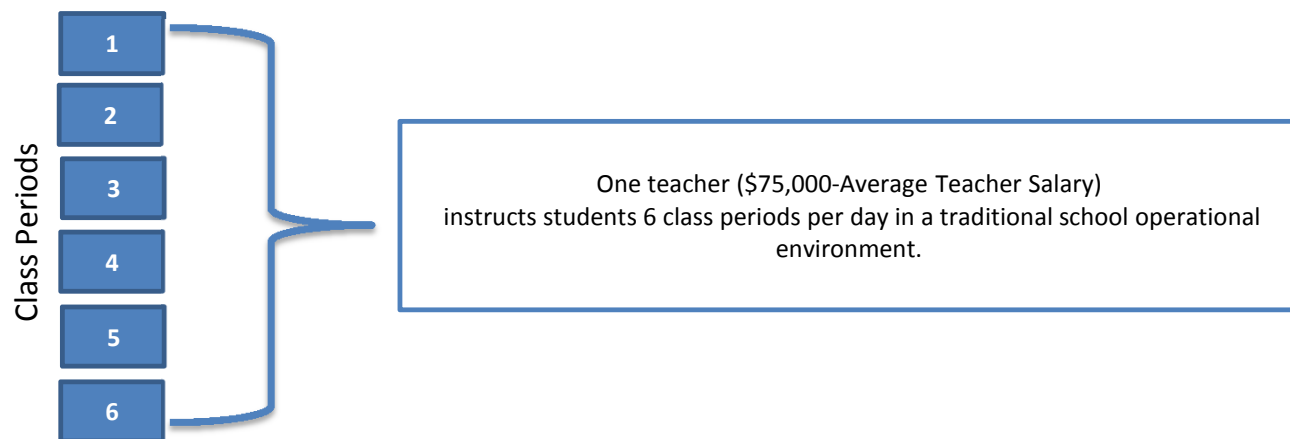


# Strawman

## "Supplemental Online Instruction Concept"

### Traditional Classroom Environment

The traditional classroom environment consists of a teacher providing face to face instruction to students for 6 of 7 periods daily. The 7th period is a planning period for the teacher. State QBE funding is earned for 6 periods.



### Virtual Classroom Environment

The virtual classroom environment would allow a teacher to instruct students without daily face to face contact. This could allow students in different schools to take the same class with the same teacher at different times throughout the day. The options available through the virtual classroom environment are outlined below. The District would still earn QBE funding for students taking virtual classes as part of their 6 period day.

A teacher is paid \$2,625 for an online .50 unit class and \$5,250 for a 1.0 unit class. Six 1.0 unit classes would cost \$31,500 for a full equivalent day instead of \$75,000 for a traditional teacher. An analysis of this option shows that 2.5 online teachers can be hired for the same cost as 1.0 traditional teacher.

*Note: Fringe benefits have not been calculated for online teachers*

#### A. Model Service Provider Ideas and Options:

<p><b><u>School Day</u></b></p> <p>1. Include online class options as well as traditional class options during the 6 period school day where the students could sign up for an online class instead of a traditional class and work on the online class during that class period.</p>	<p><b><u>Extended Day</u></b></p> <p>1. Utilize teachers to teach an online class in a 7th period extended day period.</p>	<p><b><u>Home Online Learning</u></b></p> <p>1. Provide Online classes for Cobb students to take courses at night or weekends. The district already has implemented the Cobb Virtual School for online learning as a supplement to the instructional school day.</p>	<p><b><u>Technology Learning Centers</u></b></p> <p>1. Create Computer Labs housed in vacated schools throughout the quadrants of the county. 2. Labs would serve students who do not have internet connectivity at their home.</p>
<p><b><u>Logistical Comments</u></b></p> <p>1. QBE Funding would still be earned for classes taken in the 6 period school day. 2. Designate an online portion of the school building or use a computer lab for online learning during the school day. Supervise these areas with a paraprofessional to maintain an orderly, quiet educational environment. Another option is to use the media center for online learning during the school day where minimal supervision would be needed.</p>	<p><b><u>Logistical Comments</u></b></p> <p>1. Designate an online portion of the school building or use a computer lab for online learning during seventh period. Supervise these areas with a paraprofessional to maintain an orderly, quiet educational environment. 2. Utilize 20 Additional Day QBE funds to pay for extended day online classes.</p>	<p><b><u>Logistical Comments</u></b></p> <p>1. Charge tuition for Cobb students to take online classes outside of their 6 period school day. 2. Make the online classes available via tuition for home school, out of county and statewide students.</p>	<p><b><u>Logistical Comments</u></b></p> <p>1. The labs would be open for designated hours during the evening and on weekends. 2. The labs would be staffed by less expensive paraprofessionals instead of teachers to maintain an orderly, quiet educational environment.</p>

Note: Cost of parapro for supervision are not included in this analysis

**Online Class Considerations**

**Notes**

**B. Cost Comparison**

Savings per Equivalent Teacher

Traditional Teacher teaching 6 periods per day: \$75,000

Difference: \$75,000 - \$31,500 = **\$43,500 savings per equivalent teacher**

			Revised	%	
<u>FY2014 Budget</u>	<u>Positions</u>	<u>Cuts</u>	<u>Positions</u>	<u>Total</u>	<u>Savings</u>
Regular Teachers	6,600	(450)	6,150	99%	(\$33,750,000)
Online Teachers	0	66	66	1%	\$2,079,000
Total Teachers	6,600	(384)	6,216		(\$31,671,000)
<u>FY2015 Budget</u>					
Regular Teachers	6,150	(372)	5,778	93%	(\$27,900,000)
Online Teachers	66	372	438	7%	\$11,718,000
Total Teachers	6,216	0	6,216		(\$16,182,000)
<u>FY2016 Budget</u>					
Regular Teachers	5,778	(372)	5,406	87%	(\$27,900,000)
Online Teachers	438	372	810	13%	\$11,718,000
Total Teachers	6,216	0	6,216		(\$16,182,000)
<u>FY2017 Budget</u>					
Regular Teachers	5,406	(372)	5,034	81%	(\$27,900,000)
Online Teachers	810	372	1,182	19%	\$11,718,000
Total Teachers	6,216	0	6,216		(\$16,182,000)
<u>FY2018 Budget</u>					
Regular Teachers	5,034	(372)	4,662	75%	(\$27,900,000)
Online Teachers	1,182	372	1,554	25%	\$11,718,000
Total Teachers	6,216	0	6,216		(\$16,182,000)

