GO Team Budget Allocation Meeting

E. Rivers Elementary
January 27, 2025

ATLANTA
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Agenda

Action Items
- Approval of Agenda
- Approval of Previous Minutes

Discussion Items
- Changes to Gifted Delivery Model
- Review Budget Meeting Schedule- Review and update meeting calendar
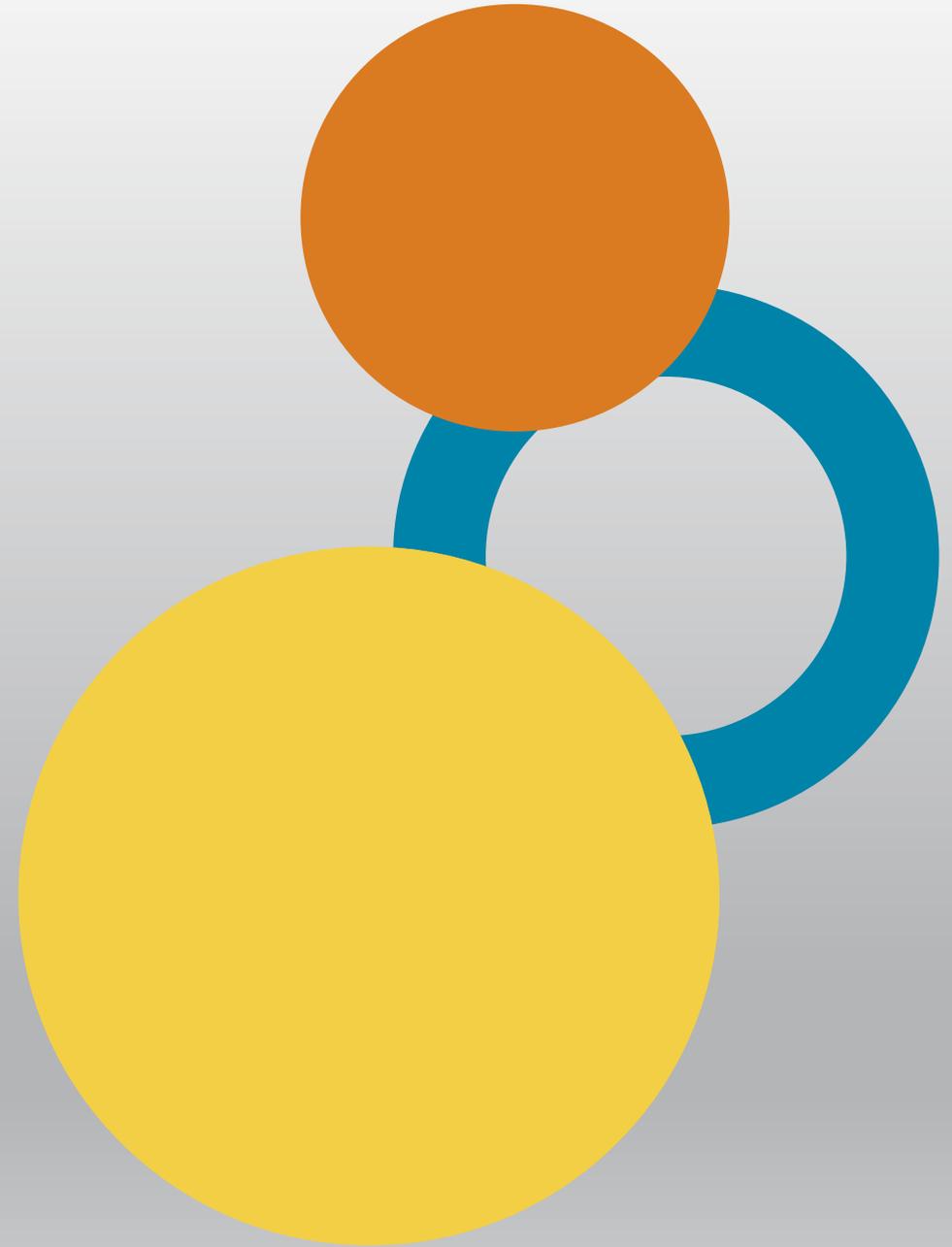- Budget Allocation Presentation

