ATLANTA PUBLIC SCHOOLS

Making A Difference

APS Turnaround Strategy

Board of Education Meeting

November 2, 2015

Agenda

Overview of turnaround strategy

Preliminary implementation plan & next steps

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Reminder: APS has developed a high level school turnaround strategy; school-by-school strategy still to be developed

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

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

Over the course of the project, we:

- **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

These inputs as well as ideas from a joint APS-BCG Working Group and Steering Committee informed the development of a high-level turnaround strategy

Ongoing APS work
After October 6

Develop school-by- school turnaround strategy

Next steps include:

- **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

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Multiple inputs informed the development of the strategy

Current APS efforts

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

External research

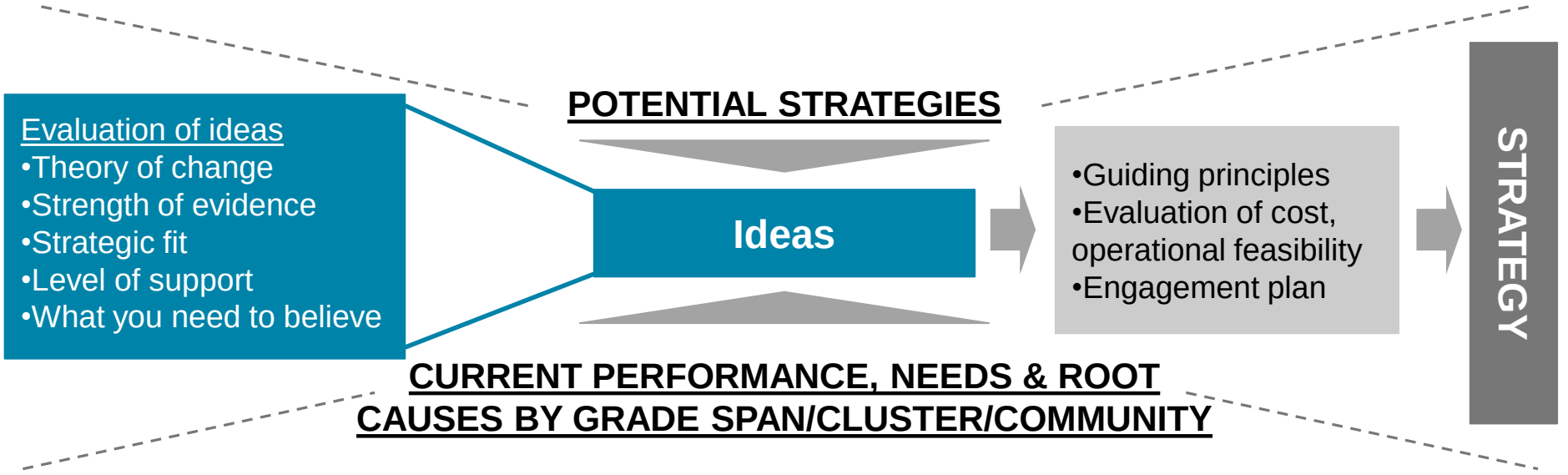
- What has worked elsewhere?
- What does research/ evidence say?

Stakeholders

- How do stakeholders view/react to options?

Beating the odds

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



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

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As reported at October board meeting, several major themes emerged from engagement and research

1 **Academics**	• 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
2 **School leadership**	• 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
3 **Teachers**	• 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
4 **Students engaged and ready to learn**	• 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 – Schools, city services, and community partners must do more to help
5 **Urgency of the situation**	• Given the number of schools with dire student need and very low performance, something more than programmatic changes may be needed – 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

Our strategy is designed to address all five themes

1 **Academics**	• Provide all APS students with access to consistent, high-quality instruction delivered by teachers with knowledge of both the content and the standards • Supplement instruction with intensive direct-to-student support targeted at expediting progress in literacy and math
2 **School leadership**	• Increase coaching and support to school leaders to develop their skills as turnaround leaders • Recruit and place strong, turnaround-experienced leaders
3 **Teachers**	• Attract, develop, support, and retain high quality teachers across the district • Differentially staff high-quality teachers in high-need schools
4 **Students engaged and ready to learn**	• Deliver targeted support to address non-academic needs (e.g. social/emotional, health, nutrition) enabling children to be more ready to learn
5 **Urgency of the situation**	• In collaboration with communities, pursue operating model changes where turnaround requires more significant change than the district can address using programmatic approaches (e.g., consolidation, partnership with non-profit charters to operate schools, school reset)

