



ATLANTA
PUBLIC
SCHOOLS

Performance
& Information
Technology



STUDENT OUTCOMES FOCUSED GOVERNANCE
COMMUNITY ENGAGEMENT SESSIONS | SEPTEMBER 27, 2021

AGENDA



Purpose

- Provide an opportunity for community engagement and feedback around the Student Outcomes Focused Governance model

Roadmap

- Share the Board of Education (BOE) 2020-2026 Draft Goals & Guardrails
- Share Administration 2020-2026 Draft Interim Goals & Guardrails
- Breakout for Community Feedback

Takeaways

- Understand how the Student Outcomes Focused Governance model aligns and supports the community's vision and values
- Answer questions and gather community feedback related to Student Outcomes Focused Governance

Student Outcomes Focused Governance

A Continuous Improvement Framework

Purpose

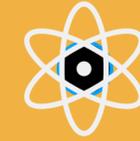
School systems exist for one reason and one reason only: to improve student outcomes. The Atlanta Board of Education is implementing the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework in order to identify strengths and weaknesses as well as to track progress along the journey toward improving student outcomes.

Framework

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes:



Vision & **GOALS**



Values & **GUARDRAILS**



Monitoring & Accountability



Unity & Trust



Communication & Collaboration



Continuous Improvement

The first steps to this framework is for the Board to adopt **Goals** and **Guardrails**.

Goals

- Reveal community's vision for student outcomes and describe what the community wants its students to know and be able to do
- Ideal Goals are Specific, Measurable, Attainable, Results-Focused, Time Bound (S.M.A.R.T.)
- Describe what the District is trying to accomplish and are only about student outcomes

Guardrails

- Based on the community's values and aligned to the community's vision and goals
- Operational strategic action the Superintendent may not use or allow in pursuit of the District's student outcome goals
- Inputs, not outcomes - relate to what adults will do to cause the goals to happen ("GO until we say STOP")

Plan

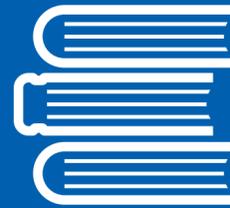
Once the school board clarifies the priorities (Goals and Guardrails), the superintendent determines how best to implement them. From that point on, the work of the school board shifts to monitoring progress to ensure that reality increasingly matches the Goals and Guardrails.

Student outcomes don't change until adult behaviors change.

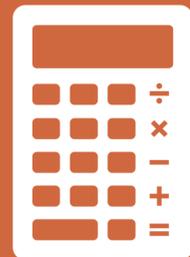
2020-2026 Draft Board Goals

Goal 1: Literacy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones, **will increase from 36.9% in August 2019 to 47% in August 2026.**



Goal 2: Numeracy Proficiency



The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones, **will increase from 35.0% in August 2019 to 45.4% in August 2026.**

Goal 3: Post-Graduation Preparedness

Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate. (BASELINE TARGET TO BE ADDED MAY 2022)



Goal 4: College and Career Readiness

The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation **will increase from 51.52% in October 2019 to 59.3% by October 2026.**



2020-2026 Draft Board Guardrails



GUARDRAIL 1: EQUITY

The Superintendent will not allow inequitable treatment of students as measured by student academic outcomes, discipline occurrences, and/or resource allocation.

GUARDRAIL 2: STAKEHOLDER ENGAGEMENT

The Superintendent will not make major decisions or bring major recommendations to the Board without first implementing a stakeholder engagement strategy, including students, parents, teachers, staff, governance teams, and community members.

GUARDRAIL 3: CULTURE AND CLIMATE

The Superintendent will not foster or allow a culture of fear, intimidation, or retaliation, or an unwelcoming environment.

GUARDRAIL 4: INNOVATION AND ACCOUNTABILITY

The Superintendent will not allow struggling schools to be without: a comprehensive needs assessment; supports aligned to that assessment; and, if the struggle persists for up to three years, a high impact intervention.