Information Items
- Principal's Report
    - CCRPI
    - IB Five Year Review

Announcements

Adjournment
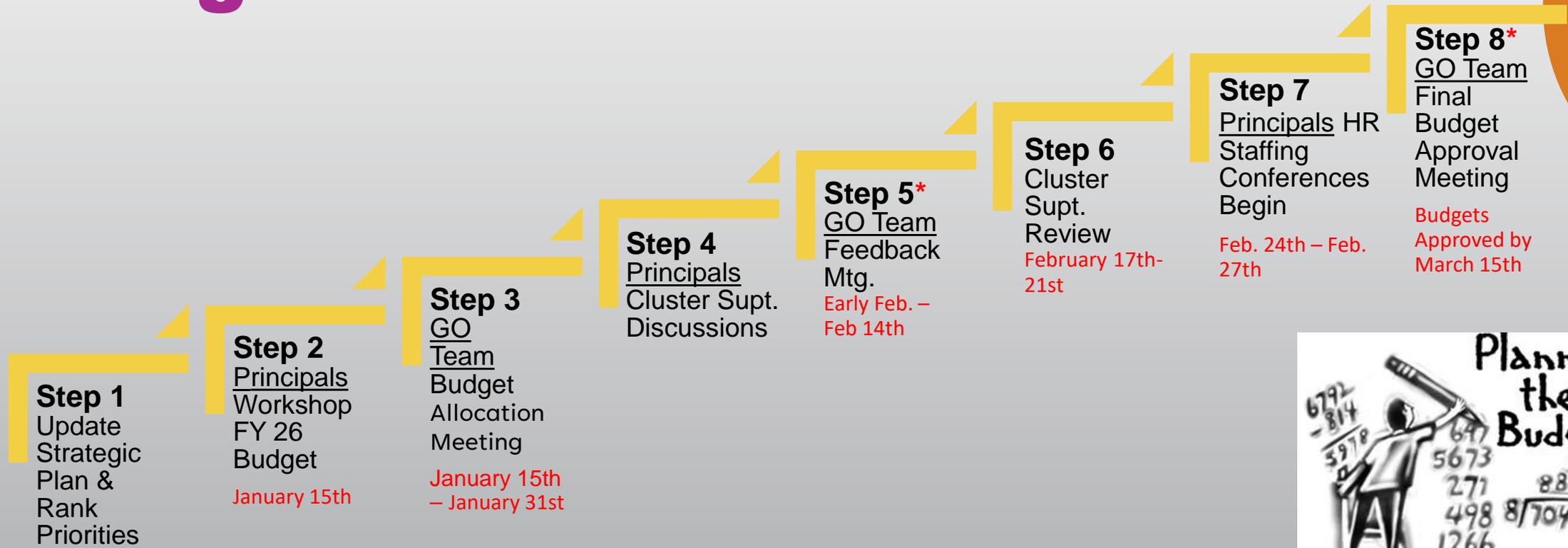
Discussion Items

Update on Gifted Delivery Model

GaDOE Program Models

- Resource – pull-out, stand-alone class

- Cluster – small-group of gifted in HR with gifted-endorsed teacher

- Collaboration – small-group of gifted in HR with teacher who plans regularly with gifted-endorsed teacher
   - Eliminated as option in 25-26

Review & Discuss FY26 GO Team Budget Meeting Schedule

To ensure alignment with the district's budget timeline, we need to review and potentially adjust our current budget meeting schedule. This will ensure timely submission of all required materials.

Overview of the FY26 GO Team Budget Process

Step 1
Update Strategic Plan & Rank Priorities

Step 2
<u>Principals</u> Workshop FY 26 Budget

January 15th

Step 3
<u>GO Team</u> Budget Allocation Meeting

January 15th – January 31st

Step 4
<u>Principals</u> Cluster Supt. Discussions

Step 5*
<u>GO Team</u> Feedback Mtg.

Early Feb. – Feb 14th

Step 6
Cluster Supt. Review

February 17th-21st

Step 7
<u>Principals</u> HR Staffing Conferences Begin

Feb. 24th – Feb. 27th

Step 8*
<u>GO Team</u> Final Budget Approval Meeting

Budgets Approved by March 15th

GO Teams are encouraged to have ongoing conversations
* GO Teams will need to take **ACTION** on the budget at these meetings.
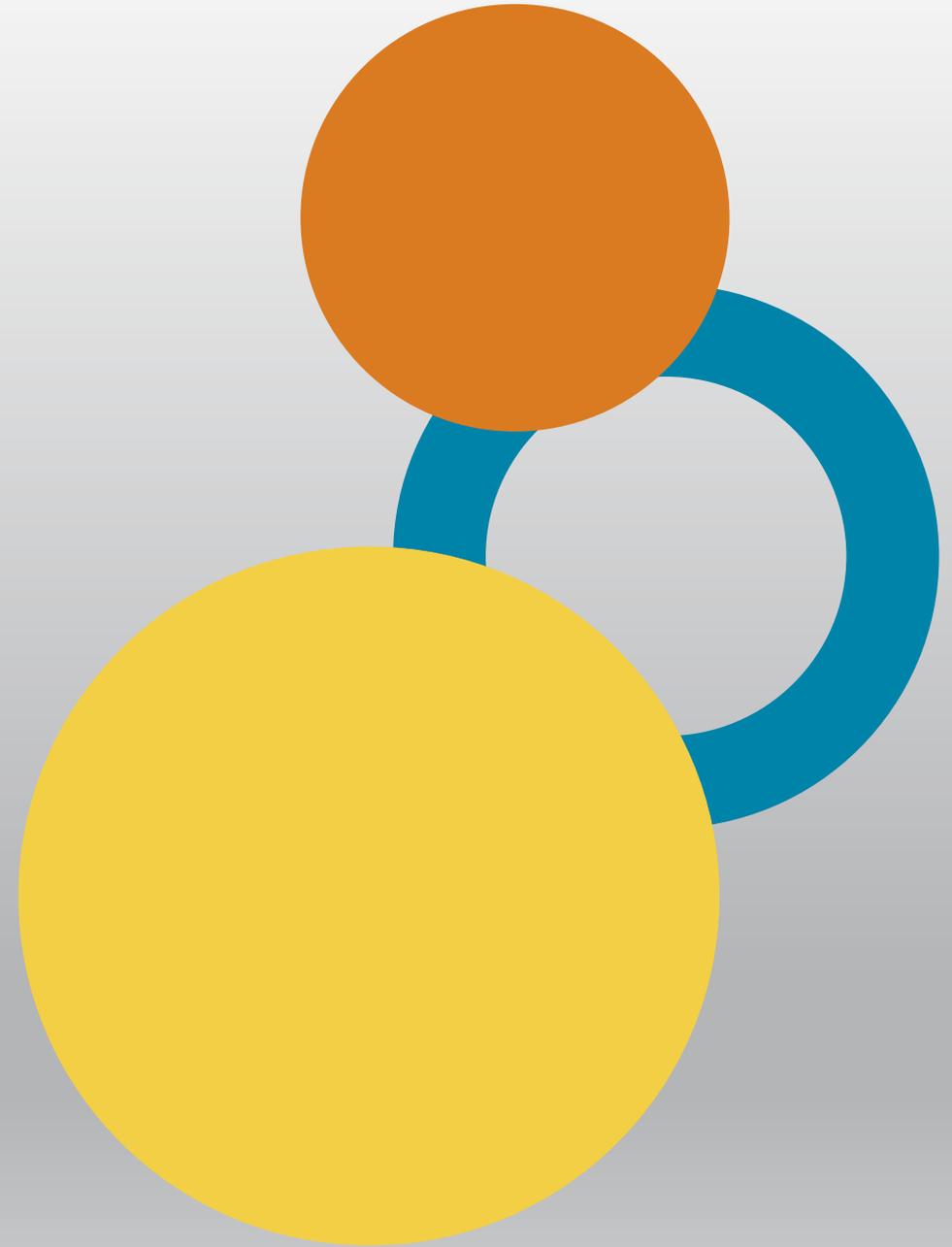

