



GeorgiaEducation.org

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The State of Georgia Education

2006

Cathy Henson



# Understanding Public Education

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- Governance
- Funding
- Reform Efforts
- Student Demographics
- Measures of Achievement



# Governance: Who Decides?

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- Federal Government
  - US Supreme Court
  - Congress
  - U.S. Department of Education
  - Federal funding for specific programs:
    - Title I – poor students
    - IDEA – students with disabilities
    - ESOL – non-English speaking students



# Governance: Who Decides?

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- State Government
  - State Constitution
  - Governor
  - State legislature
  - State Board of Education
  - State Superintendent of Schools
  - State Department of Education



# Governance: Who Decides?

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- *University System of Georgia (USG)* – Public colleges and universities
- *Department of Technical and Adult Education (DTAE)* – Technical colleges
- *Professional Standards Commission (PSC)*  
Teacher licensing and discipline
- *Bright From the Start* - Pre-K Program

Each state agency is separately funded and has its own board and executive.



# Governance: Who Decides?

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- Local Government

- 180 school systems – 159 county systems and 21 city systems
- 180 locally elected boards of education
- 180 appointed superintendents
- 180 Central Offices



# School Funding

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The average school system's budget is a combination of:

- Federal funds      6%
- State funds        52%
- Local funds        42%



# School Funding

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State Funding is allocated using the Quality Basic Education (QBE) Formula:

- Each student has a “weight.”
- Each teacher has a “weight” depending on his or her experience and education.
- Funds are provided for specific programs.
- Funds are provided for construction & transportation.

*Education comprises more than 50% of the entire state budget.*



# School Funding

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- Locally raised dollars stay local:
  - Property taxes
  - 1% sales tax
  - Bonds
- Inequities arise in counties that have little property tax and/or sales tax wealth.
- A new funding formula is currently being studied for Georgia.



# History of Recent Reforms

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- A+ Reform Act of 2000 (Georgia Law)
  - Smaller class sizes (lower teacher/pupil ratio).
  - Assessments in all grades to measure achievement and progress.
  - Analyze data to ensure that all groups of students are performing.
  - Evaluate teachers based on student performance.
  - Motivate (bonuses) and monitor (report cards).



# History of Recent Reforms

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- No Child Left Behind (NCLB) 2001
  - Assessments in key subjects and grades.
  - Look at performance of all subgroups.
  - Measure “Adequate Yearly Progress” (AYP).
  - Publish an annual “Needs Improvement” list.
  - No rewards, only sanctions – choice, tutoring, corrective action, restructuring, new governance, state take-over.



# Assessment Abbreviations

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- **CRCT** – Criterion-referenced competency tests in 5 subjects in grades 1-8
- **EOCT** – End-of-course tests in 8 core courses in grades 9-12 (Algebra, Geometry, Physical Science, Biology, 9<sup>th</sup> Grade Literature, American Literature, Economics, US History)
- **GHSGT** – Georgia High School Graduation Tests in 5 subjects
- **SAT** – Scholastic (Assessment/Aptitude) Test
- **ACT** – American College Testing Assessment