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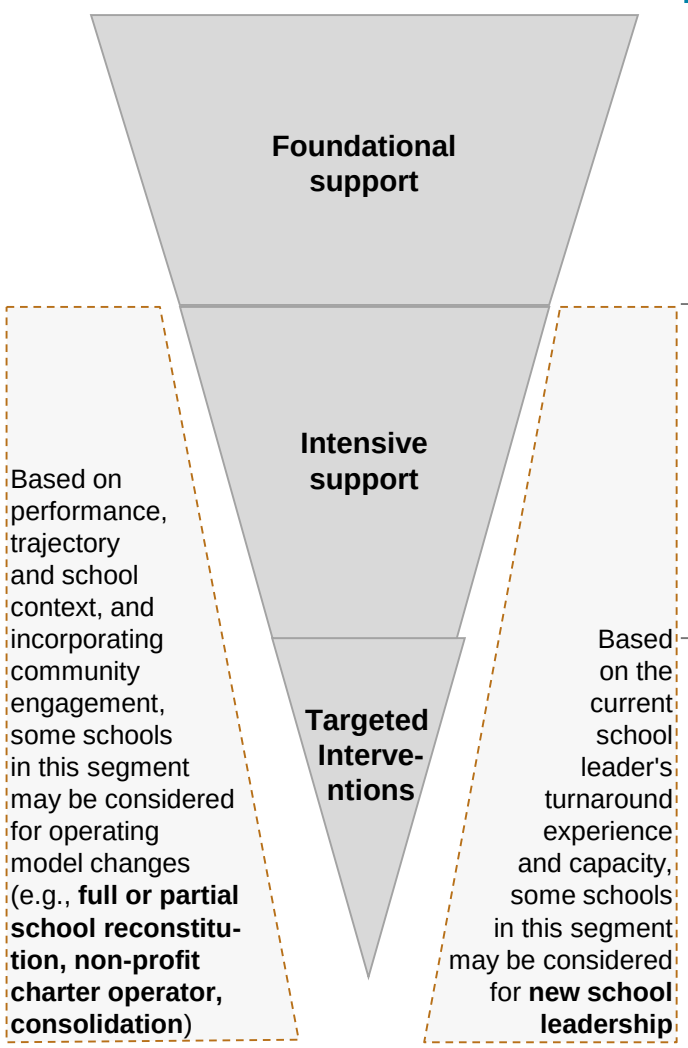
Tiered approach will provide most extensive support to a small subset of schools



Objective	Level
Lay strong instructional foundation for all schools • District-wide instructional framework and consistent theory of action • District-wide balanced assessment to support instruction • Improved quality and consistency of all teacher and leader professional learning	**All schools**
Build leader and teacher capacity; help children to be ready to learn; reinforce literacy and math skills • Targeted professional learning for school leadership teams and teachers focused on school turnaround • Recruiting and placing strong turnaround leaders • Accelerating and strengthening wraparounds to support non-academic needs • Resource-efficient strategies to reinforce literacy, math skills	**Schools at high risk of inclusion in OSD** (26+ schools)
Increase time and focus on foundational skills; deepen capacity building • Menu of options for schools to deliver intensive, high quality student learning time: reading/math specialists, high dosage tutoring, extended day/year and/or vacation academies • Additional investment in capacity building (e.g., dedicated professional learning time)	**~12 schools** **Carver & Douglass Elementary Schools** (+1 or 2 additional)

Note: Mobility support segment TBD

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We explored several scenarios for selecting initial schools to receive targeted interventions; ultimately chose cluster strategy

Approach Selected

Scenario 1: Achievement

- Select ten lowest performing schools based 3-year CCRPI average

Scenario 2: Achievement + growth

- Start with scenario 1
- Adjust for upward trajectory in CCRPI score, i.e. schools with strong progress may be taken out of consideration for targeted support in favor of others with less strong trajectory

