

# **IE<sup>2</sup>, Charter, and Status Quo School Systems A "Nuts and Bolts" Comparison Selected Slides Only**

Presented to  
North Georgia RESA  
January 21, 2015



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)

# The IE<sup>2</sup> System Option



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# IE<sup>2</sup> Accountability

For IE<sup>2</sup> Systems, the flexibility granted does not include a requirement for school level governance, but it does require *specified minimum targets each year* for each school

GOSA and GaDOE have agreed to a structure that sets those targets and provides for a “second look”

These accountability measures are the same for all schools no matter the number of waivers requested by the District

# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI

- On CCRPI, without the inclusion of Challenge Points, the school shall annually increase by 3% of the gap between the baseline year CCRPI score and 100
  - The baseline year will be 2015-16
  - This baseline year applies to districts entering contracts effective in both 2015-16 and 2016-17



# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI (*continued*)

- Schools with initial CCRPI scores in the top quartile of the state within each grade cluster will be required to maintain or improve that level of performance
- Targets for schools that reach this threshold in any year will remain at that same threshold

# IE<sup>2</sup> Accountability

## **ALL SCHOOLS: CCRPI** *(continued)*

- Example 2: Assume a school's baseline CCRPI without Challenge Points is 84.2 and the top quartile is 81.5 (not actual numbers)
  - The school must remain in the top quartile, continually working to improve its CCRPI

# IE<sup>2</sup> Accountability

## ALL SCHOOLS: CCRPI *(continued)*

- Schools demonstrating a trend of improvement, and meeting the equivalent of three years' of targeted improvement by the end of the contract, will be deemed as meeting the accountability requirements of the contract





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# IE<sup>2</sup> Accountability

## ALL SCHOOLS: "SECOND LOOK"

- If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be "beating the odds" through an analysis that compares the school's CCRPI to its expected performance as determined by comparison with schools statewide having similar characteristics (e.g., EDD, ELL, SWD, size, student/teacher ratio, etc.)

# IE<sup>2</sup> and Waivers

- Per O.C.G.A. 20-2-82(e), the goal for each waiver and variance shall be improvement of student performance
- Requested waivers must include at least one of the "Big Four" waivers of state class size, expenditure control, certification, or salary schedule requirements



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# IE<sup>2</sup> and Waivers

## NOT WAIVABLE

“The state board shall not be authorized to waive or approve variances on any federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in or near a public school; any reporting requirements pursuant to Code Section 20-2-320 or Chapter 14 of this title; or the requirements of Code Section 20-2-211.1.”

# IE<sup>2</sup> Loss of Governance Options

The SBOE shall mandate the loss of governance of one or more of an IE<sup>2</sup> System's nonperforming schools...Such loss of governance may include, *but shall not be limited to*:

- 1) Conversion a school to charter status with independent school level governance and a governance board with strong parental involvement;
- 2) Operation of a school by a successful school system, as defined by GOSA, and pursuant to funding criteria established by the SBOE; or
- 3) Operation of a school by a private entity, nonprofit or for profit, pursuant to a request for proposals issued by the Department.

# IE<sup>2</sup> Loss of Governance Options

In addition to the loss of governance options specified in the statute that could be imposed at the end of the IE<sup>2</sup> contract term, the following options for loss of governance could be implemented *during or at the conclusion of* the IE<sup>2</sup> contract term. Note that the numbering continues from the list above

4. Nonperforming schools could have governance reduced by being required to submit a remedial action plan for LBOE approval before the school can implement necessary changes
  - For this option, the District could specify the general requirements such a plan a must meet or let the school submit a draft based on its own analysis



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# IE<sup>2</sup> Loss of Governance Options

5. The school could be required to make leadership and faculty/staff changes, including replacing leaders/faculty/staff and/or an aggressive professional development program

6. The school could be required to implement reconstitution if necessary to ensure performance improvements

7. The school could be required to develop individual student achievement plans and implement programs such as afterschool and/or Saturday tutoring programs that provide additional time on task in subject areas specified in the individual plans



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gadoe.org](http://gadoe.org)

# IE<sup>2</sup> Loss of Governance Options

8. Other options for loss of governance not listed above that address the specific reasons for a school's failure to meet its targets could be proposed in an IE<sup>2</sup> application

# IE<sup>2</sup> Loss of Governance Expectations

- For any loss of governance option presented above, the LBOE would certify to the SBOE that such loss of governance had been imposed
- Remedial action plans imposed on nonperforming schools by LBOEs as a loss of governance option must:
  - ✓ Address the specific reasons for a school's failure to meet its targets,
  - ✓ Be of sufficient duration to ensure time for necessary changes to be made at the school, and
  - ✓ Clarify the link between the amount by which a school target was missed and the severity of the remedial actions



# IE<sup>2</sup> Application Process

The IE<sup>2</sup> application process is as follows:

1. District submits a Letter of Intent to GaDOE as soon as the LBOE decides to pursue IE<sup>2</sup> and, if possible, at least six months in advance of submitting an application
2. District submits a draft IE<sup>2</sup> application (*see below*)
3. GaDOE schedules a meeting including GaDOE, District, and GOSA representatives to review the application, including the link between flexibility requested and efforts to meet individual school targets
4. District conducts a public hearing to share application with the public and receive comments



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# IE<sup>2</sup> Application Process

5. District finalizes and submits application to GaDOE
6. GaDOE Legal Services Division inserts targets and waivers into IE<sup>2</sup> contract template
7. SBOE's Flexibility Committee reviews an Item for Information recommending approval or denial of the IE<sup>2</sup> contract
  - Application materials are included as attachments to the Board Item
8. SBOE Flexibility Committee reviews Action Item
9. SBOE Flexibility Committee presents IE<sup>2</sup> contract to SBOE for approval or denial

# IE<sup>2</sup> Application

The IE<sup>2</sup> application includes the following eight questions:

1. What challenges are your school district facing?
2. What is the rank order priority of these challenges?
3. Which of these challenges will your school district be able to address by becoming an IE<sup>2</sup> system?

