

Education Reform Commission

WELCOME



The Honorable Nathan Deal, Governor
August 25, 2015

AGENDA



- ▶ Welcome
- ▶ Approval of Minutes from July 28, 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 – September 24, 2015 – DECAL 854
- ▶ Public Comment
- ▶ Adjourn

Funding Formula Committee

Report to Full Education Reform Commission
August 25, 2015

Briefing on Recent Events

- ▶ Further discussion on T & E proposals was postponed until August 27th meeting
- ▶ Information requested at previous meeting was provided to committee members:
 - Review of other states with similar demographics to Georgia and higher NAEP scores than Georgia.
Contact Susan Andrews for copies of the data.
 - Side-by-side comparison of QBE/Student-Based Formulas

Comparisons are difficult because

- ▶ States include a variety of personnel and programs in the base and there is very little consistency or comparability between states;
- ▶ Range of base amounts among states:
 - \$1,614 – \$11,525
 - 7 States have a base lower than \$3K (OK, SC, LA, UT) or higher than \$10K (MA, NJ, CT).

What is in the proposed Base?

- ▶ Information was provided to illustrate the items that would have been funded in the base if the money had been earned through QBE.
- ▶ Using FY16 K-12 allocation, districts would earn \$2,046.69 per student in the Base.
- ▶ This amount does not include funding for Training and Experience (T & E), TRS contribution, or state health benefit.

Weighted Student Characteristics

- ▶ **Information on weighted student characteristics provided to committee:**
 - **Number of states weighting the student characteristics being considered by committee (K–3, 9–12, ESOL, SWD, CTAE, Econ. Disadv. and Gifted);**
 - **Range of weights used in other states;**
 - **Median national weight for each characteristic;**
 - **QBE–related weight; and**
 - **Proposed weight for each student characteristic.**

Information on Weights

Characteristic	Range	Median	Proposed
23 States weight K-3	0.5 - 1.6519	1.0	0.2658
23 States weight 9-12	1.0 - 1.36	1.2	0.1876
24 States weight CTAE	0.05 - 2.0	0.5	0.1058
23 States weight SWD	0.03 - 5.7555	1.9	Cat I - 1.5160 Cat II - 2.9333 Cat III - 3.6157
41 States weight ESOL	0.096 - 2.43	0.25	0.1047
34 States weight ED	0.025 - 2.41	0.25	0.2500
33 States weight Gifted	0.01 - 1.6597	0.15	0.1058

Local Five Mill Share

- ▶ All school districts participating in QBE are required to levy the equivalent of at least five mills in property taxes to indicate the local commitment to public education.
- ▶ FY16 Appropriation: \$1,664,572,225
- ▶ Funds generated by the five mill share do not leave the district; however, the amount is subtracted from each district's QBE earned allocation.

Equalization

- ▶ Equalization grants are Georgia's method of equalizing the disparities in property wealth per student that exist in the state.
- ▶ Districts may levy up to 21 mills, except in locations with local legislation allowing more. Current range of millage rates – 5.7 to 25.39.
- ▶ Equalization is calculated using “effective” mills.
- ▶ Beginning FY16, districts required to levy at least 12 effective mills to receive Equalization.
- ▶ Effective millage rate required will increase to 14 effective mills by FY20.
- ▶ Current range of effective mills– 11.04–30.13.

- ▶ FY16 Allocation \$498,225,928

Sparsity Grant

- ▶ Sparsity grants are allocated to qualified school systems that do not earn sufficient funds through the QBE formula to provide a comparable educational program because their FTE counts are less than established base sizes.
- ▶ Recognizes administrative and other overhead costs associated with operation of a school/district which has exceptionally low enrollments

- ▶ FY 16 Allocation \$5,411,224

Goal for Next Meeting

- ▶ **Determine how money will be allocated to districts for teacher salaries (T & E);**
- ▶ **Review proposed weights for student characteristics due to input from committee;**
- ▶ **Continue discussion of Local Five Mill Share, Equalization, and Sparsity; and**
- ▶ **Begin discussion of other issues related to funding.**