Scenario 3: Include all grade spans

- Start with scenario 2
- Include at least one low-performing MS and HS by further adjusting for CCRPI growth

Scenario 4: Cluster strategy

- Start with schools with lowest three-year average CCRPI
- Focus on 1-2 clusters with highest concentration
- Add schools from other clusters based on 2015 data

Initial focus will be on elementary schools in Carver and Douglass clusters (12), with potential to add a few additional elementary schools from other clusters based on 2015 CCRPI data

- Nearly all of lowest performing schools are Elementary
- Through 2014, 9 of 14 lowest-performing ES in Carver or Douglass cluster
- Targeting by grade span and cluster allows focus in execution, aligns with cluster strategy
- May choose to intervene in additional ES if data suggests extreme need

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Schools with lowest three year average CCRPI (page 1 of 2)

	School	Cluster	Grade level	SY '15 enrollment (utilization)	Three yr average CCRPI	2012 CCRPI	2013 CCRPI	2014 CCRPI	State progress percentile
	Thomasville Heights Elementary School	**Carver**	**E**	**366 (39%)**	**38.3**	**34.7**	**37**	**41.9**	**10th**
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	F. L. Stanton Elementary School	**Douglass**	**E**	**280 (66%)**	**51.5**	**50.9**	**53.5**	**50**	**5th**

Highlighted schools represent Carver & Douglass elementary schools that will receive targeted interventions

1. Combines Carver Tech and Carver Early College enrollments; utilization would include other Carver high schools

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Schools with lowest three year average CCRPI (page 2 of 2)

School	Cluster	Grade level	2015 enrollment (utilization)	Three yr average CCRPI	2012 CCRPI	2013 CCRPI	2014 CCRPI	State progress percentile
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Emma Hutchinson Elementary School	South Atlanta	E	438 (53%)	55.2	42.8	55	67.9	15th

Highlighted schools represent Carver & Douglass elementary schools that will receive targeted interventions

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Agenda

Overview of turnaround strategy

Preliminary implementation plan & next steps

The implementation plan is still in development, but may include the following:

	Begin this school year (15-16)	Begin next school year (16-17) (in addition to continuing Yr 1 work)	Begin after next school year (in addition to continuing Yr 1 /2)
Foundational (all schools)	• Build instructional framework, incl. planning, delivery, analysis & approved supports • Provide improved PL & instr. coaching • Add principal coaches	• Build out teacher retention efforts (e.g., prof. learning opptys, pathways) • Implement balanced assessment sys. • Add principal manager/coaching capacity (hire Spring 2016)	• Continue with initiatives started in previous two years, working to evaluate, refine, continually improve, and to expand to broader subset of schools • Focus on long-term talent strategy of building instructional staff and school leader pipelines • Begin / continue implementation of complementary initiatives in turnaround schools (e.g., expanded Pre-K)
Intensive (26+)	• Lay the groundwork for placement of high quality staff in SY17 – Turnaround leaders – Highly effective teaching staff – Instructional coaches (potentially rehire) • Engage selected communities on consolidation, non-profit charter options	• Place new leaders, teachers, instructional support staff • Run leader academy (over summer) • Run teacher academy (over summer) • Strengthen instructional support staff • Continue rolling out SEL/PBIS/RJ • Place mental health/other support FTEs • Potentially execute some operating model changes: consolidate, initiate non-profit charter partnerships, or reconstitute	
Targeted (~12)	• Begin rolling out high-dosage literacy tutoring • Pilot “more time” initiatives where feasible • Hire reading & math specialists to support schools during next school year	• Ext. student learning focused on founda-tional skills (e.g. ext. day/year, vaca acad) • Support quality collaboration via PLCs • Refine "leveling" policy to allow schools to retain recently hired top teacher talent • Support schools/partners in providing wraparound services	
Implementation Support	• Increase project management capacity • Set up process for evaluating implementation • Secure resources for turnaround • Secure third-party support in targeted areas (e.g., talent sourcing)		

DRAFT – WILL BE REFINED OVER THE COURSE OF THE 15-16 SCHOOL YEAR

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Implementation of the turnaround strategy requires several key next steps