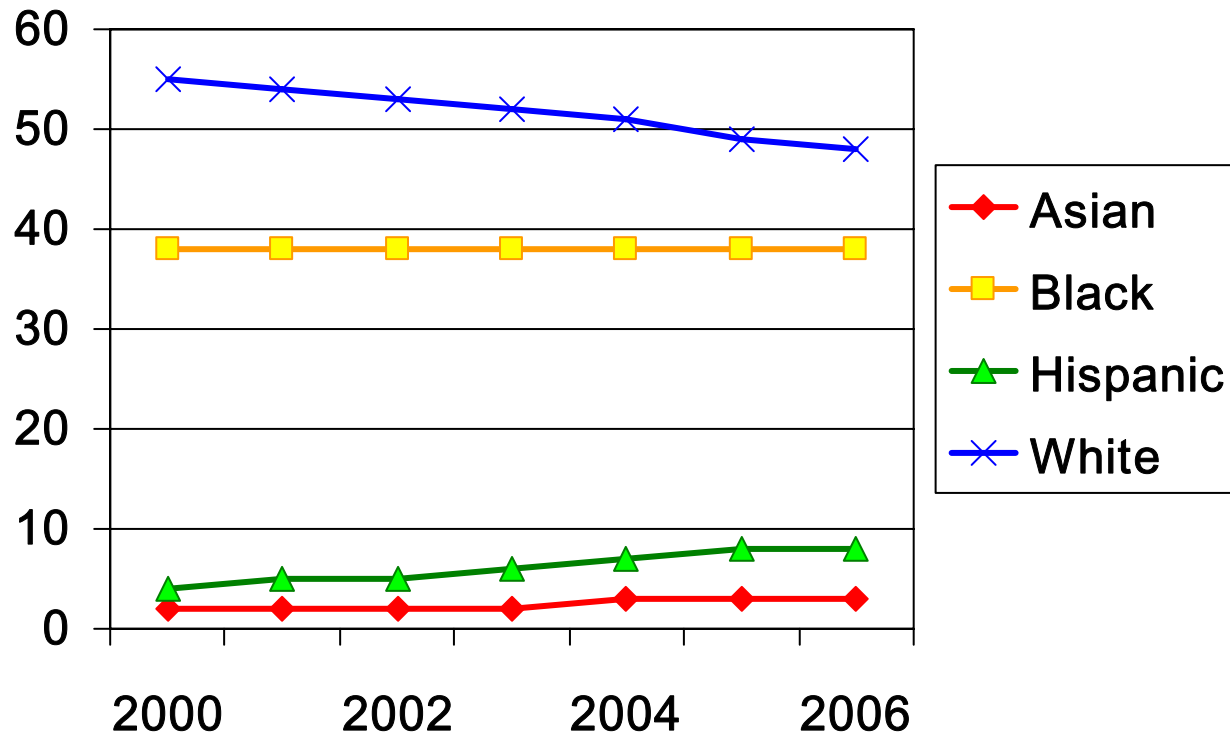
# Demographic Groups

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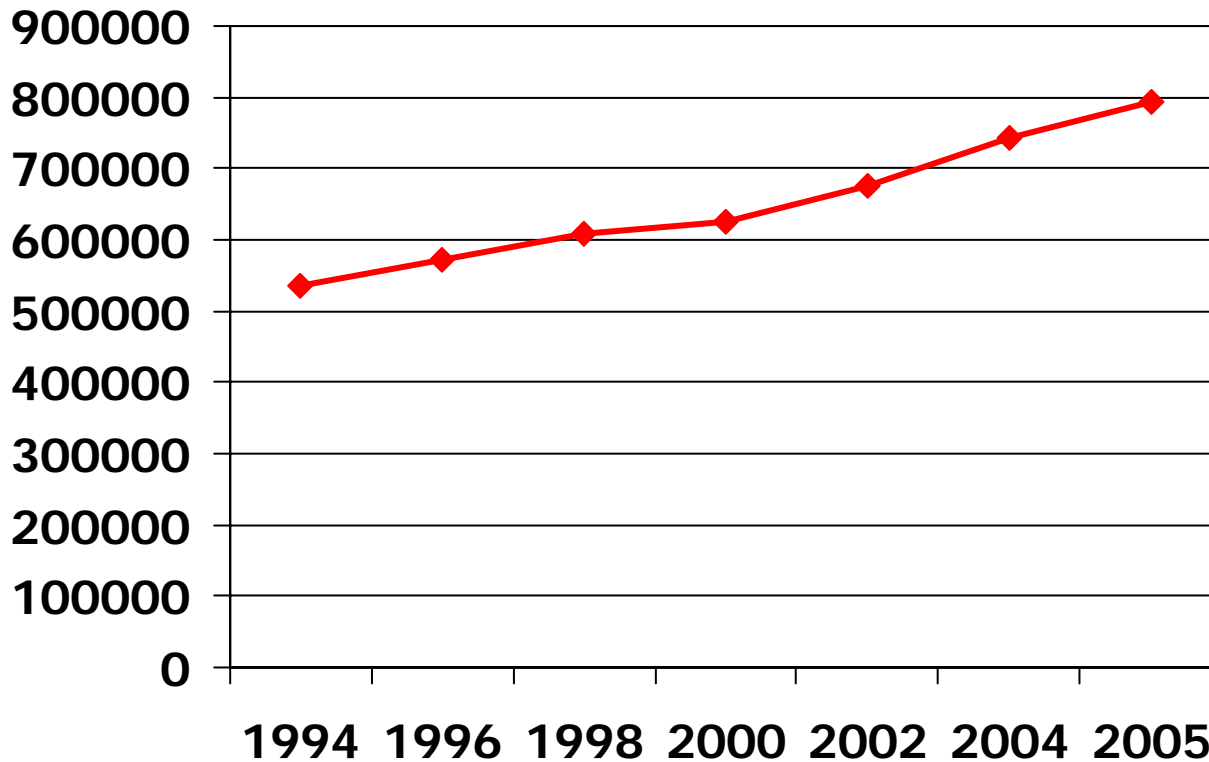
- **FRL**– Eligible to receive free or reduced price lunch (socioeconomic status)
- **LEP** – Limited English Proficiency
- **Special Ed** – students who receive special education services under the Individuals with Disabilities in Education Act (IDEA)
- **Ethnicity** – Black, White, Asian, Hispanic, Multiracial
- **Gender** – Male and Female



# Student Demographic Trends



# Students Receiving Free and Reduced Lunch 1994-2006





# Impact of 5 Year Growth

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- The number of Hispanic students increased from 71,865 to 124,786.
- This represents an increase of 3 percentage points (not 3 percent).
- This represents an additional 52,921 students.
- The 5 year rate of growth is 73.6%.



