



APS School Turnaround Strategy

Board of Education Meeting

October 5, 2015

Agenda

Process to arrive at a school turnaround strategy

What the data says about our schools

How we meet schools' needs to best serve our children: emerging themes

Opportunity School District Overview

The Opportunity School District would create a statewide school district with the authority to take over chronically underperforming schools across the state of Georgia

Timeline for the creation of the OSD

- GA General Assembly passed resolution enabling a constitutional amendment (*Complete*)
- Majority of Georgia voters must approve referendum to create the OSD in November 2016
- OSD could then begin to take over as many as 20 schools for the 2017-18 school year
- Schools are eligible for the OSD with three years of consecutive CCRPI scores under 60
- Once included in OSD, schools remain for at least five years but no more than ten years

Potential State Intervention Models

- Direct management of the school by the OSD
- Shared governance of the school by the OSD and the local board of education
- Reconstitution of the school as an OSD charter school
- Closure of the school which is not enrolled at full capacity (school closure shall be the intervention of last resort)

If the OSD was approved today, 26 low-performing APS schools would be eligible

Opportunity School District and Atlanta Public Schools

APS must demonstrate its commitment and capability to turnaround our lowest performing schools over the next 12-18 months, not only to maintain local control of our schools but most importantly to provide the high quality education all kids in Atlanta deserve

APS is acting urgently to identify the best strategy to turn around low-performing schools and keep them under local control

- APS is committed to providing all Atlanta children with access to a quality education
- APS supports local control of education

To date, APS has taken proactive steps toward turning around our schools including adopting a Charter System operating model, making strategic hires, expanding social and emotional learning, and implementing APS's five-year strategic plan

Since August 11th, APS has been focused on a School Turnaround Strategy Project with the support of The Boston Consulting Group. Through this project, APS is gathering community and educator input and developing an aggressive, targeted, research-based strategy for turning around APS's lowest performing schools

Process to arrive at a school turnaround strategy

8-week engagement with The Boston Consulting Group (BCG)
Aug 11 – Oct 6

Ongoing APS work
After October 6

**Develop district turnaround strategy,
building on district's existing work**

**Develop school-by-school
turnaround strategy**

We are in the final week of an 8-week strategy project supporting APS's turnaround effort

After the initial 8-week engagement, the district will:

Over the course of the project, we have:

- **Engaged stakeholders to gain their perspectives on the current state and gather input on potential strategies:**
 - Interviews with principals, parents, and other community members
 - School-based conversations with parents, teachers, and students
 - Engagement of the wider community via Community Advisory Committee, Community Town Hall, Community survey, and public focus group
- **Conducted data analysis** of CCRPI scores to help understand current performance
- **Synthesized external research** on turnaround strategies

- **Assess school needs and context and partner with schools and communities** in matching strategies with schools
- **Continue dialogue with the broader community**
- **Continue existing efforts** and begin taking **near-term actions** that are part of the strategy

These inputs as well as ideas from a joint APS-BCG Working Group and Steering Committee inform the district's strategy, to be shared by the superintendent on October 8

Context for presentation of data

The following pages offer a segmentation of APS schools¹ based on CCRPI, detail CCRPI by cluster, and benchmark APS CCRPI scores against all schools in the state

	Segment	Criteria for inclusion
	OSD eligible ²	Three consecutive years under 60
	High Risk	Two of three years under 60
	Risk	Two of three years under 70
	Trending up	Three-year improvement trend; one year <65 and one >70
	Safe	Three years over 65 and at least one over 70
	Strong	Three years over 75

1. Analysis includes cluster schools plus BEST and CSKYWA; does not include charter or non-traditional programs, which are analyzed separately. 2. OSD-eligible based on current data and the current CCRPI formula. Both will change before actual OSD eligibility is calculated
 Note: Consolidated high schools (Carver, South ATL, Therrell and Washington) are included as lower of consolidated group/pair; consistent with GA DOE guidance
 Note: Analysis updated based on revised segmentation methodology as of 9/22/2015 (original data presented on 8/27/2015)