Remaining Issues To Discuss

- ▶ **RESA Funding**
- ▶ **State Schools for Blind and Deaf**
- ▶ **Pre-School Handicapped**
- ▶ **Department of Juvenile Justice Schools**
- ▶ **Residential Treatment Centers**
- ▶ **Charter System Supplement**
- ▶ **State Charter School Funding**
- ▶ **Special Education Scholarships**
- ▶ **Virtual Schools**

Questions from Commission Members



Governor's Education Reform Commission Early Childhood Education Subcommittee

UPDATE

August 25, 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.dec.al.ga.gov

Recommendation

- 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

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

Recommendation

- 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

- 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

- 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

- 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

Questions from Commission Members

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The background features a dark teal gradient with several overlapping circular elements. A prominent feature is a large circular scale on the left side, with numerical markings from 140 to 260 in increments of 10. Other circles include dashed lines, solid lines, and arrows, suggesting a technical or scientific theme.

Move On When Ready

EDUCATION REFORM COMMISSION

AUGUST 2015 UPDATE

8/10/15

Committee Meeting

Competency –
Based Learning:
K-12

Reading
For All

Extending
Postsecondary
Options

5 Proposed Action Items

Adding Multiple
Graduation
Pathways

Flexible
Testing

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Competency – Based Learning

- ▶ 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.
- ▶ Students move on to the next level as they pass competencies.

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Reading for All

- ▶ **Cross-grade grouping according to reading level.**
- ▶ **More opportunities for students to learn.**
 - Before school
 - After school
 - Holidays
 - Summer

Extending Postsecondary Options

- ▶ Opportunity for students to explore their career and college options.
- ▶ Accelerated opportunity for students to earn advanced credentials and associate degrees in varied settings.
- ▶ 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.

Adding Multiple Graduation Pathways

- ▶ Require Algebra I, Geometry, Statistics, and the kinds of math required in many career fields.
- ▶ Differentiated math and literary pathways should reflect and prepare students for the following:
 - (a) Four-year University System of Georgia programs and/or
 - (b) Two-year postsecondary programs
- ▶ Other academic requirements for graduation – science, social studies, and other courses are included in this option. They reflect the varied nature of students' chosen career pathways and align with TCSG and USG requirements.

Flexible Testing

- ▶ Tests to assess degree of learning, such as the Milestones exam, should be available when students are proficient with competencies, rather than at the end of the year.
- ▶ Teachers assess skills or concepts in multiple contexts and ways.

QUESTIONS



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Teacher Recruitment, Retention and Compensation

Update from the Subcommittee

August 25, 2015

Since our last meeting...

- Met with Karen Wyler, GaDOE, regarding Teacher and Principal Induction
- Reviewed data on Teacher Preparation Candidate trends from USG
- Continued process of formulating potential recommendations

Recruitment

- Service Cancellable Loans for USG graduates 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!
- Compensate teachers well for supervising college interns
- State funding for or refunds GACE exit exam from college
- Increase entry level salary
- Signing bonuses for tough fields
- Adopt / continue strong mentoring programs

Retention

- Consistent and continued mentoring of new teachers
- Protected planning time
- 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

Compensation

- Increase beginning teacher pay
 - Minimum salary is \$33,400
- General agreement with current T&E grandfathering with option to go into a new system
- Give systems multiple compensation models from which to choose or to use as examples to create personal models.
- Provide rural / urban options.
- Compensation model not necessarily tied to funding model

Compensation

- 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 and responsibilities

Questions?

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

Meeting Dates

- ▶ September 24, 2015 10:00 – 12:00
 - ▶ October 22, 2015 10:00 – 12:00
 - ▶ November 19, 2015 2:00 – 4:00 ****
 - ▶ December 15, 2015 10:00 – 12:00
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- ▶ ***Note Different Time
 - ▶ All meetings in DECAL Oak Conference Room

Education Reform Commission

Web-site:

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

E-mail address for public comment:

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