# Impact of 5 Year Growth

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- The number of students eligible for free or reduced price lunch increased from 632,409 to 779,914.
- This represents an increase of 6 percentage points (not percent).
- This represents an additional 147,505 students.
- **The 5 year rate of growth is 23.3%.**

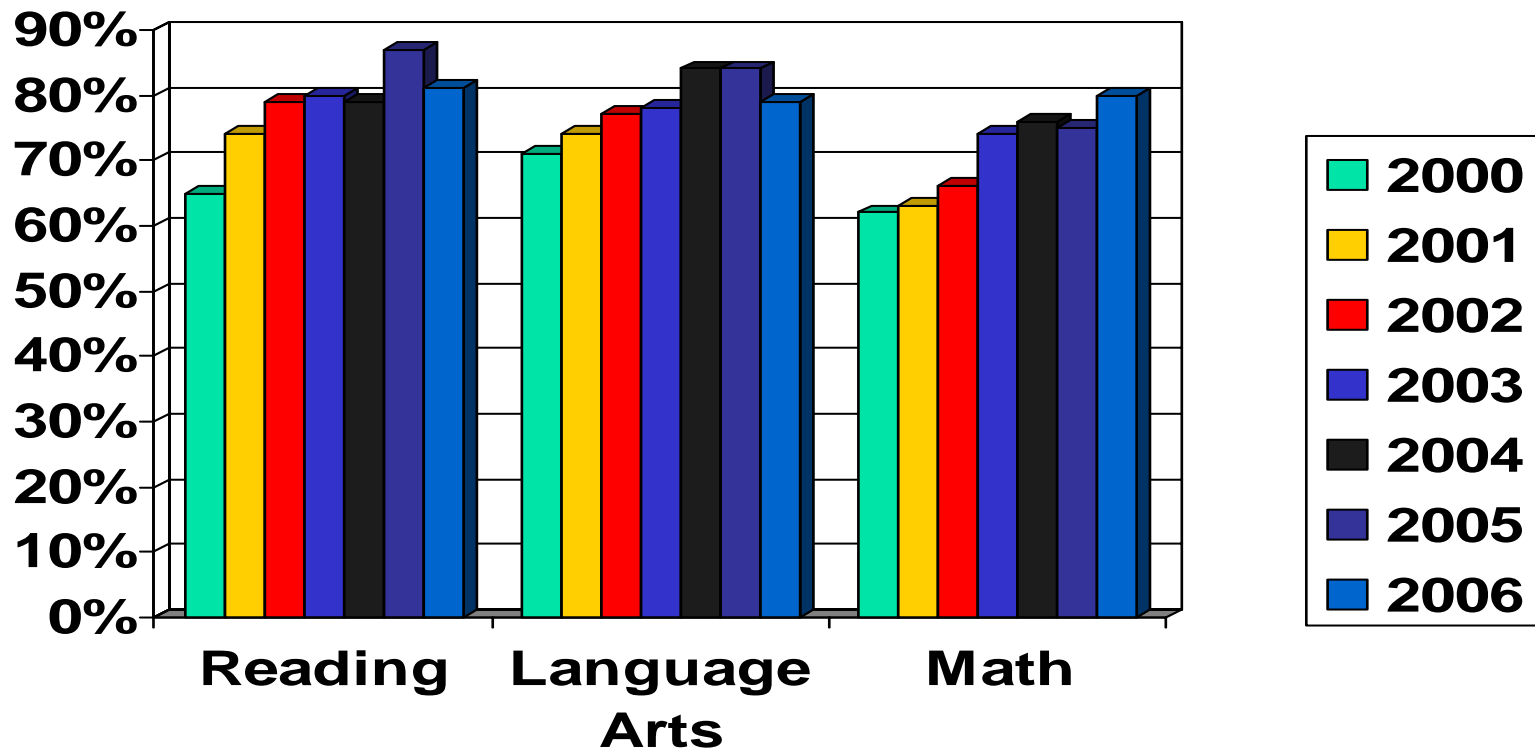