Planning the Budget
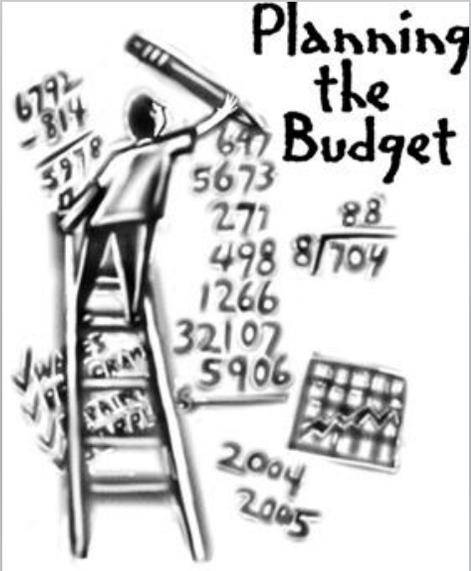
Action on GO Team Budget Meeting Calendar

We will need to **take ACTION** (vote) to change our meeting calendar **if we need to change** our meetings to meet these deadlines:

- **Allocation Meeting:** now-Jan 31
- **Feedback Meeting:** before February 14
- **Approval Meeting:** after staffing conference and before Friday, March 14.
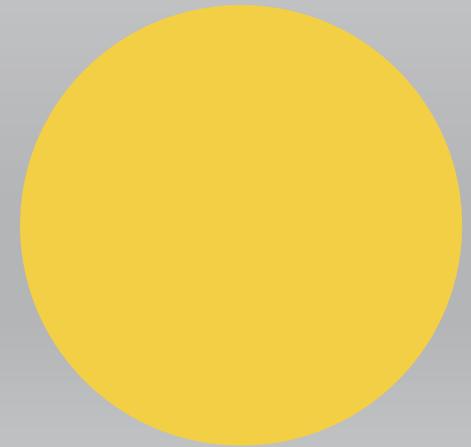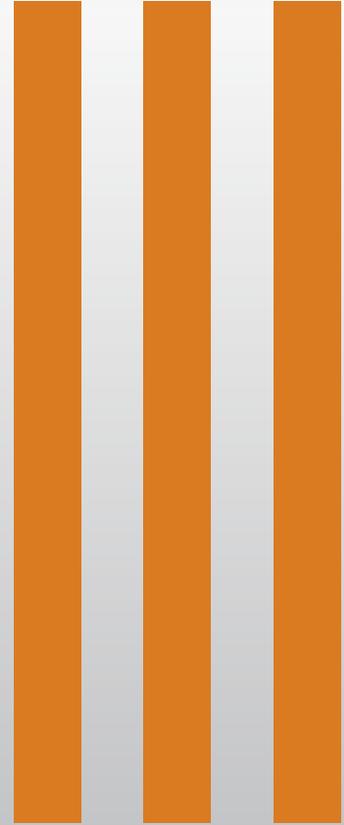
Budget Development

Norms

This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.

We will follow the agenda as noticed to the public and stay on task.

We invite and welcome contributions of every member and listen to each other.

We will respect all ideas and assume good intentions.

GO Team Budget Development Process

YOUR SCHOOL STRATEGIC PLAN...

is your roadmap and your role.
It is your direction, your priorities, your vision,
your present, your future.

✓ Step 1: Data Review

✓ Step 2: Strategic Plan Review

✓ Step 3: Budget Parameters
(Strategic Priorities)

YOU ARE HERE

Step 4: Budget Development Process

Budget Allocation Meeting

What

During the first GO Team meeting the principal will provide an overview of the budget and position allocations, request(s) for turnaround and/or signature program funds and review changes to the Gifted Services delivery model (as needed)

Why

This meeting provides an opportunity for the principal and GO Team to ensure alignment on the school's key strategic priorities, gain a deeper understanding of the budget and position allocations, discuss the proposed requests for signature program funds and provide input to drive the development of the draft budget.

When

January 16 – January 31

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FY26 Budget Development Process

Principal's Role

- Design the budget and propose operational changes that can raise student achievement
- Formulate strategies, implement and manage them at the school level
- Focus on the day-to-day operations
- Serve as the expert on the school
- Hire quality instructional and support personnel
- **Collaborate with the GO Team on the use of school-level flexibility for position allocations, turnaround initiatives, and Signature Programs (NEW PROCESS FOR FY26)**

The GO Team's Role

- Focus on the big picture (positions and resources, not people)
- Ensure that the budget is aligned to the school's mission and vision and that resources are allocated to support key strategic priorities
- **Collaborate with the Principal on the use of school-level flexibility for position allocations, turnaround initiatives, and Signature Programs (NEW PROCESS FOR FY26)**

District Mission & Vision

With a caring culture of equity, trust and collaboration, every student will graduate ready for college, career, and life.

A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system

Cluster Mission & Vision

To implement IB with depth and fidelity in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

A high-performing cluster where students, educators and families work together to create a better and more peaceful world through intercultural understanding and respect.