- Struggling Schools are defined as schools where there has not been growth: relative to the Board's relevant goals for that school; where the growth has not been sufficient to close gaps among the school's student groups; OR where the growth has not been sufficient to close gaps between the school's students and the district's students overall.
- High Impact Interventions include, but are not limited to, school redesign, reconstitution, student transfer options, turnaround, in-district innovation, school merger, partnerships, and/or school leadership transitions.



STUDENT OUTCOMES FOCUSED GOVERNANCE

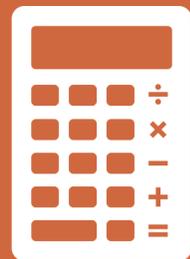
ADMINISTRATION UPDATED
DRAFT INTERIM GOALS &
GUARDRAILS



INTERIM GOALS RECOMMENDATION

Goal 1: Literacy Proficiency

1. The percentage of students in grades K-2 that receive a "Universal Screening Outcome Flag" on the End-of-the-Year (EOY) NWEA MAP Fluency assessment will decrease from X% in May 2022 to Y% in May 2026.
2. The percentage of students in grades 3-8 that meet or exceed their projected growth targets on the EOY NWEA MAP in Literacy will increase from X% in May 2022 to Y% in May 2026.
3. The percentage of students in grades 3-8 in the following subgroups that meet or exceed their projected growth targets on the EOY NWEA MAP in Literacy will increase by 3% annually from X% in May 2022 to Y% in May 2026. (Ethnicity/Race; Economically Disadvantaged; English Learners; Students with Disabilities)



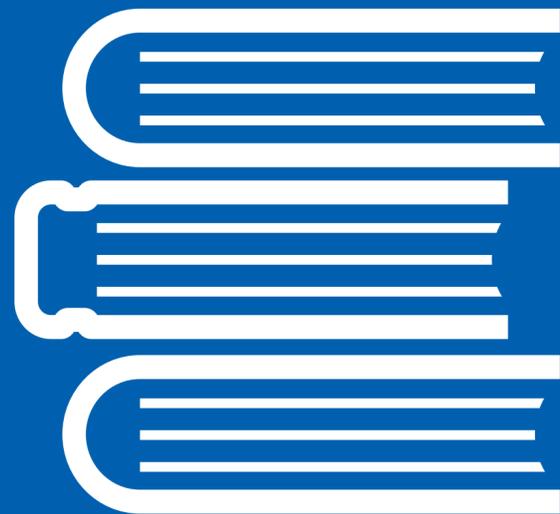
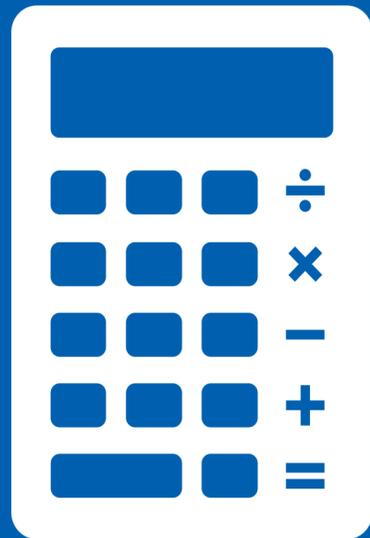
INTERIM GOALS RECOMMENDATION

Goal 2: Numeracy Proficiency

1. The percentage of students in grades K-2 that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase from X% in May 2022 to Y% in May 2026.
2. The percentage of students in grades 3-8 that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase from X% in May 2022 to Y% in May 2026.
3. The percentage of students in grades 3-8 in the following subgroups that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase by 3% annually from X% in May 2022 to Y% in May 2026. (Ethnicity/Race; Economically Disadvantaged; English Learners; Students with Disabilities)

INTERIM GOALS RATIONALE

Goals 1 & 2: Literacy & Numeracy Proficiency



Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Fluency and NWEA MAP Growth

- K-12 Universal Screener (First for APS)
- Predictability for Georgia Milestones
- Able to monitor NWEA MAP data by subgroup which will allow us to focus on closing achievement gaps

INTERIM GOALS RECOMMENDATION

Goal 3: Post Graduation Preparedness



1. The percentage of 4th grade students on track on the Profile of a Graduate Individualized Learning Plan will increase from 0% in May 2022 to Y% in May 2026.
2. The percentage of 7th grade students on track on the Profile of a Graduate Individualized Learning Plan will increase by from 0% in May 2022 to Y% in May 2026.
3. The percentage of 10th grade students on track on the Profile of a Graduate Individualized Learning Plan will increase by from 0% in May 2022 to Y% in May 2026.