# Measuring Achievement

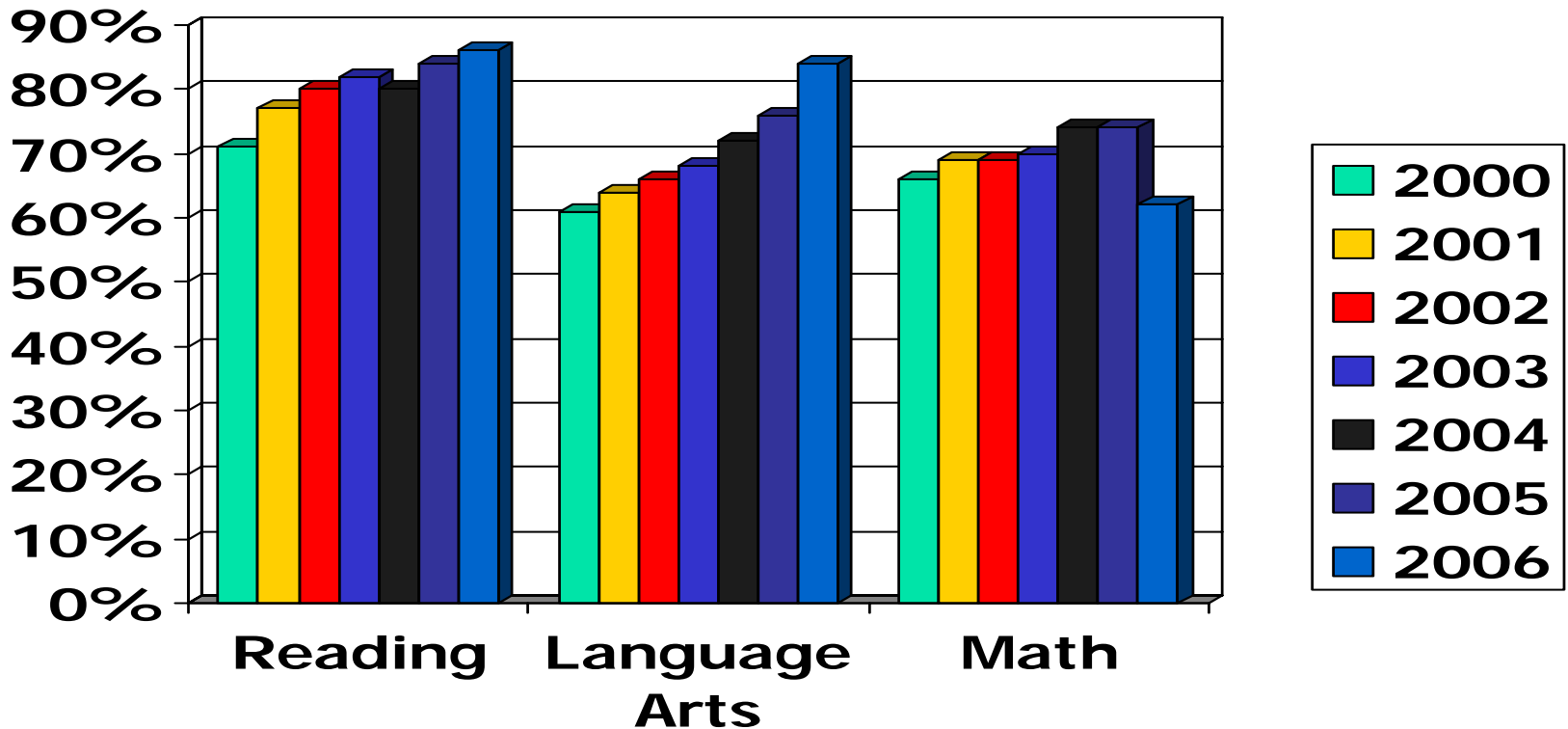
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- **Assessments**
  - Absolute achievement
  - Progress
- **High School Completion**
  - College Preparatory diploma
  - Technical/Vocational diploma
- **Workforce readiness**
- **Readiness for higher education**

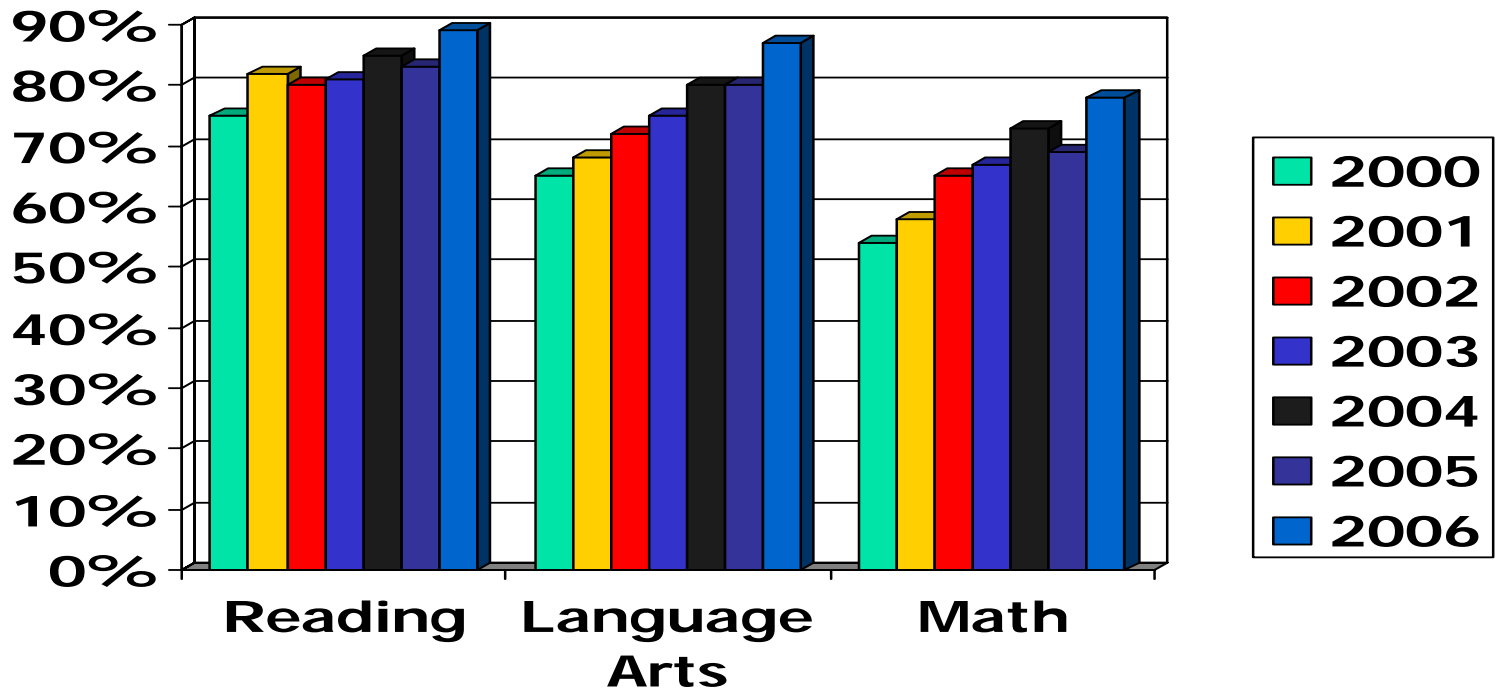
# 4<sup>th</sup> Grade CRCT: Students who “Meet and Exceed” the Standard