Overall APS breakdown by segment for cluster schools¹

Key takeaways

28 of 49 (57%) elementary schools are OSD eligible or high risk

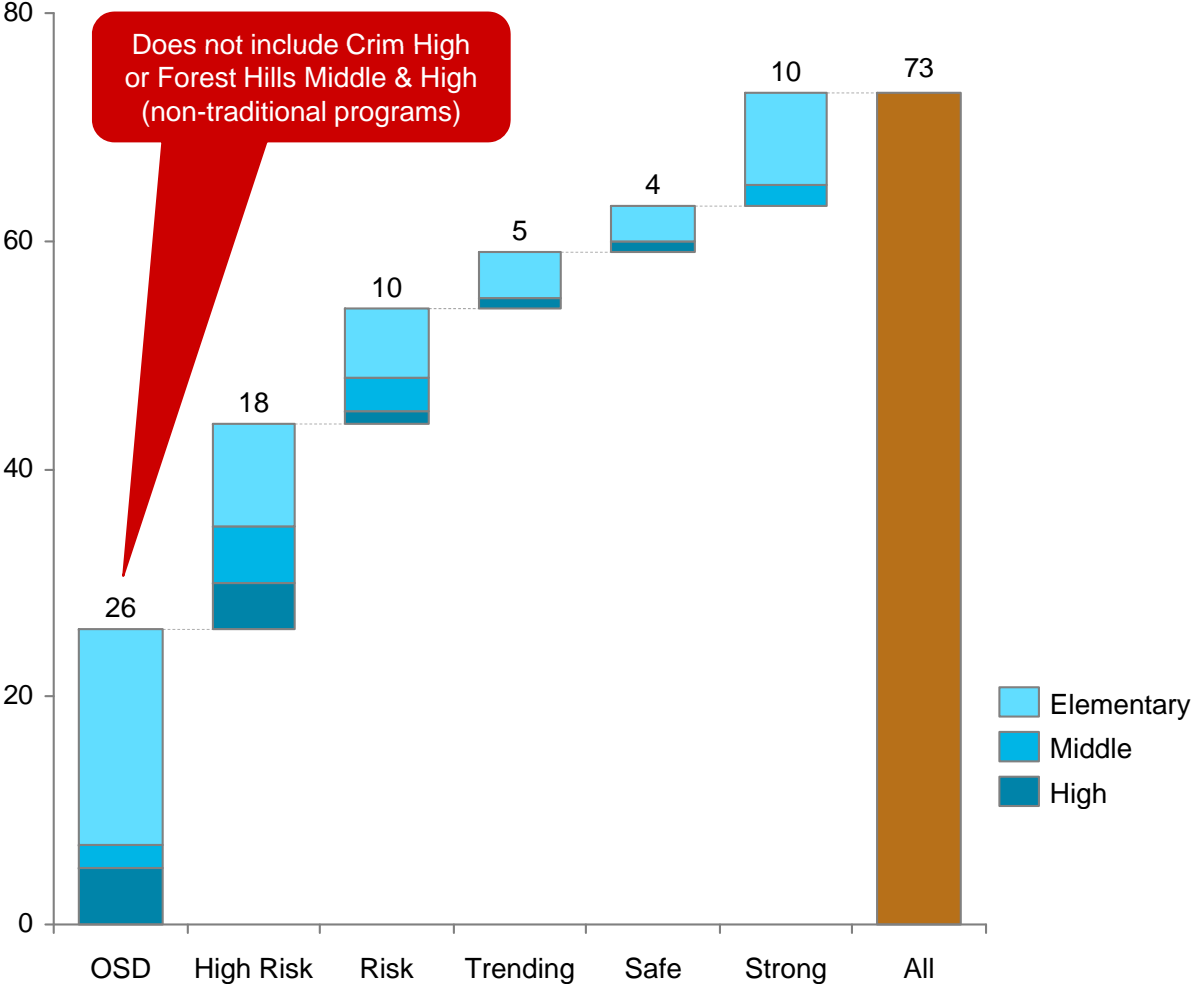
- ES underperformance suggests MS/HS could get worse with time if nothing is done