INTERIM GOALS RATIONALE

Goal 3: Post Graduation Preparedness



- Board Goal requires development of a multi-dimensional assessment based on the APS Profile of a Graduate to be administered in SY21-22
- Administration must simultaneously develop an interim measure to track progress towards success on the Profile of a Graduate multidimensional assessment
 - Explores how each profile characteristic will be demonstrated at different ages
 - Opportunity to develop individualized learning plans that track toward our Profile of a Graduate



Goal 4: College and Career Readiness



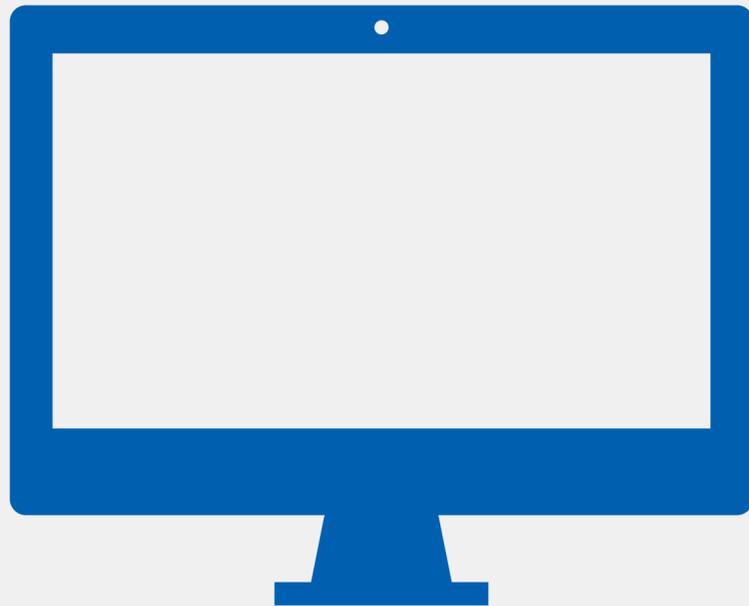
1. The percentage of students in Grades 10-11 showing growth across the SAT Suite (from the PSAT 10 to the SAT School Day test administration) will increase from X% in May 2022 to Y% in May 2026.

2. The percentage of students in Grades 9-12 that meet at least two of the following:
- a. Enrolled in at least 1 Advanced Placement, International Baccalaureate, and/or Dual Enrollment class will increase from X% in May 2022 to Y% in May 2026.
 - b. Passing at least 1 Advanced Placement, International Baccalaureate, and/or Dual Enrollment class will increase from X% in May 2022 to Y% in May 2026.
 - c. Scoring a 3 or above on at least 1 Advanced Placement test and /or Scoring a 5 or above on at least 1 International Baccalaureate test will increase from X% in May 2022 to Y% in May 2026.

3. The percentage of eligible students in Grades 9-12 who earn a credential of value in the associated career pathway will increase from X% in May 2022 to Y% in May 2026.

INTERIM GOALS RATIONALE

Goal 4: College and Career Readiness



- Measuring Growth between the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and Scholastic Aptitude Test (SAT) will serve as an indicator of progress toward Board goal.
- Tracking enrollment and passage (course and assessment if applicable) of Advanced Placement, International Baccalaureate, and/or Dual Enrollment across Grades 9-12 will serve as an indicator of progress toward Board goal.
- Tracking eligible students in Grades 9-12 who earn a credential of value will serve as an indicator of progress toward Board goal.

