

Carver Cluster Conversation



Purpose

Through these APS sessions, parents, students, employees, and community members will learn more about the new Superintendent, connect with other cluster parents and provide input on the future vision for Atlanta Public Schools.

Agenda

- Welcome and Introductions (10m)
- Cluster Update (5-10 m) –Where We Are
- Reimagining Our Future (60 m)—Where We Are Going
- Close (5-10 m)

Norms for Our Conversation

- Remember to keep in mind our focus on equity
- Student voice—Putting students first
- Be engaged and fully present
- Let's stay on topic
- Start on time and end on time
- Remember to...Mute when not talking.



Welcome and Introductions

APS Introductions

Cluster Mission

Through a culture of collaboration, respect, trust, the Carver Cluster will enhance and strengthen its overall academic programs while maintaining a safe and nurturing environment that prepares students for college and careers.

Cluster Vision

Produce high-performing college and career ready students that are globally aware and ready to have a positive impact on society.





Cluster Updates

Carver Cluster Shout outs!

In the chat box...let's share some great news about your schools!

- Finch ES
- Perkerson ES
- Gideons ES
- Thomasville Heights ES
- Slater ES
- Sylvan MS
- Price MS
- Carver Early College
- Carver High School



Reimagining Our Future

APS is similar to other districts around the country that are focused on addressing the COVID-19 crisis. APS implemented remote learning models and addressed other major operational challenges.