Final alignment on which initiatives are priorities for this year, which are priorities for next year /beyond

Identify cross-department leadership team to guide the overall effort

Project management function to coordinate the effort

- Ensures timely execution
- Measures progress against implementation goals

Owners and teams aligned to each major set of near-term activities

- Includes initiatives and interventions such as development of Leader Academy
- Also include supporting activities such as coordination between district and schools

Sufficient resources put against each initiative with a focus on equity

- Includes agreement on reallocation within existing budget

Structure and process for working with and supporting schools

- Evaluation of needs
- Developing school strategies and implementation plans
- Engaging school communities

Comprehensive public engagement and communications strategy

- Cluster-specific town halls
- Faculty meetings

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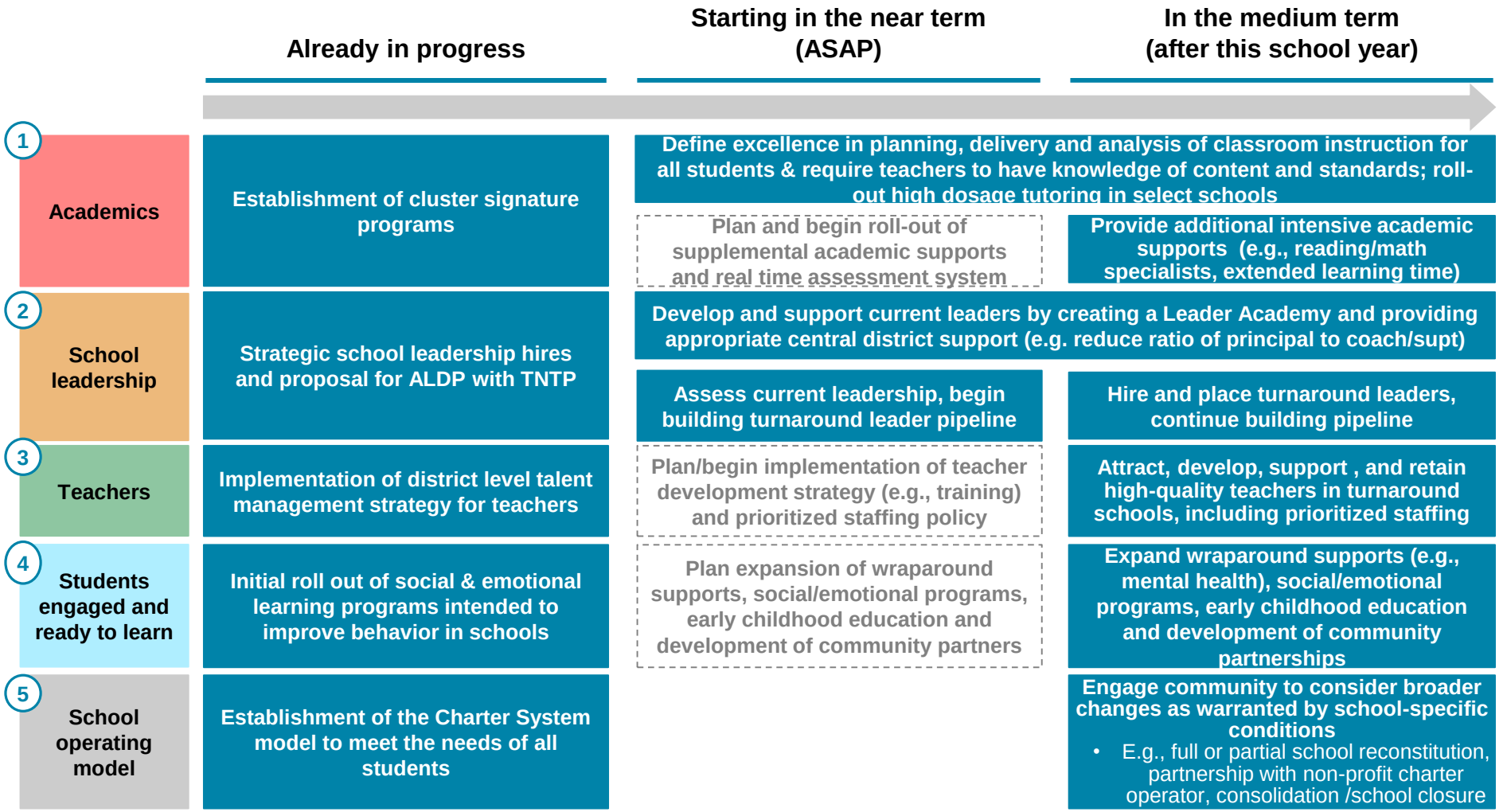
Appendix

