

Education Reform Commission

WELCOME



The Honorable Nathan Deal, Governor
September 24, 2015

AGENDA



- ▶ Welcome
- ▶ Approval of Minutes from August 25, 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 – October 22, 2015 – DECAL 854
- ▶ Public Comment
- ▶ Adjourn

Funding Formula Committee

Report to Full Education Reform Commission
September 24, 2015

Preliminary Consensus from Funding Formula Committee

- ▶ The Funding Formula Committee is considering a recommendation of a student-based funding formula that has three components:
 - Student-Based Funding Determined by Enrollment
 - Weighted Student Characteristics
 - Specialized Grant Funding

Base Funding

- ▶ The Funding Formula Committee is considering a recommendation that grades 4–8 serve as the base student category.
 - The base amount will not include training and experience (T & E) for teachers, state health benefits (SHBP) or Teacher Retirement System (TRS) contributions.

Weighted Student Characteristics

The Funding Formula Committee is considering a recommendation that districts earn funding based on the characteristics of students enrolled and that districts may use the money flexibly to meet the needs of the students.

Weighted Student Characteristics

- ▶ The Funding Formula Committee is considering a recommendation to weight the following student characteristics:
 - Students in Grades K–3
 - Students in Grades 9 – 12
 - Students in CTAE courses
 - Gifted Students
 - Students with Disabilities
 - English Speakers of Other Languages
 - Economically Disadvantaged Students

Specialized Funding

The Funding Formula Committee is considering a recommendation for some funding to remain outside of the base and weighted student characteristics.

This includes:

- Earnings for Central Office
- Training and Experience (T & E)
- Teacher Retirement System (TRS)
- Contributions
- State Health Benefit Plan (SHBP)
- Equalization

Equalization and Five Mill Share

- ▶ To protect districts from sharp declines in revenue from year to year, the committee is considering a recommendation that a four-year average of property wealth be used to determine eligibility for equalization and the determination of the five mill share.

Low Enrollment/Low Density

The Funding Formula Committee is considering a recommendation that the current Sparsity grant be replaced with a grant determined by low enrollment and low student density.

- Districts with less than 2300 students
- Districts with fewer than 6 students per square mile
- Districts with only one of these characteristics which is also in the top quintile of districts by property wealth would not receive the grant.
- A one-year hold harmless is recommended for those current districts receiving Sparsity funds.

Other Issues Being Discussed

- ▶ State Commissioned Charter Schools
- ▶ Charter Systems
- ▶ Virtual State Charter Schools
- ▶ RESAs
- ▶ Special Needs Scholarship Program
- ▶ State Schools for the Deaf and Blind
- ▶ Residential Treatment Centers
- ▶ Pre-School Handicapped
- ▶ Department of Juvenile Justice Schools

Questions from Commissioners



Governor's Education Reform Commission Early Childhood Education Subcommittee

UPDATE

September 24, 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

Brain Development

- Understanding of how brain develops has greatly increased over the last two decades.
- The first years of a child's life form the foundation for later development.
- A strong foundation increases the probability of positive outcomes. A weak foundation increases the odds of later difficulties.

Shonkoff, J.P. (2007, August 7). *A Science-Based Framework for Early Childhood Policy*. Presentation at the Annual Meeting of the National Conference of State Legislatures, Boston, MA. Retrieved July 26, 2010, from http://www.developingchild.harvard.edu/content/downloads/8-7-07_NCSL_Shonkoff_Presentation.pdf

Importance of High Quality

- Quality of early education is crucial to achieve significant, positive impacts.
- High quality early learning experiences provide a strong foundation for children's later academic experiences.
- High quality includes skilled and educated teachers, small class sizes, age appropriate curricula, language rich environment, and warm and responsive interactions.