# 6<sup>th</sup> Grade CRCT: Students who “Meet and Exceed” the Standard



# 8<sup>th</sup> Grade CRCT: Students who “Meet and Exceed” the Standard





# Academic Performance

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## 2006 Pass Rates

English/Language Arts	GHSGT	96%
9 <sup>th</sup> Grade Lit	EOCT	65%
American Lit	EOCT	81%
Math	GHSGT	92%
Algebra	EOCT	65%
Geometry	EOCT	62%



# Academic Performance

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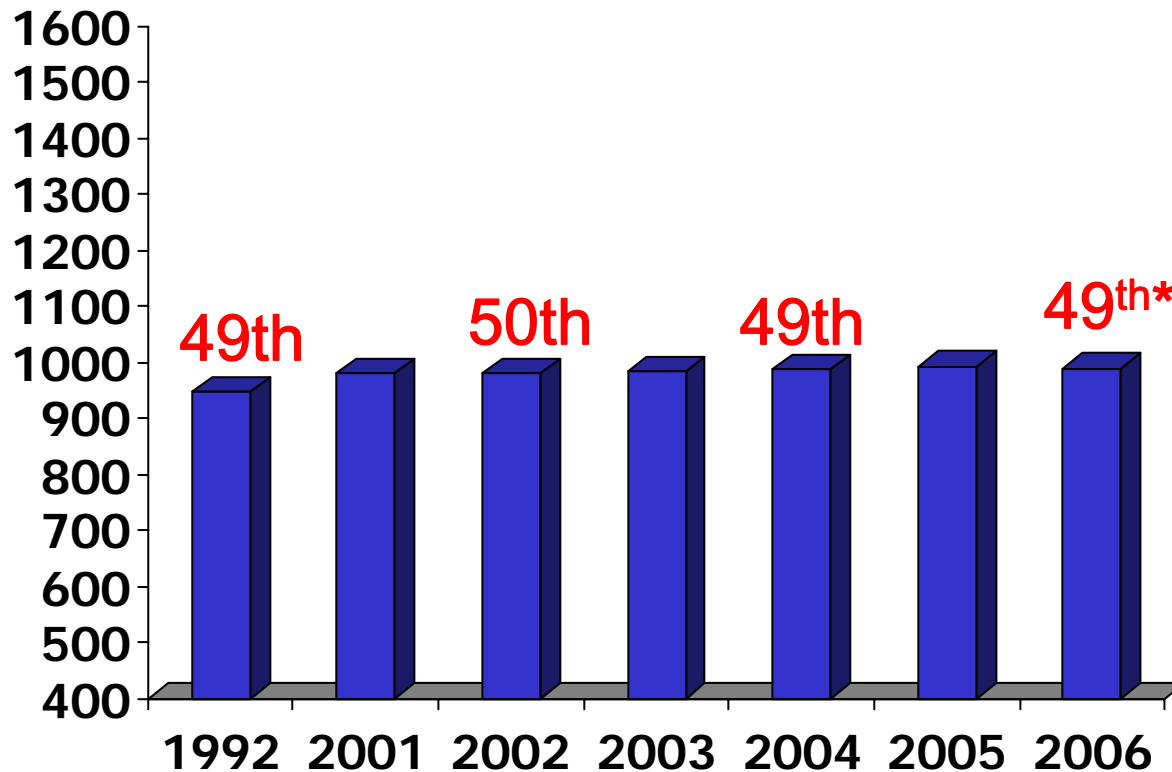
## 2006 Pass Rates

Social Studies	GHS GT	86%
US History	EOCT	71%
Economics	EOCT	59%
Science	GH GST	73%
Physical Science	EOCT	61%
Biology	EOCT	57%



# Georgia SAT Performance

Scores For Reading (Verbal) and Math Only



In 2006, Georgia ranked 46<sup>th</sup> with Writing included.