All clusters except one have at least one OSD-eligible² or high-risk school

- 11 of 14 Safe or Strong schools are in Grady or North Atlanta clusters

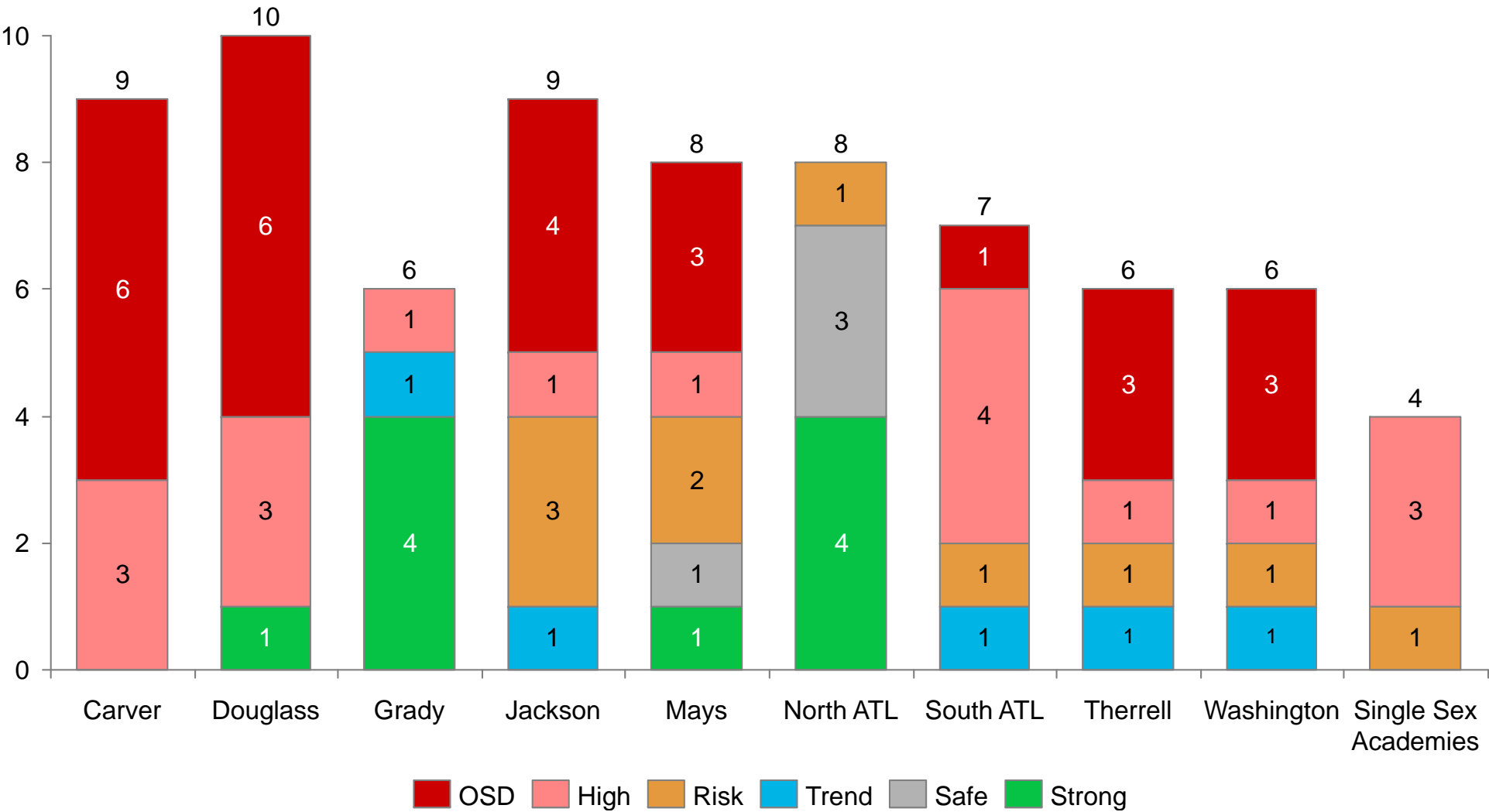
44 of 73 (60%) of APS schools fall into OSD eligible or high risk