Guardrail 1: Equity



1. The percentage of district divisions and schools aligning their efforts and resources with the APS Strategic Equity Framework will increase from X% in May 2022 to Y% in May 2026.
2. The percentage of schools demonstrating growth as measured by the Equity Indexes will increase from X% in May 2022 to Y% in May 2026.
3. The district will demonstrate growth on the School Support Index score from X in May 2022 to Y in May 2026.

The Equity Interim Guardrails have been drafted with two primary aims and are intended to support the district administration in ensuring that our learning environments enable all students to graduate ready for college and career.

Aim 1: Guide strategic decision-making and ensure intentionality when designing systems and allocating resources aimed at remedying opportunity and learning gaps and creating a barrier-free environment.

Aim 2: To ensure that all students are being provided with additional and differentiated resources based on their educational needs.

The Opportunity, Tangibles, Intangibles, and School Support (OTIS) Indexes will:

- Facilitate intentional and constructive dialogue on and district and school-level practices;
- Support the strategic allocation and coordination of effort, programs, partnerships, resources, and human capital supports to ensure that all schools receive the appropriate levels of support.
- Provide timely and consistent data for measuring return on investment, and allow for the immediate identification and scaling of models demonstrating proven success in closing opportunity and learning gaps.

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 2: Stakeholder Engagement



1. Increase the total number of Let's Talk feedback submissions received prior to Major Decisions by 3% annually from X in May 2022 to Y in May 2026.
2. Increase the percentage of stakeholders who agree that they are involved in the district and school decision making process from X% in May 2022 to Y% in May 2026.
3. Increase the percentage of tasks in the APS Stakeholder Engagement Strategy that are identified as on track annually from X% in May 2022 to 100% in May 2026.

Development of a comprehensive District Stakeholder Engagement Strategy in SY 21-22

- Includes all stakeholder groups identified in Guardrail
- Includes existing progress indicators including Georgia Student Health Survey and the Gallup Employee Engagement Survey
- New survey measures will be included to further capture Guardrail intent and to establish baseline data
- Interim guardrails provide opportunity to measure both process (i.e. strategy implementation, engagement accessibility) and an outcome measure (i.e. stakeholders' perception of their role in the decision-making process).

Guardrail 3: Culture and Climate



1. The percentage of staff who indicate that the district has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2026.
2. The percentage of students who indicate that their school has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2026.
3. The percentage of parents who indicate that their school has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2026.

