

LEE COUNTY SCHOOL SYSTEM

**STRATEGIC WAIVER SYSTEM
(IE²)**

JULY 23, 2015



STATE LAW REQUIREMENT:

No later than June 30, 2015, each local school system had to notify GaDOE that it will operate as an:

1. Strategic Waiver System-formerly known as Investing in Educational Excellence School System (IE²)
2. Charter System
3. Status Quo School System (Title 20/No Waiver System)



Lee County School System's Decision:

On April 13, 2015, the Lee County Board of Education adopted a resolution and wrote a letter of intent to the SBOE for the district to become a Strategic Waiver System (IE²).



WHAT IS A STRATEGIC WAIVER SYSTEM (IE²)?

IE² - Investing in Educational Excellence was original name.

Districts enter into a performance contract with the State Board of Education in order to receive freedom from specific state laws and rules in return for increased academic accountability.

Performance contracts have two main parts:

1. Academic and other performance targets to which the school system is committed.
2. Waivers granted by the SBOE to the school system.



STRATEGIC WAIVER SYSTEM (IE²) CONTRACT TERMS

Initial contract is for seven years with five years of accountability using baseline assessment data from the 2015-2016 school year.

By law, the Governor's Office of Student Achievement (GOSA) must monitor the district's progress in meeting its contracted performance goals. Schools 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.

An application must be submitted which contains the partnership contract, the District Strategic Plan, flexibility requested, accountability with targets, consequences including sanctions and interventions for non-performing schools, and school plans consisting of targets, grade levels, demographics, and the most current statewide assessment data.

WHY DID WE CHOOSE STRATEGIC WAIVER SYSTEM (IE²) ?

Autonomy

**Flexibility to Innovate
waivers from state laws,
rules and guidelines**

**Freedom from state
controls**

Accountability

**Higher Academic
Expectations Students
outperform current level**

**CCRPI and Beating the
Odds Performance
measures**

WAIVERS

State Law requires that the goal of each waiver shall be improved student performance.

Must include one of these:

- Class Size requirement
- Expenditure Controls/categorical allotment requirements
- Certification requirements
- Salary Schedule requirements

*Can not ask for waivers from Federal rules



WAIVERS REQUESTED BY LCSS THAT HAVE BEEN GRANTED TO OTHER SYSTEMS:

- Class size and reporting requirement
- Categorical Allotment requirement
- Certification requirements – Use of professional practitioners
- Competencies and Core Curriculum, Online Learning
- Direct Classroom Expenditures and Expenditure Controls-Focus on needs of the District's Strategic Plan
- Educational Programs – (EIP, Gifted, ESOL, Remedial) with regards to staffing, class size, delivery model, and time requirements



WAIVERS REQUESTED BY LCSS THAT HAVE BEEN GRANTED TO OTHER SYSTEMS:

- Graduation requirements-allows for the substitution of equivalent or higher level requirements or possibly award credit once standards are mastered, segment requirements for seniors
- Instructional extensions-staffing, class size, resource allocation, program delivery, and time requirements
- Organization of schools-schedule and delivery model
- Program enrollment and appropriation-Funding for FTE programs
- Promotion and retention-Appeal meetings before retesting, retention based on a student's performance throughout the school year.



WAIVERS REQUESTED BY LCSS THAT HAVE BEEN GRANTED TO OTHER SYSTEMS:

- QBE Financing – spend funds based on student need
- Salary Schedule requirements-possible incentives for hard to fill positions
- Scheduling for instruction and minutes of instruction at each level, including days for students and staff.



ACCOUNTABILITY: SETTING TARGETS

- School performance goals are set so that each year during the five year accountability period, an individual school must increase its College and Career Ready Performance Index (CCRPI) score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score and 100. The baseline year will be 2015-2016.
- Each school with an initial CCRPI score (without Challenge Points) performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. A school that moves into the top quartile shall be required to remain at or above this threshold throughout the remainder of the contract. The threshold for the top quartile will be based on the baseline year.



CALCULATION FOR 3% GOAL

Middle school A has a baseline score without Challenge Points of 60. The threshold for the top quartile for middle schools is 75.

The gap between the baseline and 100: $100-60=40$ The school must increase its CCRPI score by 3% annually, or 1.2 points each year: 3% of $40 = 1.2$ points.

Five-Year Targets= $61.2, 62.4, 63.6, 64.8, 66.0$



TOP QUARTILE

Example 2:

Middle School A has a baseline CCRPI score without Challenge Points of 80 and the threshold for the top quartile for middle schools is 75. Middle School A is in the top quartile of the state.

The school must remain in the top quartile, continually working to improve its CCRPI score.



“SECOND LOOK” POLICY: BEATING THE ODDS

If a school fails to meet the CCRPI target, the school can be deemed as meeting its yearly performance target if 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 with similar characteristics (e.g., EDD, ELL, SWD, size, student/teacher ratio, etc.)



CONSEQUENCES FOR NOT MEETING GOALS

Annual progress towards meeting goals will be reported to the GOSA.

If a school has not made sufficient progress in the first two years, the school will implement a School Improvement Plan that will address specific achievement deficiencies along with a plan to improve the deficient areas. The plan will be approved and monitored by the District.



CONSEQUENCES FOR NOT MEETING GOALS

If during years 3 or 4, a school has not met their goals, the district will apply direct school management support and intensive teacher development support. A School Improvement Plan will be developed by the school and district, and will be monitored at the district level.



END OF CONTRACT CONSEQUENCES

If the district is not compliant with the terms of the contract, it will lose Strategic Waiver System (IE²) flexibility at the end of the seventh year.



OTHER POSSIBLE CONSEQUENCES FOR NOT MEETING ACCOUNTABILITY MEASURES

- Conversion to a charter school status
- Operation transferred to another successful school system
- Operation transferred to a private, non-profit or for-profit entity
- Submission of a remedial action plan to local BOE including some loss of governance



OTHER POSSIBLE CONSEQUENCES FOR NOT MEETING ACCOUNTABILITY MEASURES

- Change of leadership and personnel by local BOE
- Reconstruction of entire school personnel
- Implementation of required individual student achievement plans and implementation of specific programs for improvement



DISTRICT SUPPORT

The district will provide support throughout the contract for each school based on the needs of that school.



TIMELINE AND NEXT STEPS

- Submit Letter of Intent to GaDOE. ★
- Submit draft application to GaDOE. ★
- District holds Public Hearing for Strategic Waiver System (IE²). ★
- District finalizes application and submits for Local Approval. July 27, 2015
- District submits final application to GaDOE. Will be mailed July 28th, 2015
- GaDOE and GOSA sign off on final documents submitted.
- GaDOE Legal Services Division finalizes our contract.
- SBOE Flexibility Committee recommends approval or denial of the contract.
- Contract is signed.
- GOSA will provide school targets by January 2017.

