

Education Reform Commission

WELCOME



The Honorable Nathan Deal, Governor
July 28, 2015

AGENDA



- ▶ Welcome
- ▶ Approval of Minutes from June 23, 2015 Meeting
- ▶ Report of Progress by each Sub-Committee
 - Funding
 - Early Childhood
 - Move on When Ready
 - Teacher Recruitment, Retention, Compensation
 - Expanding Educational Options
- ▶ Discussion by Commission Members
- ▶ Next Meeting – August 25, 2015 – DECAL 854
- ▶ Public Comment
- ▶ Adjourn

Funding Formula Committee

Report to Full Education Reform Commission
July 28, 2015

Briefing on Recent Events

Two major topics discussed at meeting held on July 16:

1. How should the State allocate funds to local districts to compensate teachers?
2. What earnings should be included in the new base amount and how should the weights for student characteristics be determined?

Why move to new compensation models?

- ▶ Current teacher salary schedule is based on years of experience and degree/certificate held by the teacher.
- ▶ Research indicates that, with the exception of Advanced Science and Mathematics, advanced degrees do not generally translate into more effective teaching.
- ▶ Research indicates that after several years, experience does not generally translate into more effective teaching.
- ▶ Compensation should be based on effectiveness of teacher in improving student academic growth.
- ▶ Districts should have the flexibility to determine compensation for their employees to meet student needs.

Proposal #1

- ▶ State would continue to calculate and distribute T & E to districts;
- ▶ Current teachers may remain in current system;
- ▶ IE2 and Charter Systems may develop their own models and submit for approval;
- ▶ For teachers who begin service after the effective date, districts could use the money earned in a flexible manner;
- ▶ State would develop compensation models from which districts may choose; and
- ▶ All new models would contain teacher effectiveness as one element.

Proposal #2

- ▶ Calculate state average teacher salary (Currently \$50,767);
- ▶ Current teachers may remain in T & E system or opt-in to new system;
- ▶ Districts would earn funding based on the state average salary times number of teachers;
- ▶ Some districts would earn more than current T & E earnings which could be used flexibly;
- ▶ Some districts would earn less than current T & E earnings.

Proposal #2 cont'd.

- ▶ The districts earning less would be made whole through a Hold Harmless allocation estimated at \$88 million using current average teacher salary;
- ▶ IE2 and Charter Systems may develop their own models and submit for approval;
- ▶ State would develop compensation models from which districts may choose; and
- ▶ All new models would contain teacher effectiveness as one element.

Goal for Next Meeting

- ▶ Determine the elements of a transition plan that the committee will recommend to the full Commission.

Student Weights in the Base

- ▶ Staff shared spreadsheet indicating current elements included into proposed new base.
- ▶ Items to be weighted:

K-3	9-12	CTAE
SWD-Cat1	SWD-Cat 2	SWD-Cat 3
ESOL	Econ. Disadv.	Gifted
- ▶ Items to be added separately: T & E, Teacher Retirement, and State Health Benefit.

Weighting of Student Characteristics

- ▶ Staff shared model of sample weights and how those weights relate to each other.
- ▶ Constraints on model included using FY 16 funding amount.
- ▶ Added two new student characteristics (K–3 literacy and Economically Disadvantaged) that are not currently funded.

Items for Continued Discussion

- ▶ Staff will present a spreadsheet showing a detailed comparison of current funding to new formula components.
- ▶ Staff will present the rationale for how proposed weights for student characteristics were derived.

Questions from Commission Members



Governor's Education Reform Commission Early Childhood Education Subcommittee

UPDATE

July 28, 2015



Georgia Department of Early Care and Learning

Bright from the Start: Georgia Department of Early Care and Learning

www.decal.ga.gov

Governor's Charge to Subcommittee

- *Study and make recommendations for expanding early education options including:*
 - addressing current funding formula for Georgia Pre-K
 - expanding Pre-K access in Georgia
 - increasing access to quality rated programs for all children, from birth to age five.
 - considering innovative approaches for getting more children in high quality programs

Recommendations for Pre-K



Georgia Department of Early Care and Learning

Bright from the Start: Georgia Department of Early Care and Learning

www.decal.ga.gov

Recommendation 1

- Increase Pre-K class start-up funds
 - Would address increased cost of new classroom set-up
 - Would support continued high quality program
 - Amount of start-up funds never increased