School Mission & Vision

By providing a rigorous, inquiry-based education, the E. Rivers' family develops confident, engaged learners, inspiring them to be respectful & compassionate citizens of the world

To build acceptance and confidence through collaboration and inquiry where all students thrive in a respectful environment

Signature Program: International Baccalaureate

School Priorities

Academic Program

1. **Improve student mastery of academic content**
2. **Provide rigor to all students**
3. **Extend focus on bi-literacy through the implementation of dual language immersion and world language programs**

Talent Management

4. Build teacher capacity in literacy, math, & science
5. Expand teacher collaboration opportunities
6. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes

Systems & Resources

7. Build systems, resources to support Cluster Plan and IB PYP implementation

Culture

8. Foster a positive and inclusive school culture for students, staff, and families.
9. Inform and engage the entire school community

School Strategies

1A. Provide remediation and acceleration as indicated by data
1B. Implement Science of Reading methodologies using FlyLeaf and Heggerty resources through third grade
1C. Administer MAP as growth measure and progress monitoring tool
1D. Use district-provided materials and scope and sequence for reading and writing and state resources for math
1E. Analyze student achievement data in ELA, math, and science to implement small-group instruction to provide differentiated tasks
1F. Provide for low teacher-student ratios
1G. Review and implement interactive, standards-aligned science labs
2A. Implement IB framework through aligned units of inquiry that are rigorous, real-world interdisciplinary projects and units
2B. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning
2C. Administrator/coaching walkthroughs and feedback on rigor and relevance
2D. Intentional focus on student reading levels and use of resources and text at appropriate level of challenge
2E. Implement RTI process to ensure students receive supportive instruction
3A. Expand and support of DLI program (to include for support and push-in personnel and through monitoring and curriculum development)
3B. Provide DLI time for vertical and team planning in support of bridging of both languages

4A. Provide targeted professional learning opportunities focused on IB, DLI, gifted endorsements, GA Standards, OG, and data analysis, dyslexia, and science of reading
4B. Increase the number of teachers with gifted and/or ESOL endorsements
4C. Fund Instructional Coach, MTSS Specialist, and IB Coordinator to provide job-embedded coaching & support
5A. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares, and Tuesdays)
5B. Allow for 90 minutes of common planning weekly in master schedule
6A. Adhere to district timelines and protocols for hiring practices
6B. Host student teachers and partner with local universities when possible
6C. Expand and stipend teacher leadership opportunities

7A. Provide time in summer for teachers to revise IB unit planners
7B. Provide teacher training on PYP and IB Standards & Practices
7C. Utilize Visible Thinking strategies to teach for understanding and strengthen IB implementation
7D. Revise curriculum maps to align with district resources and IB units
7E. Embed SEL strategies into PYP unit plans using IB terminology

8A. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students
8B. Incentivize positive student behavior and attendance and recognize student achievement and performance
8C. Embrace Restorative Practices for student mediation
9A. Build community awareness, knowledge and support of IB and other instructional initiatives and share through parent workshops and communication tools
9B. Provide translation and support services for ESOL families
9C. Utilize weekly communication systems to inform parents and stakeholders
9D. Fund part-time, bilingual parent liaison
9E. Utilize parent conferences to share student data and build positive parent-teacher relationships
9F. Host a variety of school events for families (e.g., Talent Show, Art Night, Picnics, International Dinner, Bingo Night).

Key Performance Measures

- Increase % of students scoring at Proficient or Distinguished in Reading/ELA and Math in Milestones

- Increase the % of students who meet or exceed typical growth on MAP Reading & Math

- Increase % of English Learner students moving performance bands on ACCESS annually

- ≥70% of students will meet or exceed targeted Lexile level [i.e., ≥ than 650 (Third Grade), 750 (Fourth Grade), 850 (Fifth Grade) on the GMA]

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher

1. Provide rigor to all students
2. Improve student mastery of academic content
3. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes
4. Build teacher capacity in literacy, math, & science
5. Expand teacher collaboration opportunities
6. Foster a positive and inclusive school culture for students, staff, and families
7. Build systems, resources, to support cluster plan to include IB implementation
8. Expand focus on bi-literacy through the implementation of dual immersion language and world language program
9. Inform and engage the entire school community

Lower

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FY26 Budget Parameters

Strategy	Rationale
1. Improve student mastery of academic content	Based on data, we will be intentional in our efforts to meet students' needs and foster academic growth.
2. Build teacher capacity in literacy, math, and science	As teachers refine their practice and expand their professional knowledge, student achievement increases.
3. Foster a positive and inclusive school culture for students, staff, and families.	Teachers and students do their best when they work and study in a positive environment.
4. Provide rigor to all students	Our teachers will monitor student data to plan for academic challenge for all students.
5. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes	Teacher attrition necessitates building capacity for staff
6. Expand teacher collaboration opportunities	Teachers commit to sharing best practices with each other to meet the diverse learning needs of their students.
7. Build systems, resources to support Cluster Plan to include IB implementation	Decisions at our school should not be made in isolation, for they have impact throughout the cluster.
8. Extend focus on bi-literacy through the implementation of dual immersion and world language program	As an IB school, all students participate in world language instruction or dual language immersion.
9. Inform and engage the entire school community	We acknowledge the need to inform parents & the community about curriculum, programs, and events.