- Turnaround strategy could be required for many schools



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 Source: <http://www.gadoe.org/CCRPI/Pages/default.aspx>

Cluster performance shows schools at risk in most clusters¹



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2014 CCRPI components shown as statewide percentile

APS Cluster Elementary Schools

School Name	Cluster	Grade Cluster	Achievement	Progress	Gap	Challenge	CCRPI
Morningside Elementary School	Grady	E	100th	98th	100th	16th	97th
Jackson Elementary School	North Atlanta	E	97	95	100	34	96
Brandon Elementary School	North Atlanta	E	97	88	100	21	94
Lin Elementary School	Grady	E	96	85	95	39	93
Springdale Park Elementary School	Grady	E	98	62	95	40	93
West Manor Elementary School	Mays	E	81	78	55	94	81
Smith Elementary School	North Atlanta	E	92	52	77	49	80
Garden Hills Elementary School	North Atlanta	E	64	43	92	89	79
Woodson Primary School	Douglass	E	66	NA	NA	14	75
Rivers Elementary School	North Atlanta	E	72	62	66	41	63
Burgess-Peterson Elementary School	Jackson	E	56	76	44	89	62
Venetian Hills Elementary School	Washington	E	29	98	92	39	58
Deerwood Academy School	Therrell	E	37	38	88	54	53
Heritage Academy Elementary	South Atlanta	E	26	60	92	19	44
Adamsville Primary School	Mays	E	25	NA	NA	14	36
Bolton Academy	North Atlanta	E	34	32	77	19	36
Hutchinson Elementary School	South Atlanta	E	16	17	92	39	32
Cleveland Elementary School	South Atlanta	E	12	99	83	14	32
Cascade Elementary School	Mays	E	22	98	17	46	29
Whitefoord Elementary School	Jackson	E	17	11	66	39	23
Beecher Hills Elementary School	Mays	E	30	34	3	68	22
The John Hope-Charles Walter Hill Elementary	Grady	E	10	32	88	14	21
All APS Elementary Schools	E	E	29	41	17	14	20
M. A. Jones Elementary School	Washington	E	24	15	7	62	17
Parkside Elementary School	Jackson	E	22	76	7	14	15
Bazoline E. Usher/Collier Heights Elementary	Douglass	E	5	80	44	19	11
Humphries Elementary School	South Atlanta	E	7	46	32	15	9
Fickett Elementary School	Therrell	E	16	28	7	19	9
Kimberly Elementary School	Therrell	E	7	43	32	8	9
Continental Colony Elementary School	Therrell	E	9	10	26	14	7
Dobbs Elementary School	South Atlanta	E	5	13	32	24	6
Scott Elementary School	Douglass	E	4	2	66	14	6
Dunbar Elementary School	Jackson	E	3	23	55	8	5
Toomer Elementary School	Jackson	E	11	10	7	8	5
F. L. Stanton Elementary School	Douglass	E	5	6	26	8	4
Towns Elementary School	Douglass	E	5	7	17	14	4
Finch Elementary	Carver	E	5	7	12	14	3
Peyton Forest Elementary School	Mays	E	7	8	2	28	3
Boyd Elementary School	Douglass	E	2	14	32	8	3
Gideons Elementary School	Carver	E	4	11	12	14	3
Benteen Elementary School	Jackson	E	5	18	3	14	3
Miles Intermediate School	Mays	E	5	30	2	8	2
Slater Elementary School	Carver	E	2	13	12	14	2
Bethune Elementary School	Washington	E	3	1	17	14	2
Fain Elementary School	Douglass	E	4	8	2	8	2
Grove Park Intermediate School	Douglass	E	2	3	7	14	1
Thomasville Heights Elementary School	Carver	E	1	11	26	8	1
Perkerson Elementary School	Carver	E	2	2	3	8	1
Connally Elementary School	Washington	E	1	4	7	8	1
D. H. Stanton Elementary School	Jackson	E	2	1	2	14	1