Return on Investment

- Children who attend quality early education programs have more skills and higher earnings as adults.
- Quality early childhood programs yield higher returns than later remedial initiatives. For example, the return on investment for quality ECE programs is higher than those for many adult learning initiatives.
- Return on Investment Findings:
 - Perry Preschool Project: \$17.07 for every \$1 invested
 - Chicago Child Parent Centers: \$10.15 for every \$1 invested

Barriers to Access to Quality

● Cost

- Parents
- Providers

● Capacity

- Improving quality of existing providers
- Providing incentives for new providers

● Awareness

- Importance of quality
- Identifying quality

Recommendations for Increasing Access to Quality Rated Programs



Georgia Department of Early Care and Learning

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

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Recommendation 1

Enact legislation to create a refundable consumer tax credit for families when their children are enrolled in a Quality Rated child care program.

Recommendation 2

Enact legislation to create a business investment tax credit for child care providers who are Quality Rated.

Recommendation 3

Enact legislation to create a refundable occupational tax credit, based on teacher credentials, for teachers who are employed at a Quality Rated child care program.

Recommendation 4

By December 2016, DECAL should develop a timeline in which child care programs must be Quality Rated to receive child care subsidy funds.

Recommendation 5

Adjust the subsidy rates for Quality Rated providers to more closely align with the true cost of tuition.

Recommendation 6

Provide funding to, at least, 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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**Move on
When Ready**

Flexible Testing

Recommendation

Increase opportunity for advancement or remediation for students through flexible testing through the calendar school year.

Flexible Testing

Rationale

- Empowers teachers to advance/retain students as core competencies are evaluated.
- Allows students to advance, without whole group indicators & seat time requirements
- Identifies weaknesses of students needing remediation.
- Identifies and establishes beneficial small group sessions for students (remedial/advance)
- Eliminates the “One Size Fits All” for students performing at different levels
- Implements testing every 9 weeks & documents student progress for tracking performance
- Provides options for students such as traditional instruction, blended learning, middle/high school partnership, computer (web- based) learning, project based learning and test out options (exemptions).