Recommendation 2

- Develop a pay structure based on Pre-K lead teacher's years of experience and credential
 - Retention of lead teachers impacts quality
 - Would address teacher retention
 - Currently there is not a uniform measure for teacher effectiveness
 - Further study needed to develop teacher effectiveness measure that would be feasible and reliable across multiple program types

Recommendation 3

- Increase Assistant Teacher salary
 - Assistant teachers are integral to the classroom.
 - Would address assistant teacher retention

Recommendation 4

- Reduce class size to 20 children with a lead and assistant teacher
 - Addresses Governor's charge to "expand Pre-K in Georgia"
 - Reduction would improve quality of classroom instruction

Recommendation 5

- Combine Benefits and Non-instructional Costs into a single, budget line item known as “Operating Costs.”
 - Allows for program flexibility to use funding for additional teacher salary based on performance, benefits, non-instructional and administrative costs
 - Would reduce average financial loss reported by providers per class by 30%-50%.

Recommendation 6

- Provide bond funds for a pilot project to expand Georgia's Pre-K classes in public schools where the need is the greatest.
 - Current bond funds do not include Georgia's Pre-K
 - Limited space is one reason local school systems don't offer Georgia Pre-K
 - Grant process between DECAL and local school systems

Strategies for Increasing Access to Quality (Ages Birth – Three)



Georgia Department of Early Care and Learning

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Strategies to Increase Access to Quality

- Consumer tax credit for families when their children are enrolled in a Quality Rated child care program. Tax credit should also be tier-based (depending on star level).
- Business investment tax credit for child care providers who are Quality Rated.
- Occupational tax credit, based on teacher credentials, for teachers employed at a Quality Rated child care program.

Strategies to Increase Access to Quality

(continued)



Georgia Department of Early Care and Learning

- Increase tiered reimbursement for Quality Rated child care programs.
- Match private dollars raised to support a comprehensive marketing and public relations campaign to promote awareness of Quality Rated and the importance of high quality early learning.

Questions from Commission Members

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MOWR Subcommittee

Update

July 28, 2015 | Education Reform Commission

Charge to the MOWR Subcommittee

A seamless system for moving students to the next educational level when they are ready requires the following:

- Additional options for demonstrating competency.
- Additional opportunities for internships and applied learning.
- Smooth and efficient collaboration among Georgia's K-12 education system, the College and Career System, and the University System.

Governor Deal charges the MOWR subcommittee to **explore and make recommendations for the most efficient and effective methods to accomplish this goal.**

Proposed Action Items: Grades K – 5

Action Item # 1: Reading by Grade 3

- K – 3rd grade cross grouping

Action Item #2: Flexible Programs for All Students.

- More opportunities for students to learn.
- Homeschool and public school students.

Proposed Action Items: Grades 6 – 8

Action Item #1: Need for Competency-Based Education

- Competencies are the cornerstone of personalized learning.
- Honors the reality that in this age of readily - available information, learning happens inside and outside the classrooms.

Proposed Action Items: Grades 6 – 8

Action Item #2: Need for Flexibility with End-of-Year Assessments

- Current time-bound Milestones and S.L.O.'s assessment structures significantly limits flexibility of student progression.
- Within a competency-based education system, students have autonomy to move quickly or slowly as content is mastered.

Proposed Action Items: Grades 6 – 8

Action Item #3: Need for Flexibility in Seat Time and Funding

- Allocate funding based on weighted value per student, not based on segments of time.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #1: Build bridges from high school to postsecondary education and the workplace by creating career pathways that align with Georgia's high-demand career fields.

Proposed Action Items: Grades 9 - Postsecondary

Action #1 Continued:

3 Pathway Options:

- Option #s 1 & 2: A college and career-ready “double-purpose” option.
- Option #3: A career-ready certificate program.

Proposed Action Items: Grades 9 - Postsecondary

Action #1 Continued

- Opportunity for students to explore their career and college options.
 - Create ninth-grade exploratory courses that introduce students to different career pathways at TCSG.
- Accelerated opportunity for students to earn advanced credentials and associate degrees in varied settings.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #2: Expect all students to graduate academically ready for both college and careers.

- Work with GADOE, USG, TCSG, and leading employers to identify the foundational literacy and math skills Georgia's students need to be academically ready for postsecondary education and training programs available across the state.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #3: Select assessments of technical and workplace readiness standards that offer long-term value to individual students, employers, and the Georgia economy and are directly linked to more advanced certifications and further study.