**NEARLY 80% OF SPRINGFIELD CITY
SCHOOL DISTRICT EMPLOYEES OPT INTO
VACCINATION**

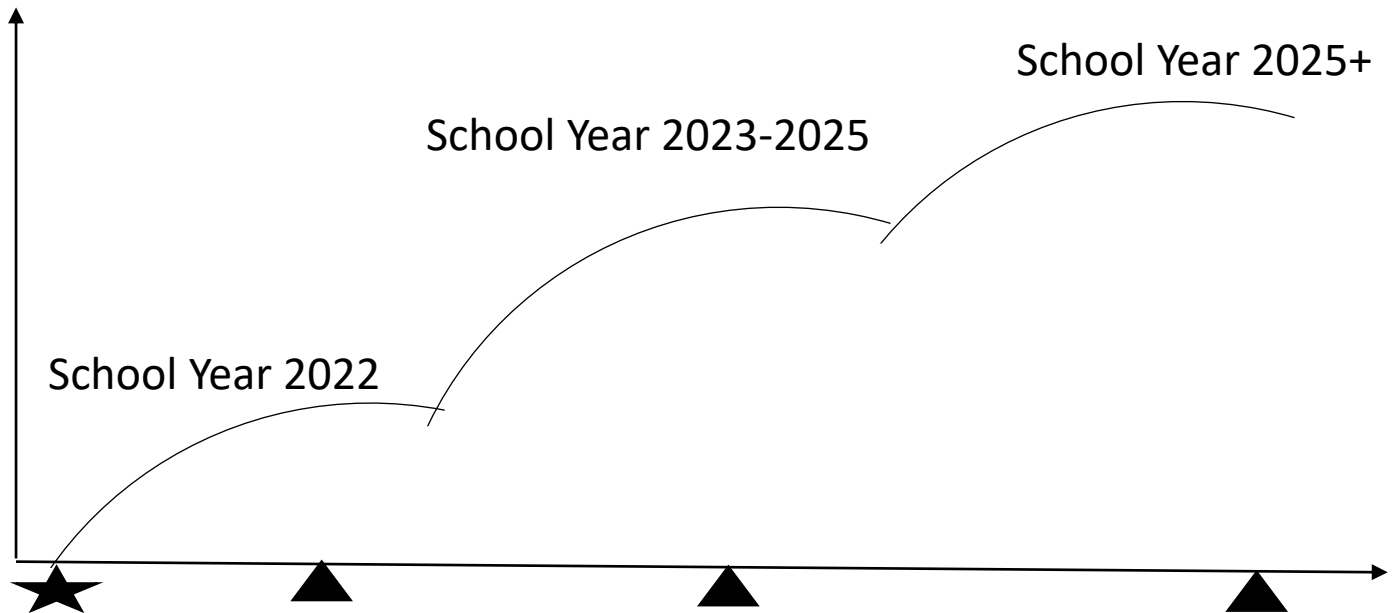
**SCHOOL DISTRICT SUSPENDS BUS
SERVICE DUE TO OUTBREAK**

**BERKELEY SCHOOL DISTRICT DISCUSSES EQUITY PROGRAMS
AMID COVID-19**

**OREGON'S MASSIVE SCHOOL NURSE
SHORTAGE PUT IN SPOTLIGHT BY COVID**

**SCHOOL DISTRICTS AND TEACHERS ARE AT
ODDS OVER WHEN KIDS SHOULD GO BACK TO
CLASS DURING PANDEMIC**

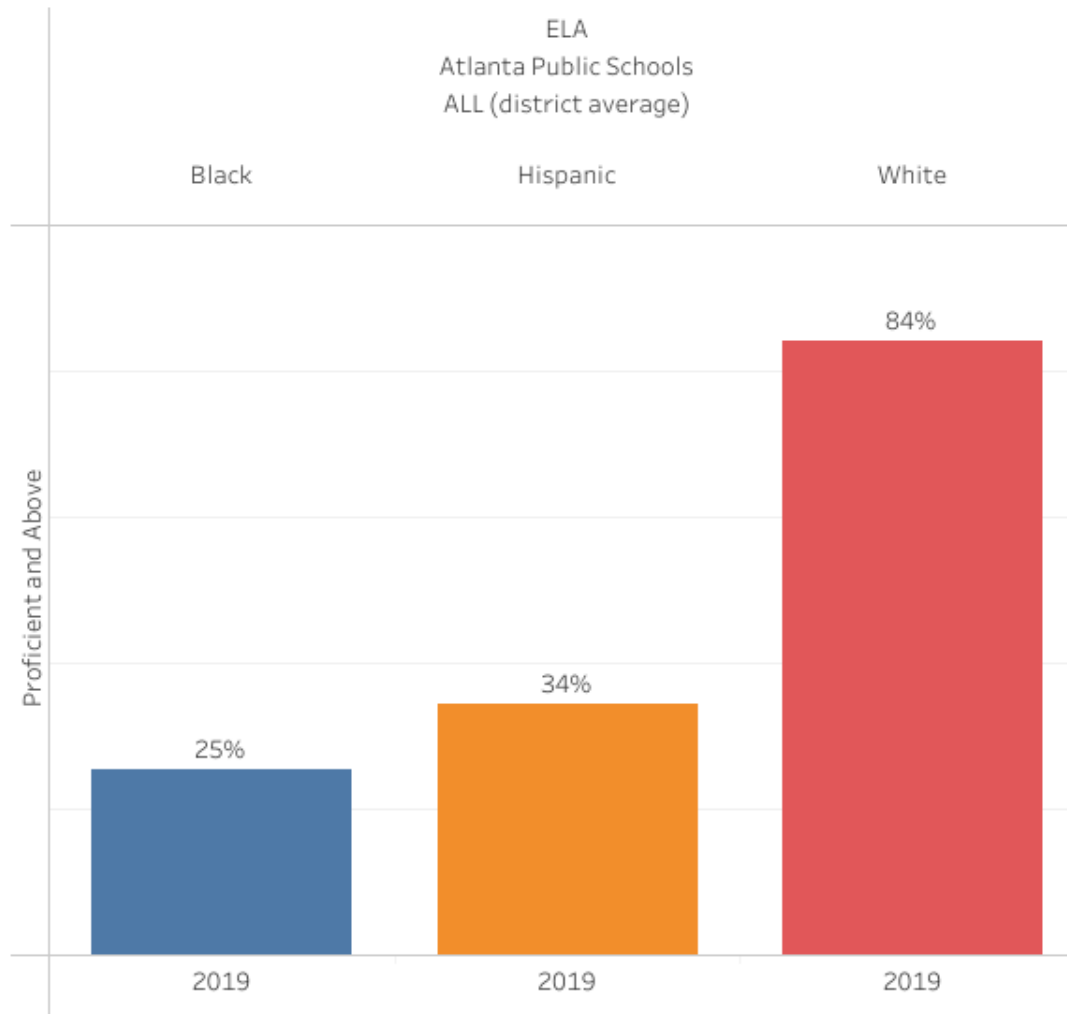
The crisis provides an opportunity to think broader about the district strategy beyond the pandemic. This documents outlines potential strategies for reimagining education experiences in the city of Atlanta and Atlanta Public Schools.