Current high-level view: District-level turnaround strategies and sequencing



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1 Define what high quality classroom instruction looks like and ensure teachers are capable of delivering effectively

Goal	**Provide all APS students with access to consistent, high-quality instruction delivered by teachers with knowledge of both the content and the standards**
Actions needed	**1. For all APS schools, articulate an academic theory of action and a framework for delivery of instruction** • Articulate a thinking curriculum aligned with each cluster's signature program, infrastructure of support, and formative assessment process • Define instructional framework (lesson planning, delivery of instruction, formative assessment, use of data, balanced assessment system) • Align to Georgia Standards of Excellence with a focus on literacy and math (including appropriate use of instructional time and appropriate resources – e.g., balanced literacy) • Implement a set of district-wide instructional shifts and practices that are aligned with the theory of action and framework for delivery of instruction **2. Build capacity of teaching staff by providing more instructionally focused professional learning for teachers, leaders, and instructional support staff** • District-led professional learning 4-5x during the school year by grade level or grade span for all schools (may shift professional learning days before / after school year) • School-level implementation of high quality collaboration time (Professional Learning Communities) for lowest-performing schools • Turnaround school instructional staff return one additional week prior to start of school year for intensive planning, professional learning and targeted training • Training and support of the development of strong instructional support staff (instructional coaches, content-area specialists, etc.) • Implementation of a shared data inquiry methodology

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1

Provide intensive supplemental academic supports

Goal	**Supplement Tier 1 instruction with intensive support targeted at enhancing and expediting progress towards achievement**
Actions needed	**1. Establish and communicate to educators a short-list of proven academic supports and interventions; reduce low-efficacy practices in the classroom** • E.g., Supply reading specialists to students who struggle with reading **2. Develop and fund rigorous and engaging extended day and/or extended year programs** • Provide additional high quality instruction and learning time for high-need students **3. Offer high-dosage tutoring to students in high-need schools** • Provide intensive and personalized tutoring in small group settings (e.g., 45 min tutoring per student per day) to accelerate remediation and engage students • Explore partnerships with local universities or programs for recent graduates for tutoring talent (e.g., City Year, Match Corps) **4. Offer intensive literacy and math instruction during school breaks to struggling students through "vacation academies"** • Explore models that would support educator professional learning (e.g., recruit exemplar educators to serve as coaches) **5. Explore strategies to better meet needs of our students with disabilities**

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2

Develop and support current leaders and build pipeline

Goal	**Develop and place strong turnaround leaders with the specific skills required to support and drive turnaround in low performing schools**
Actions needed	**1. Design, fund and implement a Leader Academy program for turnaround leader cohort tailored to the unique needs of each turnaround leader** • Focused and intensive training targeting existing APS leaders (Associate Supes & principals) with capacity and receptiveness to develop turnaround-specific skills • Leverage TNTP leader development program funded by i3 to build a pipeline of turnaround leaders by investing in associate principals and teacher leaders **2. Develop and execute talent strategy to identify, attract, and place school leaders with successful turnaround experience in high-need schools** • Explore financial and non-financial incentives to attract strong talent to lead low performing schools **3. Reduce the ratio of principals to associate superintendents / principal coaches to ensure turnaround leaders receive adequate supports from central district** • Add roles as necessary to ensure ratio is consistent with current best practice • Review job description of principal coaches and refine if needed to ensure instructional support focus

3

Attract, develop, support, and retain high-quality educators in turnaround schools