Cumulative Budget Savings (FY2014 - FY2017)

Regular Teachers Savings	(\$145,350,000)
Online Teacher Incremental Cost	\$37,233,000
Total Net Teacher Savings	<b>(\$108,117,000)</b>

Note: Cost of Parapros not yet calculated.

**C. Online Class Development**

Potential Online Classes

1. Core Classes
2. Non Core and Extracurricular Classes

How are Online Classes Developed?

1. Who develops the classes and how are they paid?
2. How long does it take to develop an Online class?
3. How do we develop a standardized methodology for Online classes?

Development of Self Paced Online Classes

1. Explore the idea of a self paced online learning environment for students who learn quickly.

**D. Online Teachers**

Online Teacher Pool - (How to we find enough teachers to handle this model?)

1. Use current/active teachers
2. Use retired teachers
3. Use contracted teachers
4. Use teachers from all over the State of Georgia
5. Use teachers who are looking for part-time employment (without benefits)
6. Should Cobb teachers be required to teach at least one Online class?

Analysis - Cobb Teachers will have the ability to increase their salaries depending on how many online classes they teach.

Scenario Examples:

<u>Scenario</u>	<u>Average Teacher Salary</u>	<u>Online Classes Taught</u>	<u>Additional Teacher Income</u>	<u>Average Teacher Salary</u>
1	\$75,000	One .5 Unit	\$2,625	<b>\$77,625</b>
2	\$75,000	One 1.0 Unit	\$5,250	<b>\$80,250</b>
3	\$75,000	Two 1.0 Unit	\$10,500	<b>\$85,500</b>
4	\$75,000	Three 1.0 Unit	\$15,750	<b>\$90,750</b>

Teacher Training to enable Online Classes for CCSD students

1. What is the curriculum for Online Teacher training?
2. How long does it take to train an Online Teacher?
3. Who trains the Online Teachers and how are they paid?

## E. Technology Learning Centers

### 1. Create Technology Learning Centers so that all students can have access to the internet

- a. Create Technology Learning Centers in all quadrants of Cobb County
- b. Current Available Buildings
  - Martha J Moore
  - Skyview
- c. Potential Vacant Buildings
  - Fitzhugh Lee
  - Two Replacement Schools are slated for construction in SPLOST4 which will create additional vacant buildings

### 2. Outfit each Technology Learning Center

- a. Computers
  - Create Computer Labs
  - Internet Connectivity
  - Printing Capacity
- b. Technology Learning Center Supervision
  - Who will supervise the building?
  - Who will supervise each Computer Lab?
  - Who can assist students with Instruction in the Labs?

## F. Implementation Plan

### Comments

Consider the use of a multi-year plan where the concept of Online Learning is integrated into the Cobb Curriculum and the School Master Schedule.

### Strawman Proposal

#### Action Steps in FY2013, FY2014, FY2015 & FY2016 including but not limited to:

1. FY2013 - Present the Strawman Online Learning conceptual plan to the Board.
2. FY2014 - Board approval of Online Learning - Year One (**Proof of Concept**)
  - Implement the concept on a limited basis in FY2014 to demonstrate an acceptable student success rate on a limited scale.
3. FY2014 - Present Online Learning results to the Board during Year One.
4. FY2015 - Obtain Board approval to expand the Online Learning Program.
  - Plan to include a methodology for Online Class Development and Teacher Training.
5. FY2015 - Present Online Learning results to the Board during Year Two.
6. FY2016 and Beyond - Continue to expand the Online Learning Program.

## G. How could this concept be Implemented?

### CREATE AN IMPLEMENTATION TEAM & ONGOING SUPPORT STRUCTURE

The current CCSD budget is in a state of crisis where the district's two main sources of revenue (Local Property Taxes and State of GA QBE Revenue) can no longer sustain the current cost structure. This being the case, this implementation team needs to be a high-powered team of experienced professionals with an effective, results-oriented leader.

1. Who would be on the Implementation Team?
  - a. Teachers
  - b. Principals
  - c. C&I Administrators
  - d. Instructional Technology Experts
  - e. Budget Experts
  - f. Human Resources Department
  - g. Budget Department
2. Who would lead the Team?
  - a. Current Employee
  - b. Retired Administrator
  - c. Contract Expert
3. How would the Team be Organized?
  - a. Year One Proof of Concept Team
  - b. Concept Expansion Team
4. Develop Ongoing Program Support

## H. How Do You Monitor Success?

### ONLINE LEARNING SUCCESS MONITORING

#### Considerations for Discussion:

1. Identify "Levers" for success:
  - a. Monitor student time spent in the online class
  - b. How do students, teachers, and parents communicate?
  - C. Monitor completion targets during the class timeframe
    - homework completion
    - tests taken
    - test scores
2. Quarterly reports that measure student performance in the online class
3. Recurring reports that compare online student performance to traditional student performance
4. How are low performing students identified and remediated?
5. How are classes operated to guard against cheating?

## Notes