- Leadership change is ushered in with the opportunity to identify gaps and opportunities through a new lens. *What did data indicate before COVID-19?*
- The COVID-19 pandemic created major disruptions and brought about unprecedented change as well as challenged organizational practices.
- We need to take what we have learned to fuel our discussions and think innovatively about how we work and the services we provide.

Increase the Percentage & Close the Gaps... students proficient or above in English Language Arts

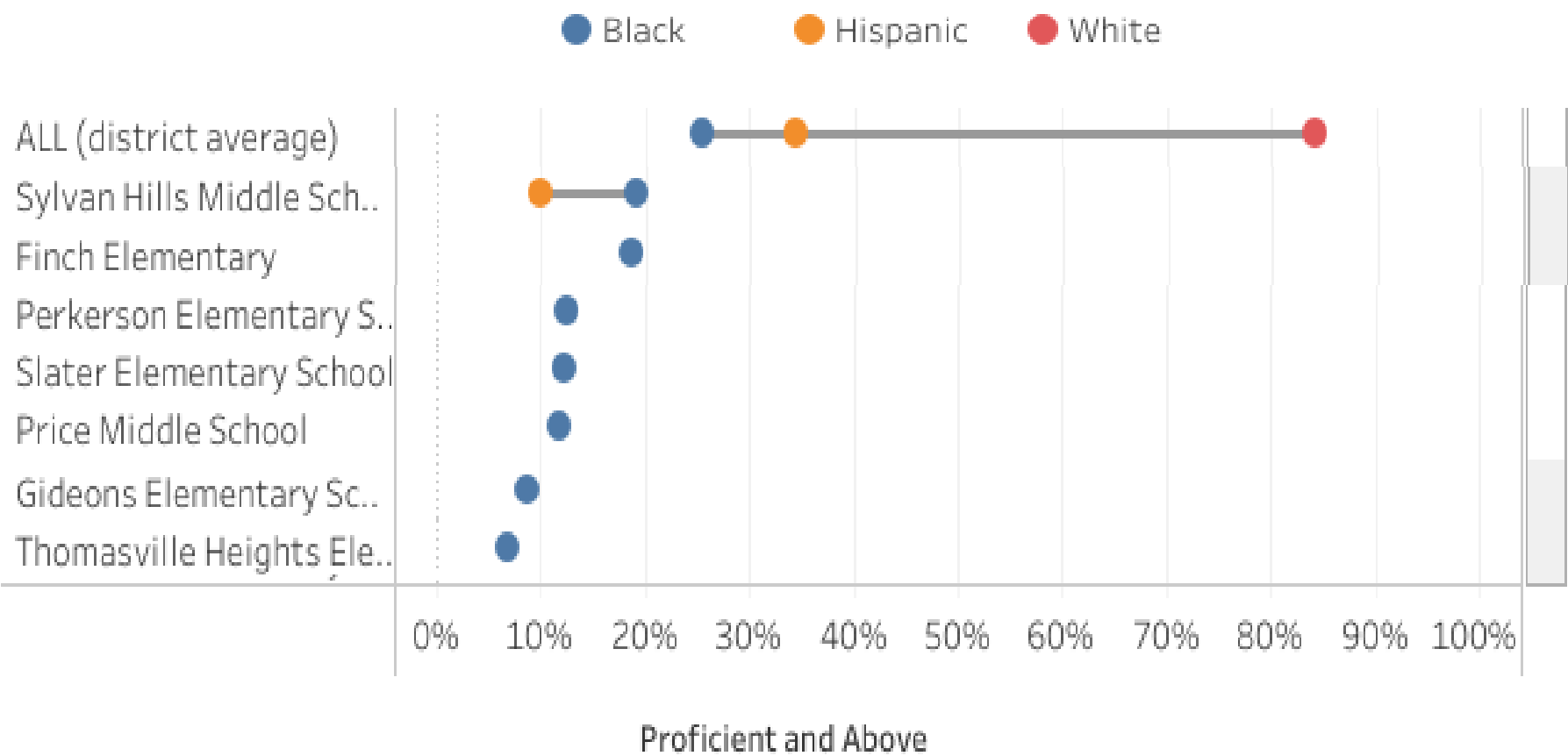
Milestones Comparison



- There is a 58.8 percentage-point difference between White and Black students in English Language Arts (proficient and above) for Grades 3-8

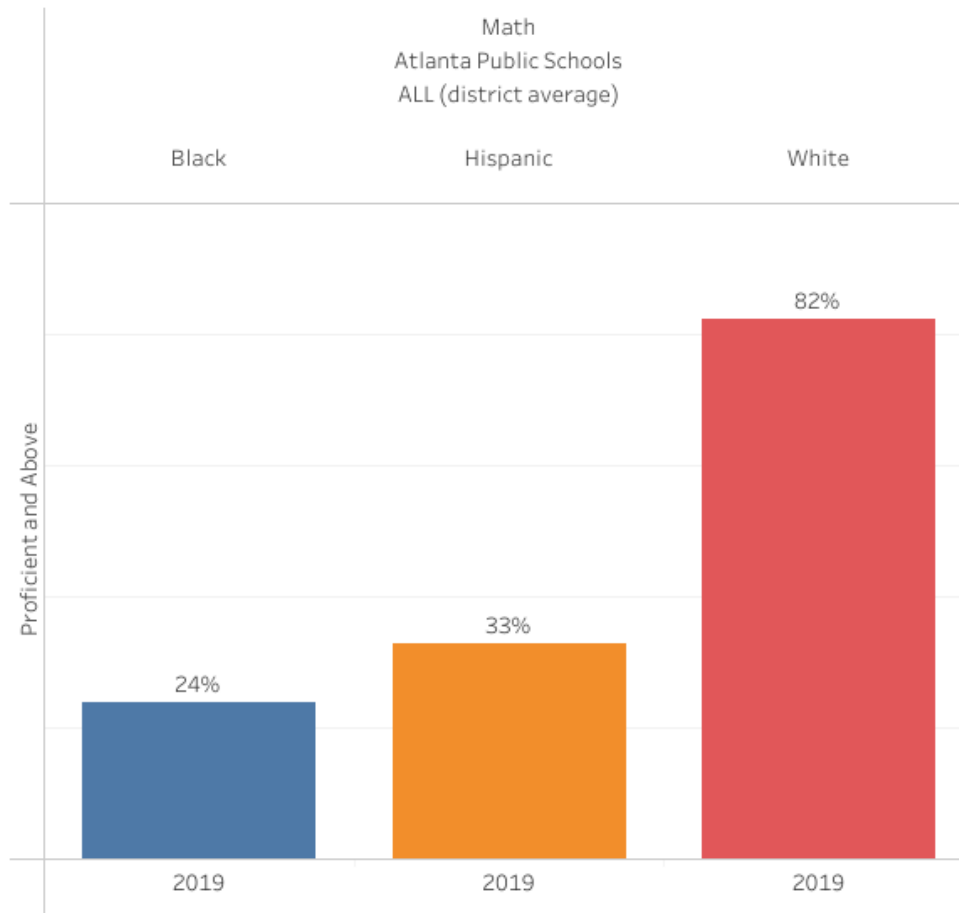
Increase the Percentage & Close the Gaps... students proficient or above in English Language Arts