# SAT Progress?

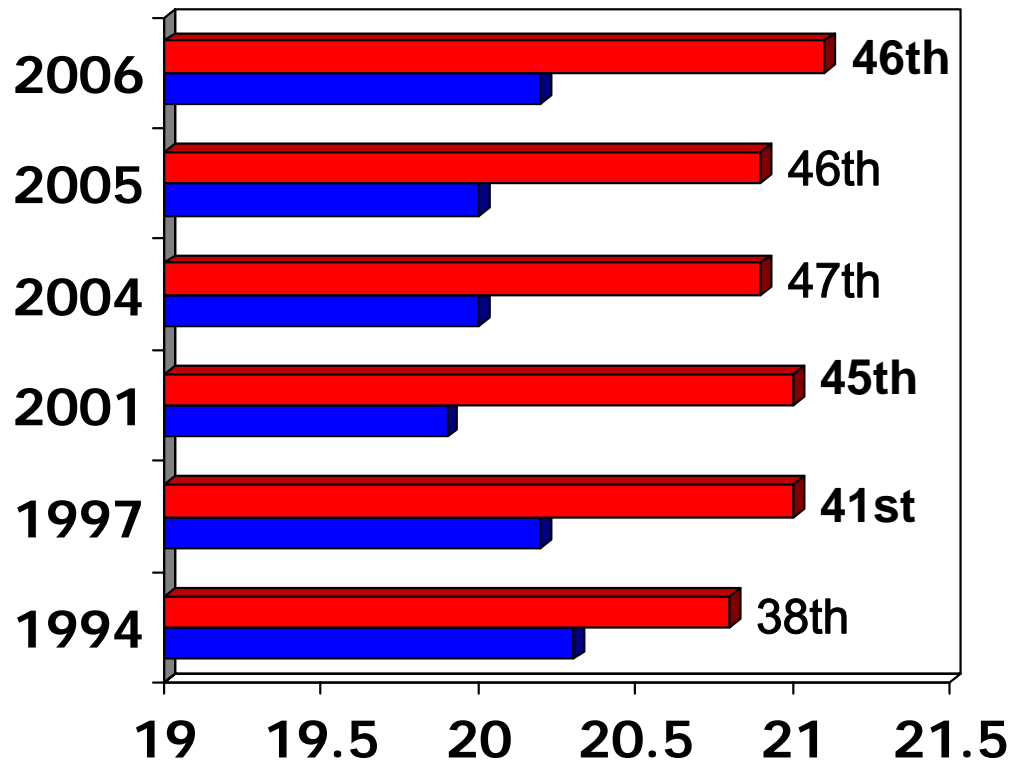
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■ <u>Year</u> 2003	2006	2005	2004	
■ <u>Total</u>	985 (-4)	989 (+8)	981(+1)	980
■ <u>Verbal</u>	491 (-3)	494 (+4)	490 (0)	490
■ <u>Math</u>	494 (-1)	495 (+4)	491(+1)	490

# Comparing 2006 Georgia SAT Scores to States with Similar Participation Rates & Demographics

	Participation Rate	Average Score	State Rank	# of Takers		% White	% Black	Parents with College Degrees
<b>MA</b>	<b>85%</b>	<b>1547</b>	<b>36</b>	<b>59,525</b>		<b>70</b>	<b>6</b>	<b>59%</b>
<b>CT</b>	<b>84%</b>	<b>1539</b>	<b>31</b>	<b>34,522</b>		<b>68</b>	<b>7</b>	<b>59%</b>
<b>VA</b>	<b>73%</b>	<b>1525</b>	<b>34</b>	<b>56,336</b>		<b>61</b>	<b>16</b>	<b>59%</b>
<b>NJ</b>	<b>82%</b>	<b>1507</b>	<b>37</b>	<b>82,990</b>		<b>57</b>	<b>10</b>	<b>56%</b>
<b>NC</b>	<b>71%</b>	<b>1493</b>	<b>40</b>	<b>52,690</b>		<b>65</b>	<b>21</b>	<b>54%</b>
<b>NY</b>	<b>88%</b>	<b>1486</b>	<b>43</b>	<b>153,518</b>		<b>53</b>	<b>11</b>	<b>50%</b>
<b>GA</b>	<b>70%</b>	<b>1477</b>	<b>46</b>	<b>58,308</b>		<b>57</b>	<b>25</b>	<b>54%</b>
<b>PA</b>	<b>73%</b>	<b>1476</b>	<b>47</b>	<b>103,445</b>		<b>76</b>	<b>8</b>	<b>51%</b>

# How does Georgia compare on the ACT?





# Measuring Achievement

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## High School Completion

In order to graduate from high school, a student must:

- Take the **required courses** in either the college preparatory track or the technical/vocational track.
- Pass the **5 GHSGTs**.
- Meet the **attendance** requirements.