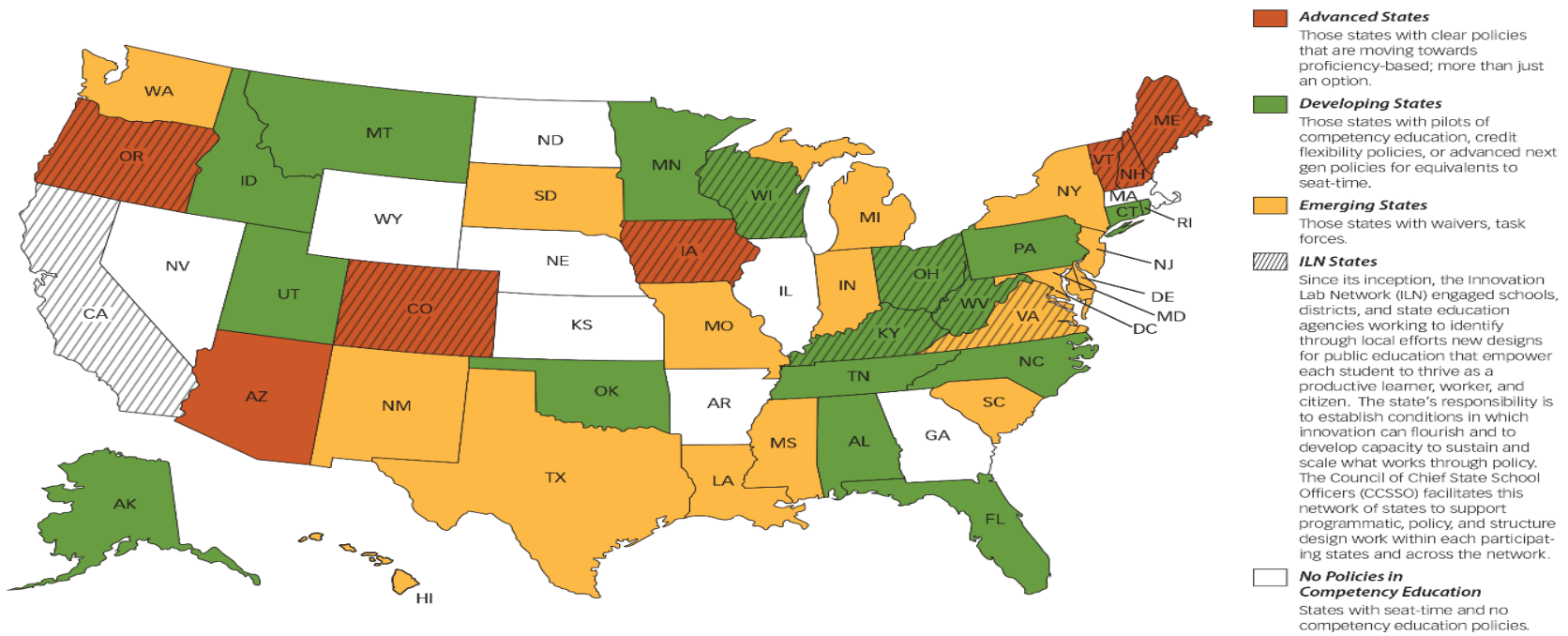
Competency-Based Learning

Recommendation

- Create a system of education based on demonstrating mastery of graduation competencies.

Rationale

- Competency-based learning fosters equity by holding all students to a common set of rigorous expectations, while providing flexibility in the way credit can be earned by allowing students to progress through content as they demonstrate mastery, regardless of time, pace, or place.



Competency-Based Learning

Above is a map designed by iNACOL, titled, "A Snapshot of Competency Education State Policy Across the United States." The map details the use of competencies throughout the nation.

Extending Postsecondary Options

Actions necessary for changes to be enacted:

Career pathways put students on a path to further education and great jobs in high-demand fields.

Expect all students to graduate academically ready for both college and careers.

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

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

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

Work with secondary, postsecondary and employer partners to advocate for robust career pathway-related.

Reading for All

Recommendation

All children should have the opportunity to develop their reading skills to the best of their ability. By the end of third grade, all children should be reading at or above a third grade reading level. This is not possible for all children; however, each child should be given the opportunity and encouragement to develop and be educated to their potential.

Reading for All

Rationale

- Children should learn to read by the third grade, so that they can read to learn the rest of their lives. We need to do everything possible to be sure that all children are offered any and all opportunities necessary to learn to read. Reading is the foundation for all learning and if this skill is not developed in a child early on they will be handicapped the rest of their lives.

Reading for All

Actions necessary for changes to be enacted:

Insist on smaller class sizes in grades Pre-K – 3.

Eliminate seat time.

Encourage cross class and cross grade grouping.

Multiple approaches to teaching reading (phonics, whole language, etc.).

Para pros in the lower grades to help high risk children.

Reading all day for children at risk (reading in Science, reading in Social Studies, etc.).

Training programs for parents.

Plus any other activities necessary to improve reading.

Graduation Requirements

Current Pathway to Graduation

- Complete specific courses in a traditional course of study (currently 23 Carnegie units).
- Complete 9 specific foundational courses and matriculate to a technical college or USG to complete an approved program of study. There are various technical college options, including obtaining two certificates, or a Diploma or two-year Associate's degree. Only two Technical College certificates meet the current law.

Graduation Requirements

MOWR Proposal

- Expand pathway #2 to include the high-demand industry fields, but it will take more than two certificates to be deemed “work-ready” and receive a high school diploma.
- Additionally, certification coursework would be revised to include necessary mathematics and English/communications components.
- In order for students to receive a high school diploma and to be work-ready in these high-demand industry fields, it could take 3 to 8 certificates over a two-year period, including math and English.

Costs and Legislation

Costs

- There would be additional costs to accomplish these recommendations. The MOWR Committee is currently working on costs for these programs. In order to determine the real costs, our committee is recommending that numerous pilot programs be implemented throughout the state with grants from the Governor's Office of Student Achievement.

Legislation

- Legislation is needed to fund various pilot programs of approximately 50-75 million dollars a year.
- Senate Bill 2 will need to be revised to accomplish graduation requirements and postsecondary options.