LEGEND



Note: Does not include charter or non-traditional schools; CCRPI line shows schools which had below 60 score for 2014 ONLY → not three consecutive years
 Source: 2014 GA DoE CCRPI component data



2014 CCRPI components shown as statewide percentile

APS Cluster Middle & High Schools

School Name	Cluster	Grade Cluster	Achievement	Progress	Gap	Challenge	CCRPI
Inman Middle School	Grady	M	88th	87th	66th	44th	78th
Sutton Middle School	North Atlanta	M	80	70	55	24	63
<i>All Schools</i>		M	31	52	44	8	27
CSKYWA Middle School	CSKYWA	M	20	65	44	32	27
King Middle School	Jackson	M	16	54	66	32	26
Brown Middle School	Washington	M	17	70	77	8	26
Long Middle School	South Atlanta	M	11	41	66	32	21
Bunche Middle School	Therrell	M	17	36	32	14	16
Harper-Archer Middle School	Douglass	M	8	34	77	8	16
Price Middle School	Carver	M	9	67	44	8	13
The Best Academy at Benjamin S. Carson	BEST	M	8	24	26	14	7
Young Middle School	Mays	M	15	13	7	8	7
Sylvan Hills Middle School	Carver	M	10	30	7	8	6

LEGEND



School Name	Cluster	Grade Cluster	Achievement	Progress	Gap	Challenge	CCRPI
Early College High School at Carver	Carver	H	79th	92th	93th	100th	97th
Booker T. Washington - Early College	Washington	H	35	58	47	95	54
North Atlanta High School	North Atlanta	H	44	58	77	21	47
The School of the Arts at Carver	Carver	H	11	88	93	66	44
South Atlanta Law and Social Justice School	South Atlanta	H	18	92	89	34	43
South Atlanta School of Health and Medical	South Atlanta	H	17	82	77	80	41
Grady High School	Grady	H	47	20	77	14	41
South Atlanta School of Computer Animation	South Atlanta	H	9	82	58	66	26
Therrell School of Health and Science	Therrell	H	6	80	84	46	25
Therrell School of Engineering	Therrell	H	12	60	58	51	25
The Best Academy High School	BEST	H	13	54	47	39	22
CSKYWA High School	CSKYWA	H	19	60	2	51	14
<i>All Schools</i>		H	12	47	36	8	14
School of Health Sciences at Carver	Carver	H	8	93	13	22	13
Maynard H. Jackson, Jr. High School	Jackson	H	9	67	26	8	11
Booker T. Washington High School - Health	Washington	H	4	76	36	19	8
Mays High School	Mays	H	11	10	26	8	8
Booker T. Washington High School - Banking	Washington	H	8	67	4	28	7
Therrell School of Law	Therrell	H	5	80	8	32	7
Douglass High School	Douglass	H	4	34	13	8	4
School of Technology at Carver	Carver	H	2	20	36	8	3

2014 CCRPI score 60

Note: Does not include charter or non-traditional schools; CCRPI line shows schools which had below 60 score for 2014 ONLY → not three consecutive years
 Source: 2014 GA DoE CCRPI component data

Turnaround strategy will be the product of several inputs

Current APS efforts

- Build upon existing work at APS
- Get input from district leadership

External research

- What has worked elsewhere?
- What does research/evidence say?

Stakeholders

- How do stakeholders view/react to options?

Beating the odds

- What are APS turn-arounds doing well?
- What can we learn from them?