# Credentials Awarded in 2006

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- College Preparatory Diploma 46.1%
  - Dual College and Technology 20.5% (66.6%)
  - Technology/Vocational 23.5%
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- *Certificate of Attendance* 5.6%\*
- *Special Education Diploma* 4%\* (9.6%)

\*Considered a “*completer*” in Georgia, but not a “graduate” for No Child Left Behind



# Measuring Achievement

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What is our Graduation Rate?

State says 70%:

# of regular diplomas divided by

# of regular diplomas + special education diplomas + certificates of attendance + # of dropouts each year (freshman, sophomore, junior, senior)



# Graduation Rates

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## Cohort Calculation:

# of regular diplomas awarded in 2006      74,533

divided by

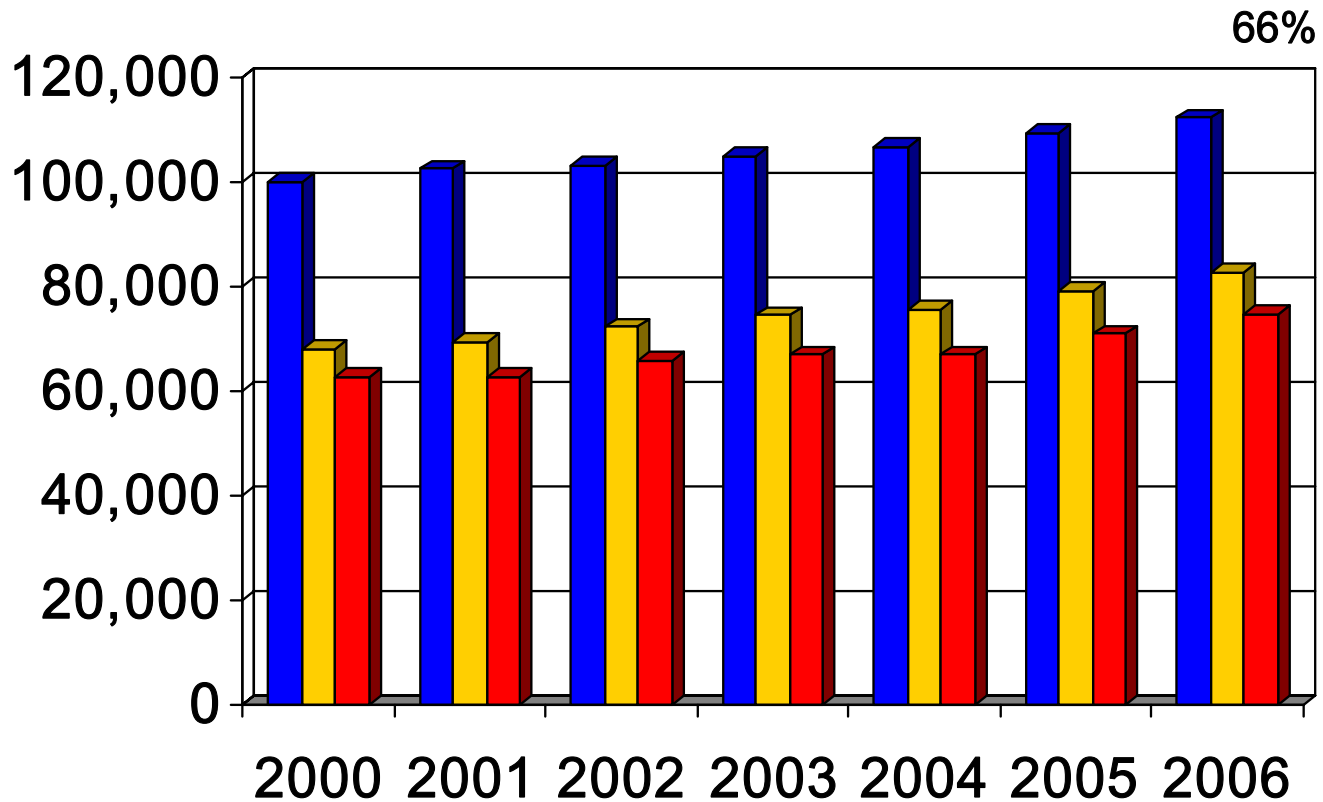
8<sup>th</sup> grade enrollment 2001-2002      112,145      66%