# IE<sup>2</sup> Application



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.doe.org](http://ga.doe.org)

4. What specific actions will your district take to address each of these challenges during its five-year IE<sup>2</sup> contract term?
5. Provide a clear explanation of how each of these specific actions will affect the specific challenge being addressed.
6. List the specific Georgia law(s) or State Board rule(s) that must be waived to allow your district to implement each specific action.

# IE<sup>2</sup> Application

7. Indicate the timeline for implementation of each specific action.
8. Provide information on the consequences for nonperforming schools, including how your LBOE will select and ensure the implementation of appropriate consequences, both during and at end the end of the contract term

Note: A District's IE<sup>2</sup> application will include a link to an online version of their updated Strategic Plan



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaode.org](http://gaode.org)

# The Charter System Option

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# Control and Management of Schools

Georgia law makes it clear that *schools within a charter system remain under the control and management of the Local Board of Education* [See O.C.G.A. 20-2-2065(b)(2)]

This means that, although the Superintendent and LBOE must give consideration to the recommendations and input of LSGTs, **the LBOE ultimately retains its constitutional authority**



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# Control and Management of Schools

- An LBOE has to propose an acceptable amount of local school governance decision-making authority to win SBOE approval of a charter system contract
- The law requires districts to *maximize school level governance [see O.C.G.A. 2063(d)]* – and SBOE Rule describes the minimum amount of authority
- The agreement reached on an acceptable amount of LSGT decision-making authority is included in the charter system contract





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# Charter System Application

- LOCAL SCHOOL GOVERNANCE (*continued*)

12. Use Local School Governance Matrix to show how the Superintendent will share with Local School Governance Teams his/her authority to develop recommendations to the Local Board of Education

- There are now minimum requirements for Local School Governance, but this question provides an opportunity for an applicant to describe how they will implement each of these requirements



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaode.org](http://gaode.org)

# Charter System Application

## • LOCAL SCHOOL GOVERNANCE (*continued*)

- In the first year, charter systems must allow their Local School Governance Teams to be the decision-makers in all five of the following areas
  - a. Recommend principal/school leader for selection by LBOE
  - b. Input into school budget (including recommendations for number and type of personnel, curriculum, supplies, equipment, maintenance and operations)
  - c. Input into selection of curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract and the school's improvement plan
  - d. Approval of school improvement goals and oversight of SIP implementation
  - e. Input into school operations that is consistent with school improvement and charter goals



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

# The Status Quo Option

Georgia Department of Education

# Waivers for Status Quo Systems



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

School systems that elect not to request increased flexibility must remain under all current laws, rules, regulations, policies, and procedures

A key assumption here is that making this election does not create a hardship for the district

However, should unforeseen and subsequent circumstances arise that create a hardship for a Status Quo System, the SBOE may approve waiver requests made in accordance with O.C.G.A. §20-2-244 and/or §50-13-9.1

# Waivers for Status Quo Systems



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[ga DOE.org](http://ga DOE.org)

- For example, a class size waiver can be granted if a Status Quo System can demonstrate a hardship *within the context that it elected to remain under all current laws, rules, regulations, policies, and procedures*
- “Substantial hardship” is a significant, unique, and demonstrable economic, technological, legal, or other type of deprivation to an LEA which impairs its ability to continue to successfully meet the requirements of educational programs or services to its students

# Waivers for Status Quo Systems



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)

The State Board of Education may approve the class size waiver request only in the limited circumstances where educationally justified and where an act of God or other unforeseen event led to the precipitous rise in enrollment within that system, or led to another occurrence which resulted in the local board's inability to comply with the maximum class size requirement

# Waivers for Status Quo Systems



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

The State Board of Education is also “authorized to provide a blanket waiver or variance of the class size requirements...for all school systems in the State for a specified year in the event that a condition of ‘financial exigency’ occurs”. *[See O.C.G.A 244(h)]*

Georgia Department of Education

# Waivers for Status Quo Systems



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

However, waivers cannot be granted for:

- Expenditure controls and categorical allotment requirements
- Certification requirements
- Salary schedule requirements



# Waivers for Status Quo Systems

- Financial exigency is defined as “circumstances which cause a shortfall in state appropriations and local revenue for operation of local school systems as compared with projected expenditures over the same period and such shortfall would have a material adverse effect on the operation of public schools.” [See *O.C.G.A 244(h)*]

# Current Status of School Systems

<b>Total Number of Districts that have met the June 30, 2015 Deadline</b>		<b>65</b>
<b>Approved Charter Systems</b>	<b>28</b>	
<b>Approved IE2 Systems</b>	<b>4</b>	
<b>LOI for Charter System</b>	<b>22</b>	
<b>LOI for IE2</b>	<b>11</b>	
<b>Engaged in decision process</b>		<b>104</b>
<b>Status is Unknown</b>		<b>11</b>
<b>Total Number of Districts in the State</b>		<b>180</b>