Evaluation of ideas

- Theory of change
- Strength of evidence
- Strategic fit
- Level of support
- What you need to believe

POTENTIAL STRATEGIES

Ideas

- Decision criteria
- Guiding principles
- Engagement plan

STRATEGY

CURRENT PERFORMANCE, NEEDS & ROOT CAUSES BY GRADE SPAN/CLUSTER/COMMUNITY

Data analysis

- Analyze data to identify trends/patterns to inform strategy

Educators/communities

- Hear from educators, parents, students & community
- Identify cross cluster and cluster specific needs/root cause issues

District leadership input

- Learn from leaders' experience within and outside APS
- Understand cross cluster and cluster distinctions and needs



Several major themes emerging from these inputs, informing our strategy

<p>1</p> <p>Instruction</p>	<ul style="list-style-type: none">• Low-performing schools lack consistent high-quality classroom instruction• Low-performing schools have large numbers of students who are behind; we must provide additional instructional supports to help them catch up
<p>2</p> <p>School leadership</p>	<ul style="list-style-type: none">• Many APS principals are not equipped with necessary turnaround expertise; APS must both support the current team and recruit additional turnaround leaders• Must build strong bench of future leaders by investing in teacher leaders and APs
<p>3</p> <p>Teachers</p>	<ul style="list-style-type: none">• High-quality classroom instruction is central to turnaround. Many teachers in low-performing APS schools need a solid foundation of support from the district, school administrators, and coaches to improve• APS must have a strategy to attract and retain talented educators
<p>4</p> <p>Students engaged and ready to learn</p>	<ul style="list-style-type: none">• Many kids in low-performing schools have non-academic needs (e.g. mental health, nutrition, housing, safety) that keep them from being ready to learn<ul style="list-style-type: none">– Schools, city services, and community partners must do more to help
<p>5</p> <p>Urgency of the situation</p>	<ul style="list-style-type: none">• Given the number of schools with dire student need and very low performance, something more than programmatic changes may be needed<ul style="list-style-type: none">– Structural changes made elsewhere include school reconstitution, consolidation, and partnering with non-profit charter school operators• APS must be thoughtful about any structural changes and work with communities, taking into account school context and the need for stability

Appendix

Administration's guiding principles for determining the turnaround strategy

The strategy we choose must . . .

Improve, through direct and/or indirect means:

- The quality of instruction provided to students
- Students' experience in school, increasing their engagement and hope

Help low-performing schools to make significant progress in both the short term (next 18 months) and long term

Demonstrate to the state APS's commitment and ability to improve the quality of students' outcomes and educational experience, thereby reducing the likelihood of OSD takeover

Increase equity in the system

Include families, communities, and staff as partners

Be sensitive to differences in communities' and schools' assets, needs, and current situation

Offer a balance of proven strategies and innovative solutions

Be determined and implemented based on an open and transparent process

Include a plan for implementation that is sustained, sufficiently resourced, and high-quality

Components of CCRPI broken into four categories

Historical CCRPI formula:

	Elementary	Middle	High
Achievement	<ul style="list-style-type: none"> • Content mastery • Post-elementary school readiness • Predictor for high school graduation 	<ul style="list-style-type: none"> • Content mastery • Post-high school readiness • Graduation rate 	<ul style="list-style-type: none"> • Content mastery • Post-high school readiness • Graduation rate
Progress	<ul style="list-style-type: none"> • Student growth percentiles 	<ul style="list-style-type: none"> • Student growth percentiles 	<ul style="list-style-type: none"> • Student growth percentiles
Gap	<ul style="list-style-type: none"> • Gap size • Gap change 	<ul style="list-style-type: none"> • Gap size • Gap change 	<ul style="list-style-type: none"> • Gap size • Gap change
Challenge	<ul style="list-style-type: none"> • ED/EL/SWD performance points • Exceeding the bar points 	<ul style="list-style-type: none"> • ED/EL/SWD performance points • Exceeding the bar points 	<ul style="list-style-type: none"> • ED/EL/SWD performance points • Exceeding the bar points

CCRPI formula will change due to calibration required by new Milestones test administered during SY2015. Initial changes recently announced place higher weight on Progress

Source: <http://www.gadoe.org>

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