QUESTIONS?



Teacher Compensation Retention and Recruitment

September 24, 2015

Moving towards Recommendations

- Committee has arrived at 10 possible recommendations
- These items have “preliminary consensus”
- We are doing research on costs / implementations
- They are in no particular order

#1: Service Cancellable Loans

What: The General Assembly should investigate a Service Cancellable Loan program for education graduates of the USG. It would apply to graduates who stay and teach in Georgia public schools for minimum number of years, and could be limited to high needs schools/fields to decrease scope and cost. In conjunction with this effort, teaching should be recognized as a High Demand Workforce Initiative in Georgia.

Why: **Recruitment** and **Retention**, get college students committed to teaching in Georgia

#2: Full Year “Practice” for Student Teachers

What: The Board of Regents should study the benefits of moving to a full year clinical practice model for education degrees in replacement of a single semester student teaching model. The clinical practice model should for the most part replace traditional coursework and not add semesters to the degree timeline. The study should include renaming Student Teaching to Teacher Intern or Teacher Candidate or a similar term.

Why: **Retention** –evidence from many groups showing this model best prepares college students for early success

#3: Compensating Teachers Who Supervise Teacher Interns

What: The General Assembly should investigate a state based funding program for giving classroom teachers compensation for supervising Teacher Interns.

Why: **Compensation** and **Retention**

Improve mentoring for the student, and incentivize school leaders and teachers to assign supervising teachers.
Helps professional teacher model of more pay for more responsibility.

#4: Minimum Teacher Salary (TABLED)

What: The minimum full time teacher salary in Georgia should be \$X, or benchmarked to a national or regional norm.

Why: Compensation and Recruitment

Attract young people to the field, set a benchmark by policy of what that real minimum should be.

#5: Mentoring

What: The State Board of Education should continue to develop strong mentoring programs. It should require all charter systems and IE2 applications to demonstrate commitment to a strong mentoring process. The General Assembly should investigate induction grants to help willing systems who want to improve their mentoring process.

Why: Retention

Lower the turnover rate of teachers, get better results for kids.

#6: Protect The Planning Time

What: The education community should work to protect the planning time for teachers. The climate survey for LKES should have a question related to the scheduling of planning time for their teachers.

Why: Retention

One of the top complaints from our teacher community, lack of useable planning time hurts student focus

#7: Using Our Teachers' Time Wisely

What: The committee recommends the following guidelines to apply to the best use and respect for our teacher's time:

- The State Board of Education should continue its return to a “normal” curricular adoption cycle, and keep a high bar before implementing major changes outside a 6 year cycle.
- The General Assembly and SBOE should apply a high bar to legislation and rules that add new requirements, training, or job functions for educators. Both groups should repeal or sunset rules / requirements when not needed.
- The SBOE and Local Boards of Education should work to make SLO assessments more consistent within the state.
- The PSC, SBOE, and DOE should continue to rollout the career progression model for teachers

Why: **Retention** – reverse trends of teacher satisfaction with job, reserve more time for classroom instruction

#8: Teacher Evaluation

What: The General Assembly should modify the TKES/LKES legislation to allow flexibility for fewer classroom observations for experienced teachers after a baseline of good evaluations has been established.

Why: Retention

Input from our teacher and administration community, focuses leadership time more accurately

#9: Retirement

What: No changes should be made for existing members of the Teachers Retirement System of Georgia, as TRS is one of the best run educator retirement programs in the country. It is recommended that the retirement committees of the General Assembly study teacher retirement in the next few years. The study should examine actuarial assumptions, and evaluate whether small TRS changes for new members or other alternatives for new educators implemented in the next few years would minimize the probability of future changes to existing teachers 10 to 15 years from now.

Why: Compensation

#10: Compensation Models for Teachers

What: The State Board of Education should adopt 5 model policies on teacher compensation. The SBOE should ensure that any charter system or IE2 application adopts one of these policies or developed a robust model on their own. At least one of these models should be rural focused and another urban focused.