Discussion of Budget Allocation
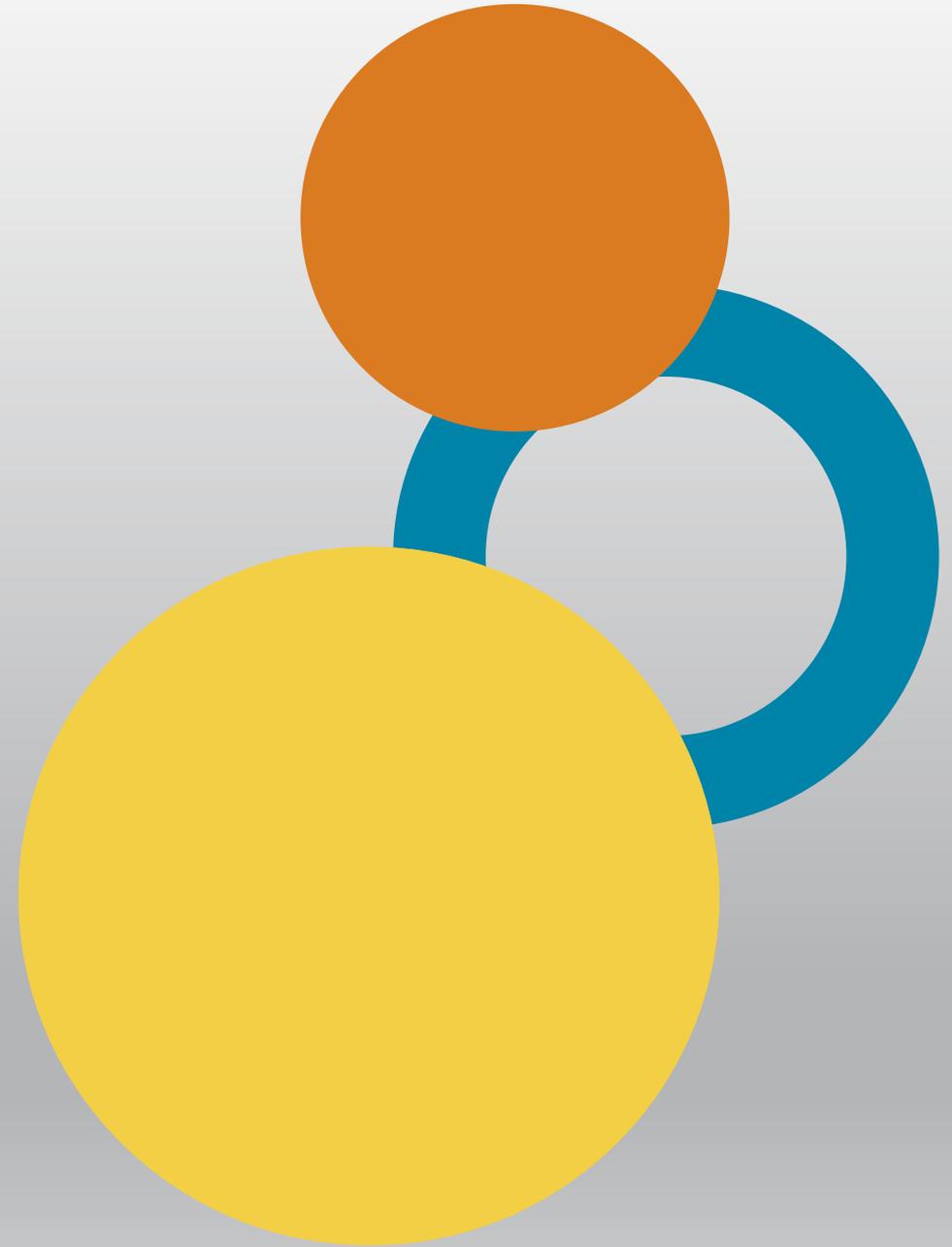
Executive Summary

This budget represents an investment plan for our school's students, employees and the community.

The budget recommendations are tied directly to the school's strategic vision and direction.

The proposed budget for the general operations of the school are reflected at $10,394,757

This investment plan for FY26 accommodates a student population that is projected to be 658 students, which is a decrease of 8 students from **FY25**.

Grade Level	FY25 Projection	Current Enrollment	FY26 Projection
K	116	107	103
1	104	112	112
2	111	112	112
3	109	107	115
4	110	118	104
5	116	116	112
Total	**666**	**672**	**658**

School SSF Allocation

FY2026 TOTAL SCHOOL ALLOCATIONS

School	Rivers Elementary School
Location	1066
Level	ES
FY2026 Projected Enrollment	658
Total Earned	$10,394,757
Per Pupil	$15,798

FY2025 TOTAL SCHOOL ALLOCATIONS

School	Rivers Elementary School
Location	1066
Level	ES
FY2025 Projected Enrollment	666
Total Earned	$8,552,056
Total Earned	$12,841

Change

School	Rivers Elementary School
Location	1066
Level	ES
Change	-8
Total Earned	$1,842,701
Total Earned	$2,957

FY2026

SSF Category	Count	Weight	Allocation
Base Per Pupil	658	$6,007	$3,952,551
Grade Level			
Kindergarten	103	0.60	$371,227
1st	112	0.50	$336,387
2nd	112	0.45	$302,749
3rd	115	0.45	$310,858
4th	104	0.40	$249,888
5th	112	0.40	$269,110
Poverty	241	0.35	$506,683
Concentration of Poverty		-	$0
EIP/REP	110	1.00	$660,761
Special Education	65	0.05	$19,522
Gifted	74	0.75	$333,384
Gifted Supplement	0	0.75	$0
ELL	119	0.20	$142,965
Small School Supplement	FALSE	0.20	$0
Incoming Performance	0	-	$0
Baseline Supplement	No		$0
Transition Policy Supplement	No		$0
Capacity	No	0.25	$0
Total SSF Allocation			**$7,456,086**

FY2025

SSF Category	Count	Weight	Allocation
Base Per Pupil	666	$5,334	$3,552,430
Grade Level			
Kindergarten	116	0.60	$371,245
1st	104	0.25	$138,683
2nd	111	0.25	$148,018
3rd	109	0.25	$145,351
4th	110	-	$0
5th	116	-	$0
Poverty	160	0.47	$401,115
Concentration of Poverty			$6,133
EIP/REP	97	1.05	$543,266
Special Education	59	0.05	$15,735
Gifted	77	0.70	$287,501
Gifted Supplement	0	0.70	$0
ELL	102	0.20	$108,813
Small School Supplement	FALSE	0.25	$0
Incoming Performance	0	0.10	$0
Baseline Supplement	No		$0
Transition Policy Supplement	No		$0
Capacity	No	0.25	$0
Total SSF Allocation			**$5,718,291**