Goal	**Develop a holistic talent strategy to ensure we attract, develop and support high quality educators in our underperforming schools to serve high-need students**
Actions needed	**1. Prioritize placement of highly effective educators in highest need schools** • Adjust policies to enable prioritized staffing for eligible, high need schools • Explore financial and non-financial incentives to attract strong teaching talent to low-performing schools (e.g., offer high quality PL and compensate for time) • Explore staffing policies which would allow turnaround leaders to bring key administrative and instructional staff to immediately bolster talent in the building **2. Create programs to invest in and recognize high quality teachers to drive retention** • Explore creative ways to recognize and support educators such as offering attractive professional learning opportunities • Expand development of teacher leader pathway to allow highly effective teachers to take on more responsibility and increase their individual impact **3. Pursue "hold-harmless" policy to shield high need schools from staff leveling** • Lock staffing allocation for eligible schools at the outset of the year and maintain staff levels for duration of school year even if enrollment declines • If required to move staff out, relax the "last in, first out" policy to keep highly effective staff

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4

Expand non-academic supports that help ensure children are ready to learn

Goal

Deliver targeted support to address non-academic needs (e.g. social/emotional, health, nutrition) enabling children to be more ready to learn

Actions needed

1. Refine and accelerate implementation of SEL, PBIS, and restorative justice

- Focus on the deployment of a single SEL/PBIS program for each cluster to deepen implementation and create cluster continuity for students

2. Increase support for students' mental health needs

- Need for mental health counselors and additional psychologists
- Explore partnerships with local universities to deploy graduate students into high need schools for externships (e.g. Philadelphia School District & Drexel University)

3. Address mobility challenges to achievement through policy/program changes

- Evaluate options to enable students to finish year in original school after moving
  - *Likely requires significant transportation process change to enable*

4. Support clusters and schools in developing and deploying high quality partnerships with third party providers of comprehensive wraparound supports

- Supports such as early childhood education, social workers, nurses/clinics, etc.
- E.g. Communities in Schools, Families First

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5

Engage community to consider operating model changes as warranted by school-specific conditions

Goal	**In collaboration with communities, pursue operating model changes where turnaround requires more significant change than the district can address using programmatic approaches**
Actions needed	**1. Consider reconstituting schools (i.e. placing new leader and requiring staff to reapply for their positions)** • Focus on schools with very low performance, where a new leader will be placed, and where there is low confidence that school can turn around with current teaching staff • Work closely with cluster and school community to weigh benefits of reconstitution against potential disruption that would accompany staff turnover **2. Identify schools that could be candidates for consolidation** • Focus on schools with low and flat/declining enrollment and a broad set of needs, ideally located close to a higher performing school with capacity − Consolidation decisions will require deep understanding of local context • Work closely with cluster and school community to evaluate option **3. Initiate discussions with successful non-profit school operators and with communities about potential for partnerships** • Focus on schools with low performance, where there are indications of community openness to charters • Understand how many high-quality operators would be interested in operating an APS neighborhood school and their credentials for operating a turnaround school including track record of academic success and of partnering with communities • Understand community interest in potential partnerships

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APS schools ranked by three-year average CCRPI

(Page 1 of 5)

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	Miles Intermediate Elementary School	Mays	E	325 (36%)	55.4	60	59	47.2	28th
	Crawford Long Middle School	South Atlanta	M	659 (66%)	55.5	54.9	48.9	62.8	38th
	Joseph Humphries Elementary School	South Atlanta	E	335 (52%)	56.1	49.3	62.7	56.2	43rd
35	Therrell Law Govn & Public Policy	Therrell	H	838 (56%)	56.2	57.7	57.3	53.6	78th
	Sylvan Middle School	Carver	M	563 (58%)	56.7	59.9	57.4	52.7	28th
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	Luther Judson Price Middle School	Carver	M	311 (32%)	57.2	51.6	61.1	58.8	65th
	Maynard Jackson High School	Jackson	H	1022 (68%)	57.4	53.8	61.4	57	65th
40	Coretta Scott King Academy High School	CSKYWA	H	540 (31%)	57.7	45.6	68.4	59.2	58th
	Whitefoord Elementary School	Jackson	E	251 (39%)	57.8	48.4	61.2	63.9	10th
	R. N. Fickett Elementary School	Therrell	E	536 (60%)	58.0	54.5	63.4	56.1	26th
	J.E. Brown Middle School	Washington	M	685 (70%)	58.1	58	51	65.3	67th
	Cleveland Avenue Elementary School	South Atlanta	E	365 (54%)	58.1	54.6	52.2	67.6	99th
	Martin L. King Jr. Middle School	Jackson	M	680 (65%)	59.7	52.8	60.8	65.4	52nd

