Atlanta Public Schools Board-led Community Engagement Timeline and Summary

INTENTION

The goal of this summary is to translate input from the board's recent community listening meetings that were focused on vision and values, along with the online survey that was used to collect additional data into a brief overview that summarizes the feedback you've received. If the board's intention is to adopt goals and guardrails that are grounded in the community's vision and values, then it should use this data to develop its goals (vision), and Guardrails (values). Information from this summary should be considered in conjunction with a similar summary of student performance data that highlights the highest leverage and highest need focus areas for the board's goals and guardrails.

BOARD-LED LISTENING PROCESS

In-Person Sessions
- The board hosted four community engagement sessions where they presented current student outcome data and asked the community to provide feedback in order to help it develop a more comprehensive understanding of the community's shared vision for improved student outcomes and values that should be protected along the way.
- The community engagement sessions were held during the months of February and March of 2025 at APS high school campuses across the district, and two virtual meetings. These sessions were attended by roughly **275** members of the Atlanta community.
- The board received over **180** responses through an online survey developed in collaboration with board members.
- **1,365 individual data points were discussed by 455** members of the APS community during this engagement cycle.

Date	Vision Themes	Values Themes
February 13, 2025 **North Atlanta HS** **15 participants**	1. Literacy, 2. Math, 3. Postsecondary Readiness	1. Discipline Equity, 2. Resource Equity 3. Student Centered Decision Making
February 24, 2025 **Cluster Advisory Team** **100 participants**	1. Literacy, 2. Math, 3. Postsecondary Readiness	1. High Quality Instruction 2. Culturally Responsive Curriculum 3. Safety and Belonging
February 25, 2025 **Virtual** **75 participants**	1. Literacy, 2. Math, 3. Postsecondary Readiness	1. Student Centere Decision Making 2. High Quality Instruction 3. Accountability
February 27, 2025 **Hollis IA** **50 participants**	1. Literacy, 2. Social Emotional Skills, 3. Postsecondary Readiness	1. Supports for Underperforming campuses 2. Community Engagement 3. Accountability
March 6, 2025 **South Atlanta HS** **35 participants**	1. Literacy, 2. Math, 3. Postsecondary Readiness	1. Supports for Underperforming campuses, 2. Discipline Equity, 3. Data Driven Decision Making
February 13 - March 6 **Online Survey** **180 Participants**	1. Literacy, 2. Math, 3. Postsecondary Readiness	1. SEL Supports 2. High-impact interventions 3. Belonging and Safety

WHAT YOUR COMMUNITY SAID

VISION- Highest frequency trends from the online survey for the question "What are your priorities for what students should know or be able to do during their time in Atlanta Public Schools?"

1. **85.56%** of respondents want students to have life skills and postsecondary preparation that will help them be successful in their next phase in life whether that be in college, career, military, or as thriving community members.
2. **88.33%% %** of respondents want students to be proficient in numeracy so they can become adults with strong critical thinking and problem-solving skills.
3. **93.89%** of respondents want students to be proficient in literacy so they can read to learn throughout their educational careers and become adults with strong communication skills.

Examples of comments from the board hosted cluster meetings include:
- Literacy involves more than just being able to read. Students should be able to read, write, think critically, and communicate effectively if they will be successful in the workplace.
- Consider the full scope of knowledge and skills related to mathmatics: problem solving, critical thinking, and numerical reasoning.
- SEL skills that include self-awareness, self-management, social awareness, relationship skills, responsible decision making

VALUES- Highest frequency trends from the online survey for the question "What should Atlanta Public Schools stop doing or avoid doing as we pursue our student outcome goals?"

1. **51.11%** of respondents believe that children should receive additional social and emotional supports outside of the classroom so that learning can happen in the classroom.
2. **48.33%** of respondents believe that students in underperforming campuses should have access to high-impact interventions and high-quality instruction and resources.
3. **43.89%** of respondents value psychological safety and belonging for students and staff.
4. **41.67%** of respondents believe academic and financial resources should be allocated based on need.

Some examples of things that people from the the community said related to these values include:
- Stop thinking the methods of the past are going to equip students for the future.
- Stop allowing assigning uncertified teachers to low performing campuses.
- Stop gatekeeping effective instructional and effective behavior management strategies.
- stop normalizing underperformance and failure (or said differently) stop withholding evidence based core instructional strategies.
- Don't overemphasize graduation rates or other vanity metrics.
- Don't suspend students for minor infractions.
- Don't engage the community in a way that is reactive (instead of proactive).

RESOURCES:

APS Student Needs Assessment Presentation,
APS Student Performance Summary,
APS Community Feedback Survey- Raw Data and High-Level Analysis*,
Student Outcomes Focused Governance Manual

*Feedback collected during sessions hosted by the board should be requested by the district.