Why: Compensation, Retention, Recruitment

Evidence looked at by the committee suggests that newer models will produce better results

#10: Compensation Models for Teachers

Models Should Reflect the Following...

- Grandfathering of teachers into T&E, unless they wish to use the newer system.
- Should not significantly weight graduate degrees for salaries. Reimbursement models are preferable.
- Should allow additional pay for high needs subjects (e.g. STEM) and high need schools.
- Should allow additional pay for additional responsibilities and moving up on the career ladder scale (e.g. master teacher, department head).
- Should allow a faster ramp to the median salary
- Can include signing bonuses for tough to fill fields

#1 - #10: The Real Why.....



Educational Options / School Choice Subcommittee

September 24, 2015

Charter Schools

- Goal #1: Increase access to affordable facility options for charter schools
 - Define “unused facility” in OCGA 20-2-2068.2
 - Establish an appeals process by which a charter school can appeal to a third party when there is a disagreement about authorizer compliance with OCGA 20-2-2068.2. The third party would have authority to determine whether a facility meets the statutory definition of “unused”.
 - Clarify that any property owned or leased by a non-profit for use by a charter school is considered “public property” and exempt from tax under OCGA 48-5-41.

Charter Schools, con't

- Goal #2: Increase accountability for both charter schools and local authorizers
 - Establish a model authorizer code in Georgia statute; have the DOE annually report the status of authorizer's compliance with the Georgia code to the General Assembly.
 - Codify a presumptive termination/non-renewal provision for any charter school that performs in the bottom quartile of the state AND local government in statewide student performance tests for three consecutive years absent exceptional circumstances (as defined in state rule)

Charter Schools, con't

- Goal #3: Ensure equitable funding of Georgia charter schools
 - Strong statement of principle supporting equitable funding
 - Work with DOE to craft a worksheet for local systems to use clarifying how to handle various fund sources
 - Title I
 - Title II & IDEA
 - “true-up” charter allocations annually to include revenue collected in excess of budget target

Student Scholarship Tax Credits

Existing Program

- Ensure that full credit cap is captured
 - Work with DOR and General Assembly to ensure that credits unused due to failure to fulfill a pledge roll over to a subsequent year, where they can be given again.
- Change the yearly start date of the program
 - For the existing program, or any new program created, make the start date for the program something other than January 1st. A more workable date might be “the first Monday that is not a holiday in January.”

Student Scholarship Tax Credits

New Program

- Means-tested
- Scheduled to enable corporate contributions (but not limited to them)
- Money follows the child instead of school-oriented
- Substantial transparency requirements

Educational Savings Accounts

If the General Assembly wishes to pursue creating ESAs in Georgia, the following items should be considered

- Prioritize converting existing special needs scholarship program
 - Frame as opt-in
- Prioritize students with greater needs
 - Special needs
 - Military families
 - Refugees/English language learners
 - Financial need
- Academic accountability
- Financial accountability
- Allow proportion of unused funds to be used for college

Home Education and Other Non-traditional Educational Options

- Require local school systems that offer PSAT or AP testing to their students to offer such testing equally to students in private schools, NTECs, or home educated students who reside within the school system.
 - Allow local systems to charge students who do not attend their local public school the marginal cost to the system of offering the additional test.
 - If the charge exceeds \$10 per test, the system must provide documentation for the amount and obtain the approval of the State Board of Education prior to imposing the charge.
- Reconsider recent amendments to SBOE Rule 160-5-1-.15(1)(a), which redefined accredited schools for purposes of credit transfer so as to treat accredited NTECS as though they are unaccredited.

Next steps

- Subcommittee will revise recommendations as appropriate and have a final meeting in early October to finalize and approve recommendations for submission to the full Commission

Public Comment

Meeting Dates

- ▶ October 22, 2015 10:00 – 12:00
- ▶ November 19, 2015 2:00 – 4:00 ****
- ▶ December 15, 2015 10:00 – 12:00

- ▶ ***Note Different Time

- ▶ All meetings in DECAL Oak Conference Room

Education Reform Commission

Web-site:

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

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