Change

SSF Category	Count	Weight	Allocation
Base Per Pupil	-8	$673	$400,121
Grade Level			
Kindergarten	-13	-	-$17
1st	8	0.25	$197,704
2nd	1	0.20	$154,731
3rd	6	0.20	$165,507
4th	-6	0.40	$249,888
5th	-4	0.40	$269,110
Poverty	81	(0.12)	$105,568
Concentration of Poverty		-	-$6,133
EIP/REP	13	(0.05)	$117,495
Special Education	6	-	$3,787
Gifted	-3	0.05	$45,882
Gifted Supplement	0	0.05	$0
ELL	17	-	$34,151
Small School Supplement	0	(0.05)	$0
Incoming Performance	0	(0.10)	$0
Baseline Supplement		-	$0
Transition Policy Supplement		-	$0
Capacity		-	$0
Total SSF Allocation			**$1,737,794**

Additional Earnings

Additional Earnings					Additional Earnings					Additional Earnings		
Signature			$0		Signature			$394,280		Signature		-$394,280
Turnaround			$0		Turnaround			$0		Turnaround		$0
Title I			$0		Title I			$0		Title I		$0
Title I Holdback			$0		Title I Holdback			$0		Title I Holdback		$0
Title I Family Engagement			$0		Title I Family Engagement			$0		Title I Family Engagement		$0
Security Grant			$45,000		Security Grant			$45,000		Security Grant		$0
Field Trip Transportation			$24,458		Field Trip Transportation			$25,212		Field Trip Transportation		-$754
Dual Campus Supplement			$0		Dual Campus Supplement			$0		Dual Campus Supplement		$0
District Funded Stipends			$19,500		District Funded Stipends			$21,750		District Funded Stipends		-$2,250
AVA Holdback			$0		AVA Holdback			0		AVA Holdback		$0
Phoenix Holdback			$0		Phoenix Holdback			0		Phoenix Holdback		$0
SSF Holdback			0		SSF Holdback			-$57,183		SSF Holdback		$57,183
Flex			$0		Flex			$132,339		Flex		-$132,339
Total FTE Allotments	24.00		$2,849,713		Total FTE Allotments	22.50		$2,272,367		Total FTE Allotments	1.50	$577,346
Total Additional Earnings			**$2,938,671**		**Total Additional Earnings**			**$2,833,764**		**Total Additional Earnings**		**$104,907**

| **Total Allocation** | | | **$10,394,757** | | **Total Allocation** | | | **$8,552,056** | | **Total Allocation** | | **$1,842,701** |

FY26 Budget Allocation

Signature and Turnaround Fund Process Overview

Overview

* The district is piloting a zero-based budgeting (ZBB) process for Signature and Turnaround Program Funds this year.

* Zero-based budgeting (ZBB) is a budgeting process that <u>allocates funding based on program efficiency and necessity rather than budget history.</u> As opposed to traditional budgeting, no item is automatically included in the next budget.

* As such the **initial** allocation for these programs at all schools will be $0.

Process

* Principals will develop proposed requests for the personnel and non-personnel they need to support the Signature and/or Turnaround Programs at their schools.

* <u>Principals will share and discuss their proposals and rationale for the proposals with their school GO Team for feedback.</u>

* After discussing with their GO Team, principals will submit their request for review by January 31st. Funding for these programs will be provided the week of February 3rd.

Proposed FY26 Signature Program Fund Request

FY2026 Signature Earnings	$ -
Amount Requested for Signature	$ 420,699

Personnel

Accounting Unit	Acct	SubAcct	Positions	Requested Position	Avg Salary	Amount Requested
10016971066 1051	1000	1180	Signature Band Teacher	0.0	$ 131,970	$ -
10016971066 9990	2210	1910	Signature IB Specialist	1.0	$ 147,559	$ 147,559
10016971066 1210	2210	1910	Signature Prgm Coach 202 day	0.0	$ 149,395	$ -
10016971066 1210	2210	1910	Signature Prgm Coach 211 day	0.0	$ 156,932	$ -
10016971066 1051	1000	1180	Signature Orchestra Teacher	0.0	$ 131,970	$ -
10016971066 1021	1000	1400	Signature Paraprofessional	0.0	$ 56,115	$ -
10016971066 9990	2210	1910	Signature Program Support Specialist	0.0	$ 147,559	$ -
10016971066 1051	1000	1180	Signature World Language Teacher	2.0	$ 131,970	$ 263,940
			Total Personnel	**3.0**		**$ 411,499**

Non-Personnel

Accounting Unit	Acct	SubAcct	Description	Amount	Quantity	Amount Requested
10016971066 1210	2210	5800	Signature Programming Travel	-	0	$ -
10016971066 1021	1000	8100	Dues & Fees (Signature Programs)	9,200.00	1	$ 9,200
10016971066 1021	1000	1104	STEM/IB/College and Career Sponsor Stipend	-	0	$ -
10016971066 1021	1000	6100	Signature Programming Supplies/Resources	-	0	$ -
10016971066 1021	1000	5300	Communication/Shipping Fees	-	0	$ -
-	-	-		-		$ -
			Total Non-Personnel			**$ 9,200**

What's Next?

- **February**

  - GO Team Feedback Meeting(s) **before** February 14th
    - **ACTION** (i.e.- GO Team **votes**) on draft budget **before** February 14th
  - Cluster Superintendent Review (February 17-21)
  - HR Staffing Conferences (February 24– February 27)

- **March**

  - Final GO Team Approval Meeting (AFTER your school's Staffing Conference and BEFORE Friday, March 14th)
    - **ACTION** (i.e.- GO Team **votes**) on final budget recommendation **before** March 14

Questions?
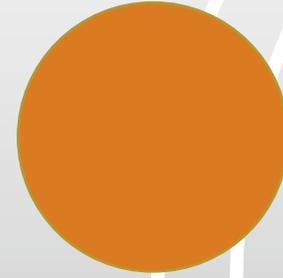
Thank you for your time and attention.