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	School	Cluster	Grade level	2015 enrollment (utilization)	Three yr average CCRPI	2012 CCRPI	2013 CCRPI	2014 CCRPI	State progress percentile
	Ralph Bunche Middle School	Therrell	M	771 (79%)	60.0	48.8	70.9	60.3	34th
	Parkside Elementary School	Jackson	E	584 (75%)	61.8	65.2	60.2	59.9	74th
	South Atlanta Computer Animation Design	South Atlanta	H	1492 (77%)	62.0	62.4	58.1	65.4	80th
	G. W. Carver School of Arts	Carver	H	1336 (88%)	62.5	58.2	57.1	72.1	87th
50	Coretta Scott King Academy Middle School	CSKYWA	M	540 (31%)	62.6	55.5	66.9	65.5	62nd
	Venetian Hills Elementary School	Washington	E	360 (60%)	63.1	53.8	58.6	76.8	98th
	Heritage Academy Elementary School	South Atlanta	E	523 (62%)	63.7	55.9	63.1	72	58th
	M. Agnes Jones Elementary School	Washington	E	587 (67%)	64.0	58.1	72.8	61.1	14th
	Deerwood Academy	Therrell	E	660 (73%)	64.5	60.9	57.7	75	36th
55	Bolton Academy Elementary School	North Atlanta	E	618 (69%)	64.7	61.5	63.2	69.4	30th
	Henry W. Grady High School	Grady	H	1287 (101%)	67.5	64.5	66.8	71.1	18th
	Cascade Elementary School	Mays	E	459 (73%)	67.7	70.1	66.6	66.5	97th
	Beecher Hills Elementary School	Mays	E	373 (71%)	68.3	79.4	62.2	63.3	32nd
	North Atlanta High School	North Atlanta	H	1657 (68%)	69.4	64.8	70.6	72.9	54th
	Adamsville Primary Elementary School	Mays	E	413 (55%)	69.5			69.5	N/A

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	School	Cluster	Grade level	2015 enrollment (utilization)	Three yr average CCRPI	2012 CCRPI	2013 CCRPI	2014 CCRPI	State progress percentile
	Burgess-Peterson Elementary School	Jackson	E	361 (41%)	72.1	52.8	85.2	78.4	74th
	E. Rivers Elementary School	North Atlanta	E	633 (70%)	76.1	72.7	76.8	78.7	60th
	Garden Hills Elementary School	North Atlanta	E	611 (79%)	76.3	68.6	76	84.4	41st
	Willis A. Sutton Middle School	North Atlanta	M	1448 (89%)	80.1	77.4	84.3	78.7	67th
65	**C. G. Woodson Primary Elementary School**	**Douglass**	**E**	**305 (45%)**	**83.2**			**83.2**	**N/A**
	West Manor Elementary School	Mays	E	275 (69%)	86.2	88.1	85.1	85.5	76th
	Samuel Inman Middle School	Grady	M	1001 (114%)	86.8	88.3	87.8	84.2	86th
	Sarah Rawson Smith Elementary School	North Atlanta	E	1115 (149%)	87.1	89.8	86.6	85	50th
	Mary Lin Elementary School	Grady	E	641 (88%)	89.6	90.9	86.4	91.5	85th
70	Springdale Park Elementary School	Grady	E	672 (81%)	90.9	90.9	90.5	91.4	60th
	Morris Brandon Elementary School	North Atlanta	E	1057 (121%)	92.3	90.7	94.2	92	87th
	Warren T. Jackson Elementary School	North Atlanta	E	834 (98%)	93.6	94	93.2	93.5	94th
	Morningside Elementary School	Grady	E	827 (92%)	94.6	93.7	96.1	94.1	97th