- Establish an advisory council comprised of business and industries partners and representatives of TCSG, GADOE, and USG to identify technical and workplace readiness standards.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #4: Support all career pathway teachers, especially new teachers from industry, with the professional development and fast-track induction programs.

- Partner with an external agency to provide intensive professional development to instructors on how to incorporate literacy and math strategies into instruction for high school students participating in TCSG career pathways.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #4 *Continued*

- Seek the support of the GADOE to drive these literacy and math strategies into middle grades instruction, so that rising ninth graders are better prepared for the rigors of high school and advanced studies at TCSG.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #4 Continued

- Provide intensive professional development to career pathway instructors and partner academic teachers in students' home high schools on how to redesign career pathway assignments around real-world problems.
 - Blend college-ready literacy, math, and science standards, leading-edge technical and technological knowledge, and engineering design principles with critical soft skills like teamwork and time management.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #4 *Continued*

- Partner with employers in Georgia's high-demand career fields to help TCSG instructors periodically refresh their skills through summer industry externships and work experiences.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #5: Restructure Georgia's low-performing high schools around rigorous career pathways that prepare students for postsecondary credentials and degrees.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #5 Continued

- Work with the GADOE, USG, TCSG, and employer partners to design a framework of strategies to restructure chronically failing schools around academically and technically rigorous career pathways.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #6: Harness the Move on When Ready initiative to create early advanced credential programs that align curricula, instruction and technology across home high schools and TCSG.

- Develop flexible school schedules.
- Scheduling options may include extended school years, extended school days, and 13th- year programs.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #7: Double the percentage of career pathway students who earn certificates, credentials, and degrees in Georgia's high-demand career fields.

Proposed Action Items: Grades 9 - Postsecondary

Action Item #7 Continued:

- Increase access to TCSG career pathways for students who do not initially meet readiness benchmarks for consideration.
- Support high school and postsecondary TCSG career pathway students with supplemental tutoring, skills labs, and individualized supports.

Questions



Teacher Compensation and Recruitment

Update July 28, 2015

Input Received!

- We have spent a very productive 5 months taking input from as many stakeholders as possible
- Since last full meeting, talked to the HR professionals (GASPA) and The New Teacher Project (TNTP)
- Strong consensus from input groups that teacher compensation should be more dynamic than just experience and degrees

Moving towards Recommendations

- We started the brainstorming phase for recommendations
- Dear Press and Teacher Groups.... Nothing is decided yet 😊
- Group looking strongly to successes stories to avoid reinventing wheel
- Must coordinate with funding subcommittee on many things

Compensation Brainstorms

- Minimum salary is \$33,400 – should that be higher?
- General agreement with current T&E grandfathering with option to go into a new system
- Give systems 2-4 compensation models to choose from, or state approves a novel system.
- Provide rural / urban options.
- Compensation model not necessarily tied to funding model

Compensation Brainstorms

- Compensation Model Ideas
 - Move away from T&E model to tiered model with flexibility for districts. Value teachers through compensation.
 - Allow districts to weight compensation for high needs schools or difficult to fill subject areas (e.g. STEM)
 - Allow faster ramp to the median salary
 - De-emphasize graduate degrees as a means to increase compensation. Maybe reimburse instead?
 - Compensate teachers for extra duties

Recruitment Ideas

- Service Cancellable Loans for USG grads who stay to teach in Georgia
- Full year clinical practice model for our colleges instead of ½ year student teaching
 - Replace time in the degree, not add!
- Pay teachers to host student teachers
- State pays for or refunds GACE exit exam from college
- Higher entry level salary / signing bonuses for tough fields
- Adopt / continue strong mentoring programs

Retention Ideas

- Better mentoring of new teachers
- Protect the planning period
- Return to “normal” on the curricula change cycle
- Slowdown / stop of “new things” piled onto teachers legislatively or by SBOE rule
- Find extra burdensome things to repeal, sunset new “things” we put into education
- Longer curricula adoption cycles

Who is that?



Educational Options / School Choice Subcommittee

Next steps

- Subcommittee members draft proposed recommendations
- Draft recommendations will be published on Commission web page
- Subcommittee meeting will be held to elicit public comment
- Following public hearing, subcommittee will revise recommendations as appropriate and have a subsequent meeting to finalize and approve recommendations for submission to the full Commission

Public Comment

Education Reform Commission

Web-site:

<https://gov.georgia.gov/education-reform-commission>

E-mail address for public comment:

erc@opb.georgia.gov