Information Items
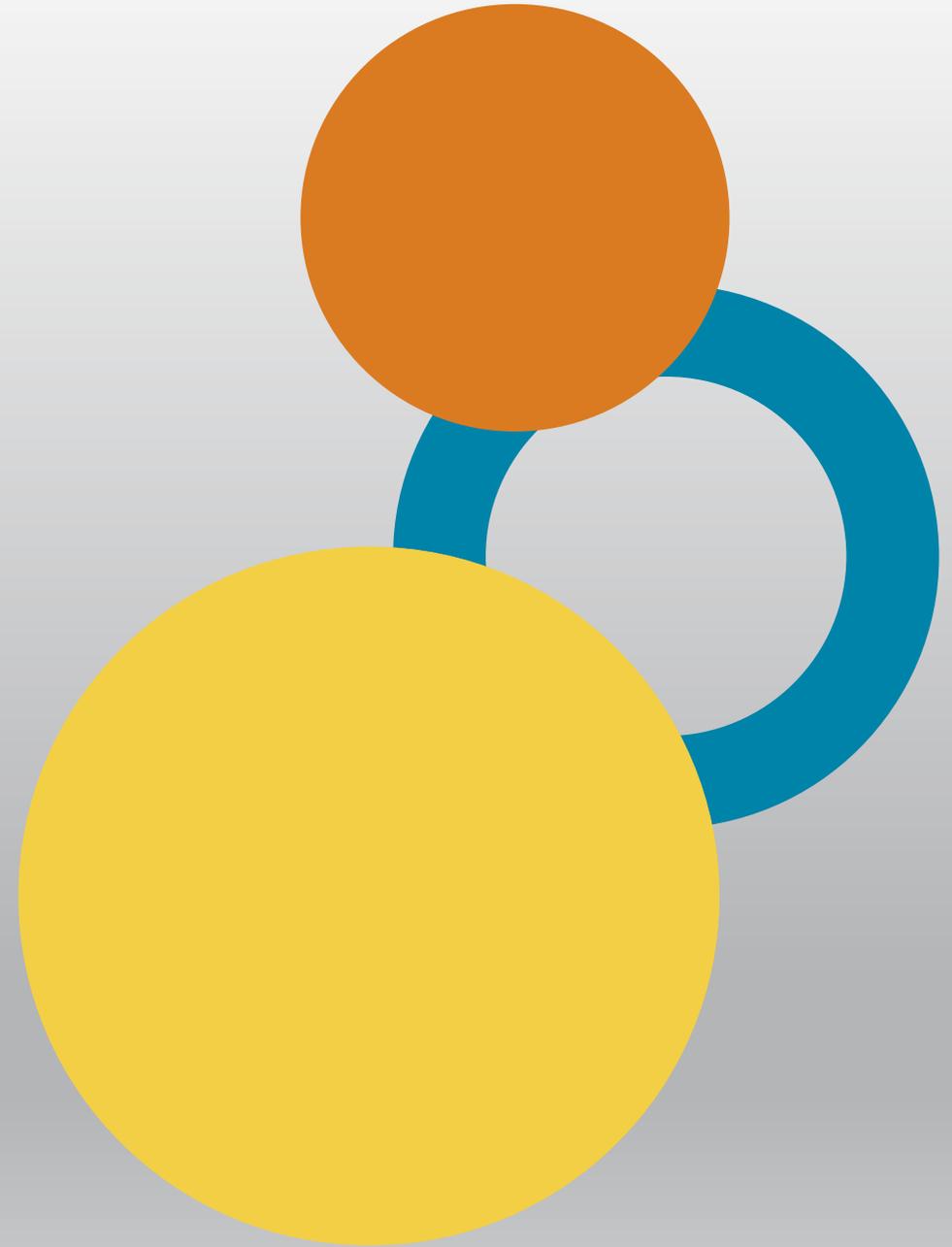
Principal's Report

CCRPI Results

Update with your school's CCRPI Information if not previously shared. Add additional slides as needed for any additional items in your principal's report.

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College & Career Readiness Performance Index (CCRPI)

CONTENT MASTERY — 76.1

English Language Arts	78.87
Mathematics	82.66
Science	47.58

VIEW DETAILS

PROGRESS — 85.4↓

English Language Arts	82.25
Mathematics	88.09
Progress Towards English Language Proficiency	87.65

VIEW DETAILS

CLOSING GAPS — 67.9

Improvement Target Performance	67.90

VIEW DETAILS

READINESS — 87.1↑

At Or Above Grade-Level Reading	75.71
Student Attendance	85.89
Beyond The Core	99.69

VIEW DETAILS

Content Mastery Example Elementary (Not Rivers)

Content Mastery Indicator Example

ELA
Participation Rate = 98%

Beginning	18%	x 0 =	0
Developing	26%	x .5 =	13
Proficient	44%	x 1 =	44
Distinguished	12%	x 1.5 =	18

ELA Achievement Score = 75

Science
Participation Rate = 95%

Beginning	4%	x 0 =	0
Developing	14%	x .5 =	7
Proficient	46%	x 1 =	46
Distinguished	36%	x 1.5 =	54

Science Achievement Score = 107

Note: Achievement scores are capped at 100

Mathematics
Participation Rate = 92%

Beginning	20%	x 0 =	0
Developing	32%	x .5 =	16
Proficient	42%	x 1 =	42
Distinguished	6%	x 1.5 =	9

Mathematics Achievement Score = 67

Participation Rate Adjustment:

$67 \times (92/95) = 64.9$

Content Mastery = $75 \times (3/7) + 64.9 (3/7) + 100 \times (1/7) =$ **74.2**

Content Mastery

	WHAT IS CONTENT MASTERY?	Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies on Georgia Milestones and Georgia Alternate Assessment 2.0.

