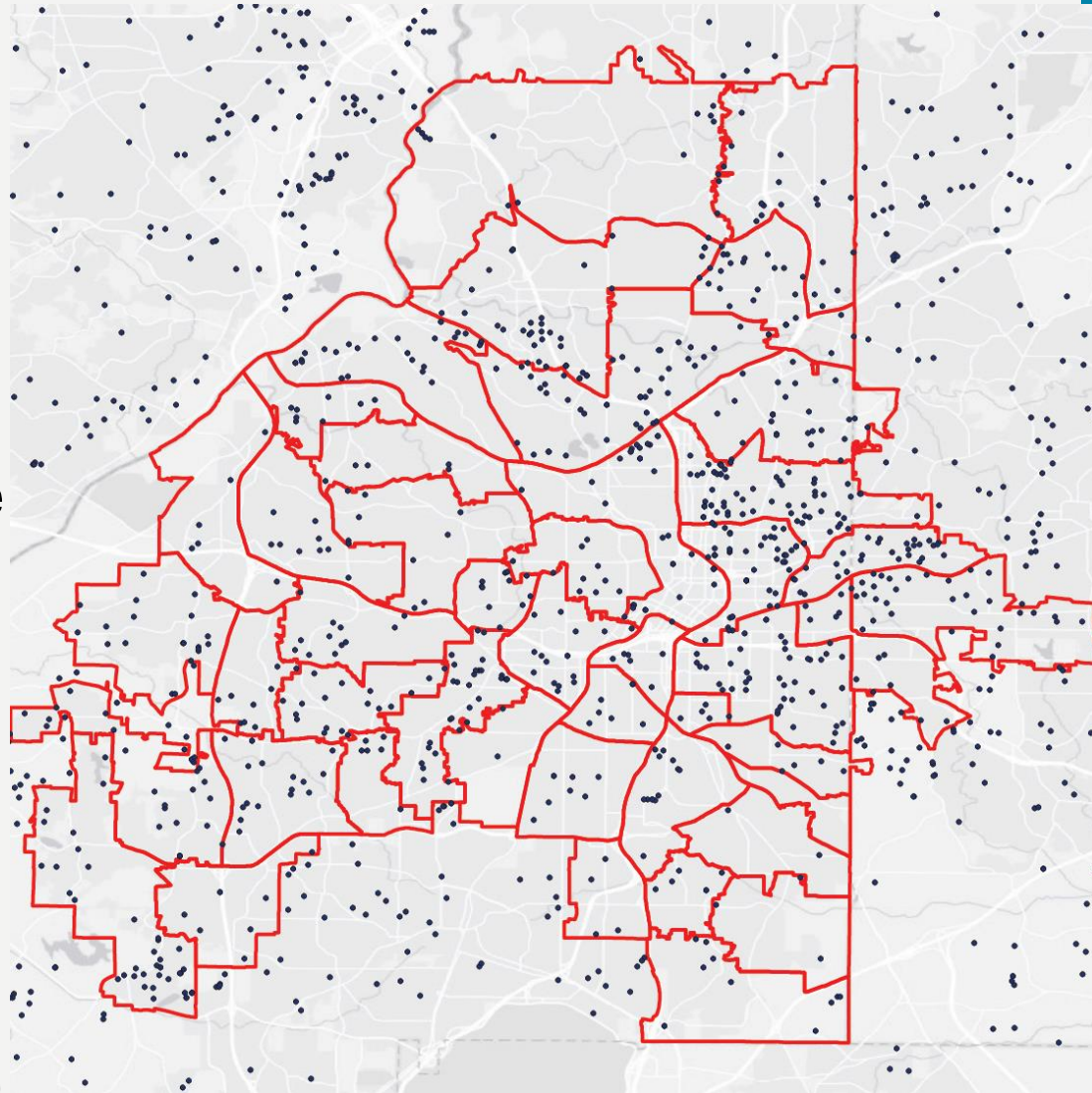


# Affordable Housing Data

77

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

78

**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 2019](#)
- [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](#)