Guardrail 3: Culture and Climate

INTERIM GUARDRAIL RATIONALE



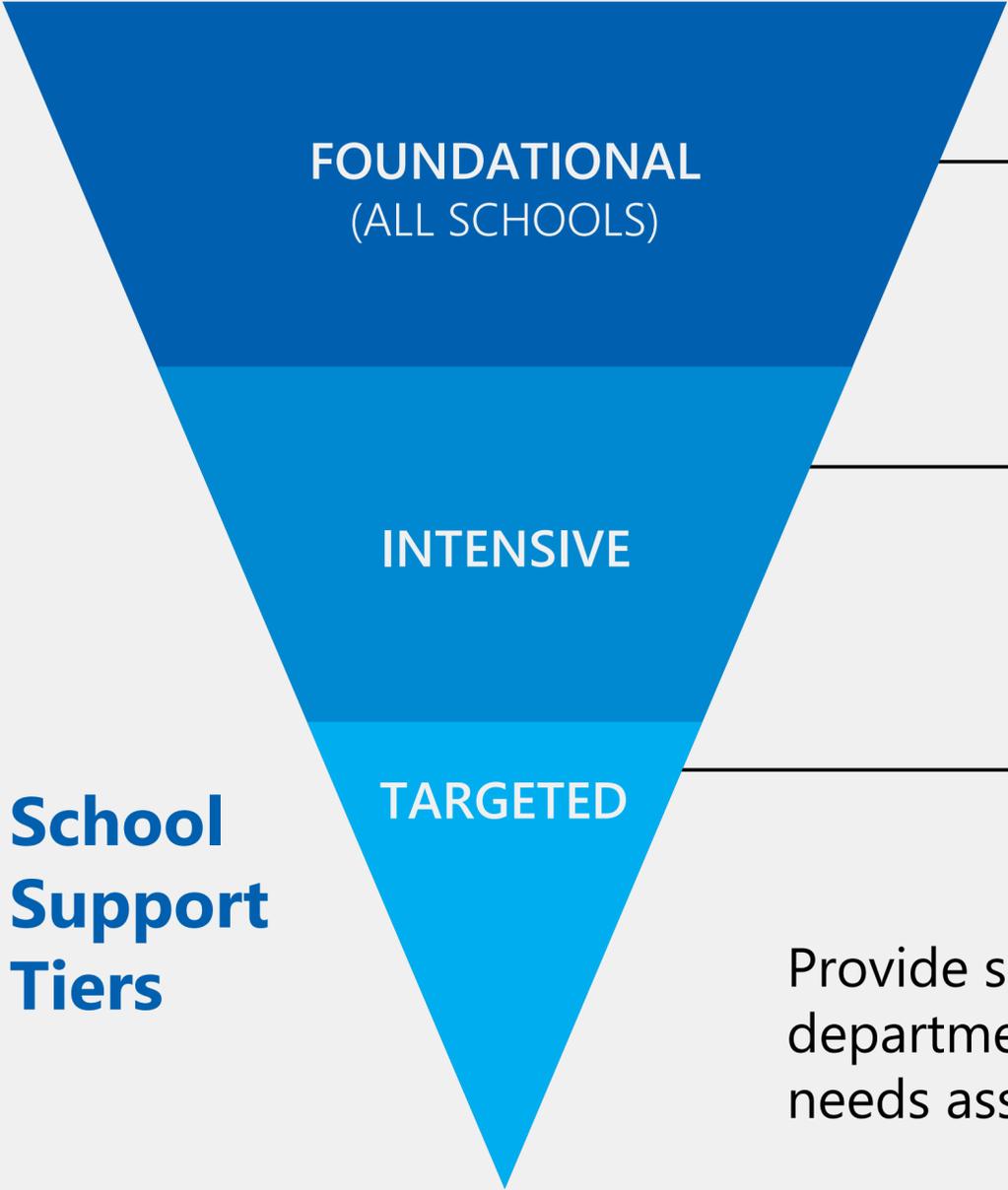
- Focus on creating and maintaining a welcoming environment and a culture of psychological safety and inclusivity for students, staff, and families in line with the intent of the Board Guardrail
- Development of comprehensive District Stakeholder Engagement Strategy in SY 21-22
 - Includes all stakeholder groups identified in Guardrail
 - Includes existing progress indicators including Georgia Student Health Survey and the Gallup Employee Engagement Survey
 - New survey measures will be included to further capture Guardrail intent and to establish baseline data

Guardrail 4: Innovation & Accountability



1. The percentage of schools needing Intensive and/or Targeted support in the Tiered School Support Model will decrease from X% in May 2022 to Y% in May 2026.
2. The percentage of Schools & District Departments that meet expectations on the District Continuous Improvement Rubric will increase from X% in May 2022 to Y% in May 2026.
3. The percentage of Struggling Schools that receive a High Impact Intervention will increase from X% in May 2022 to 100% in May 2026.

Guardrail 4: Innovation and Accountability



School
Support
Tiers

All schools are in the Foundational Level and receive district-wide Tier I support.

Schools in the Intensive Level are Targeted Support and Improvement (TSI), Promise, previous CSI schools or district tiered schools. These schools may receive Tier 2 supports for at least 3 years.

Schools in the Targeted Level are Comprehensive Support and Improvement (CSI) schools. These schools receive Tier 3 supports until they meet the state exit criteria.

Provide support and progress monitoring to strengthen each school individually and district departments simultaneously – intervene with high impact interventions based on comprehensive needs assessment and district continuous improvement process.



Community Breakout Sessions