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

76.1

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	59.5
STATE SCORE	67.8

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 99.71% Participation Rate	78.87	↑ +2.76
MATHEMATICS 99.71% Participation Rate	82.66	
SCIENCE 100.00% Participation Rate	47.58	↓ -4.40

Progress Levels Example: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS   SCORES

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	Growth Levels			
	Level 1	Level 2	Level 3	Level 4
ALL STUDENTS	30.92%	6.13%	20.89%	42.06%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	17.24%	3.45%	27.59%	51.72%
BLACK	36.08%	6.19%	18.56%	39.18%
HISPANIC	29.95%	6.60%	21.83%	41.62%
MULTI-RACIAL	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE	36.00%	4.00%	16.00%	44.00%
ECONOMICALLY DISADVANTAGED	34.18%	7.64%	18.91%	39.27%
ENGLISH LEARNERS	28.40%	7.10%	23.08%	41.42%
STUDENTS WITH DISABILITY	20.69%	6.90%	17.24%	55.17%

The 'All Students' row is used to calculate the Progress indicator score for ELA and Mathematics.

ELA and Mathematics SGPs

SGP Range	Point Value
1-29	0
30-40	.5
41-65	1
66-99	1.5

Progress Levels: ELLs

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS   SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

ACCESS for ELLs Performance Bands

	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ENGLISH LEARNERS	29.32%	12.65%	24.38%	33.64%

EL Progress toward Proficiency – ACCESS for ELLs

Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

Progress Example (not Rivers)

ELA

SGPs 1-29	14%	x 0 =	0
SGPs 30-40	12%	x .5 =	6
SGPs 41-65	40%	x 1 =	40
SGPs 66-99	34%	x 1.5 =	51
ELA Progress Score =			97

Mathematics

SGPs 1-29	20%	x 0 =	0
SGPs 30-40	18%	x .5 =	9
SGPs 41-65	44%	x 1 =	44
SGPs 66-99	18%	x 1.5 =	27
Mathematics Progress Score =			80

Progress Toward ELP

No positive movement	10%	x 0 =	0
Moved less than one band	22%	x .5 =	11
Moved one band	50%	x 1 =	50
Moved more than one band	18%	x 1.5 =	27
Progress Toward ELP Score =			88

Progress =	97 x (45%) + 80 x (45%) + 88 x (10%) =	88.5

Progress

WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students on Georgia Milestones and categorical growth for students on Georgia Alternate Assessment 2.0. English language proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE SCHOOL PERFORM ON PROGRESS?

85.4 ↓ -8.5

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	86.0
STATE SCORE	86.2

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	82.25	↓ -10.08
MATHEMATICS	88.09	↓ -5.97
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	87.65	↓ -12.35

Closing Gaps

Improvement Target = (90 – **baseline2022**) * 0.03

Reward districts and schools that meet improvement targets for the most at-risk student populations (ED, EL, SWD)

Subgroup performance:	Improvement Flag:	Closing Gaps Points:
Did not improve	🚩 (red)	0
Improved but did not meet the 3% target	🚩 (yellow)	0.5
Met the 3% target	🚩 (green)	1.0
Met the 3% target (ED, EL, SWD only)	🚩 (green with star)	1.5

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

67.9

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

LEGEND

	English Language Arts	Mathematics	Science
ALL STUDENTS	🟩		🟥
AMERICAN INDIAN / ALASKAN NATIVE			
ASIAN / PACIFIC ISLANDER			
BLACK	🟩		🟥
HISPANIC	🟥		🟥
MULTI-RACIAL	🟩		
WHITE	🟩		🟩
ECONOMICALLY DISADVANTAGED	🟩⭐		🟥
ENGLISH LEARNERS	🟩⭐		🟥
STUDENTS WITH DISABILITY	🟩⭐		

ATLANTA PUBLIC SCHOOLS

# Beyond the Core Example (ES/MS) – Not Rivers

Readiness Example

Indicators		
At or Above Grade-Level Reading: Percent of students in grades 3-5 demonstrating reading ability at or above grade level.		70.00%
Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.		90.00%
Beyond the Core: Percent of students in grades K-5 earning a passing score in fine arts, world language, career exploratory, or computer science.		95.00%
Readiness	70 x (33.3%) + 90 x (33.3%) + 95 x (33.3%) =	84.9

CCRPI Attendance

Calculations for 6-8 are the same
Beyond the Core for Middle – fine arts, world language, physical education/health, career exploratory, **computer science**
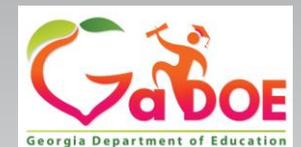
Readiness

WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include at or above grade-level reading, student attendance, and beyond the core. High school indicators include at or above grade-level reading, student attendance, accelerated enrollment, pathway completion, and college and career readiness.

HOW DID THE SCHOOL PERFORM ON READINESS?

87.1 ↑ +2.9

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	76.7
STATE SCORE	83.2

HOW DID THE SCHOOL PERFORM IN EACH AREA OF READINESS?

AT OR ABOVE GRADE-LEVEL READING   75.71% ↑ +2.75
⊕ View AT OR ABOVE GRADE-LEVEL READING data

STUDENT ATTENDANCE   85.89% ↑ +6.25
BEYOND THE CORE   99.69% ↓ -0.16
⊕ View BEYOND THE CORE data

IB Five Year Review

Specific commendations from the preliminary report:

- an inclusive, compassionate environment

- students and staff who understand and exhibit the attributes of the IB Learner Profile

- high-quality resources and attractive learning spaces

- sustainability and commitment to the IB program

- collaborative teacher teams

- an empowered, effective coordinator

- a focus on SEL and reflection

IB Five Year Review

Ideas for Next Steps from the preliminary report:

- integrate all professional learning with IB resources

- greater intentionality and use of school IB policies

- explicit teaching of Approaches to Learning skills

- emphasis on student Action

- focus on more concept-based teaching

Thank you