or divided by

9<sup>th</sup> grade enrollment 2002-2003      131,543      57%

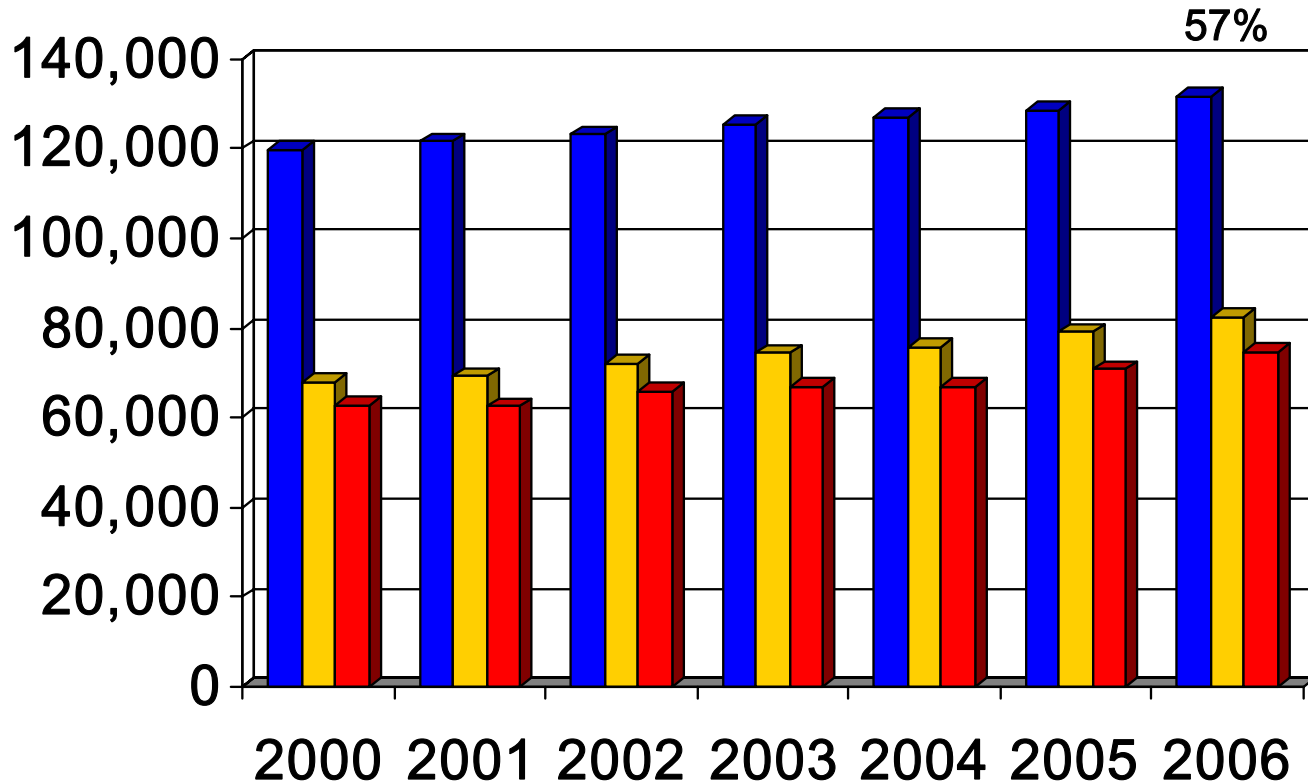
Where have all the students gone?

# 8<sup>th</sup> Grade Enrollment vs. “Graduates” 5 Years Later



■ 8th Grade Enrollment ■ Completers ■ Diplomas 5 Yrs Later

# 9<sup>th</sup> Grade Enrollment vs. “Graduates” 4 Years Later



■ 9th Grade Enrollment ■ Completers ■ Diplomas 4 Yrs Later



# Who Graduated in 2006?

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<u>Ethnicity</u>	<u>4 Year Rate</u>	<u>5 Year Rate</u>
Asians	86%	101%
Blacks	47%	59%
Hispanics	44%	59%
Whites	64%	71%
Multi-Racial	66%	80%

4 year rate compares # of diplomas to 9<sup>th</sup> grade enrollment

5 year rate compares # of diplomas to 8<sup>th</sup> grade enrollment

% > 100 reflects growing population 2001-2006



# Why Public Education Matters

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- The median earnings of a professional in 2004 was **\$97,443 vs. \$23,176** for a high school drop out. (**\$64,267 less**)
- The unemployment rate of a professional in 2004 was **1.1%** compared to **7.6%** for a high school drop out. (**6.5% higher**)



# Why Public Education Matters

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- An educated workforce is necessary to attract new business to Georgia:
  - In the 1990's, 32% of new jobs (114,000 per year) were high-paying “premium” jobs.
    - 36,480 high-paying vs. 77,520 low-paying
  - In this decade, 80,000 new jobs are added per year and only 17% are “premium” jobs.
    - 13,600 high-paying vs. 66,400 low-paying



# Why Public Education Matters

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- A democracy needs an educated electorate.
- The vast majority of children are educated in public schools (>90%).
- The United States needs a better educated population to maintain its competitive edge in a global economy.

See *The World is Flat* by Tom Friedman



# Why Public Education Matters

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*“Public education is not merely some incidental benefit that the government provides. It is essential to the very fabric of our democracy.”*

*United States Supreme Court*



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