Milestones ELA Proficiency by School



Increase the Percentage & Close the Gaps... of 8th grade students proficient or above in **math**

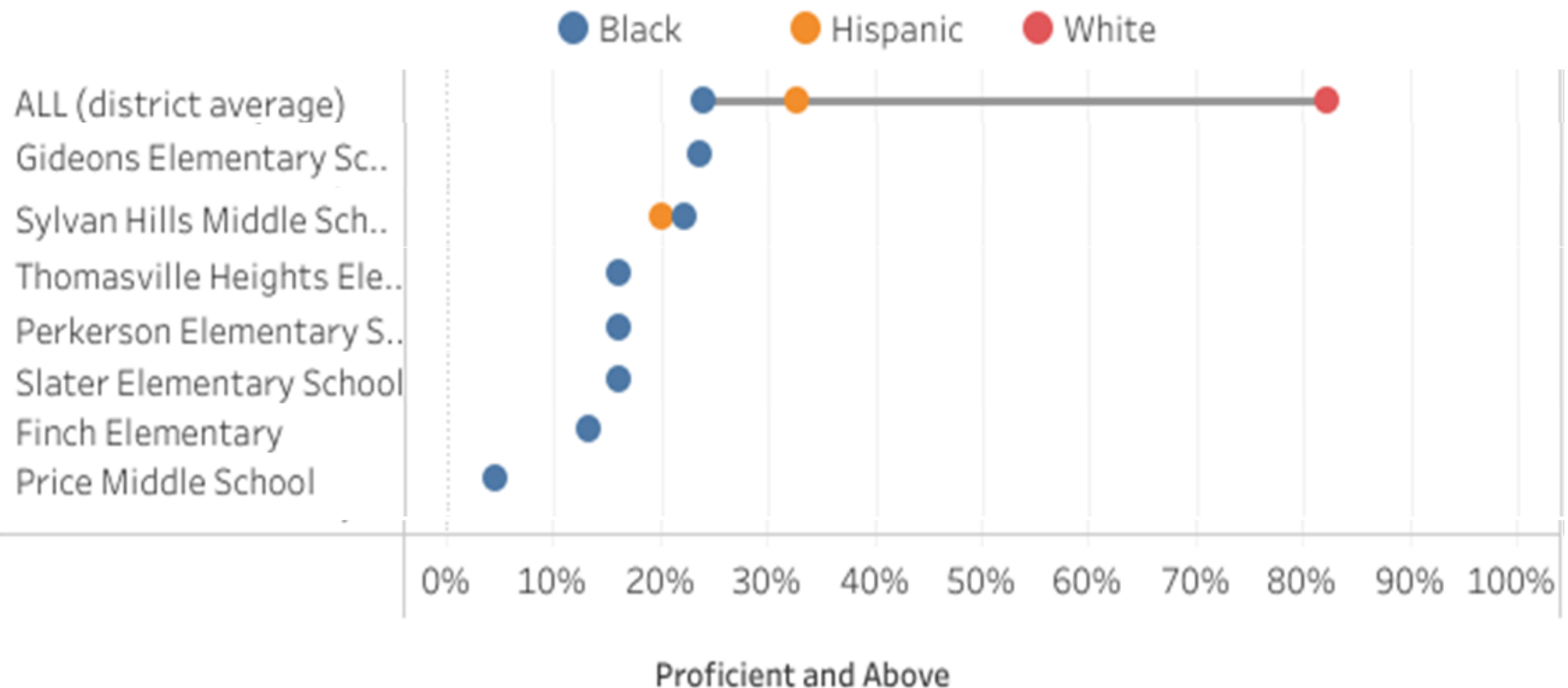
Milestones Comparison



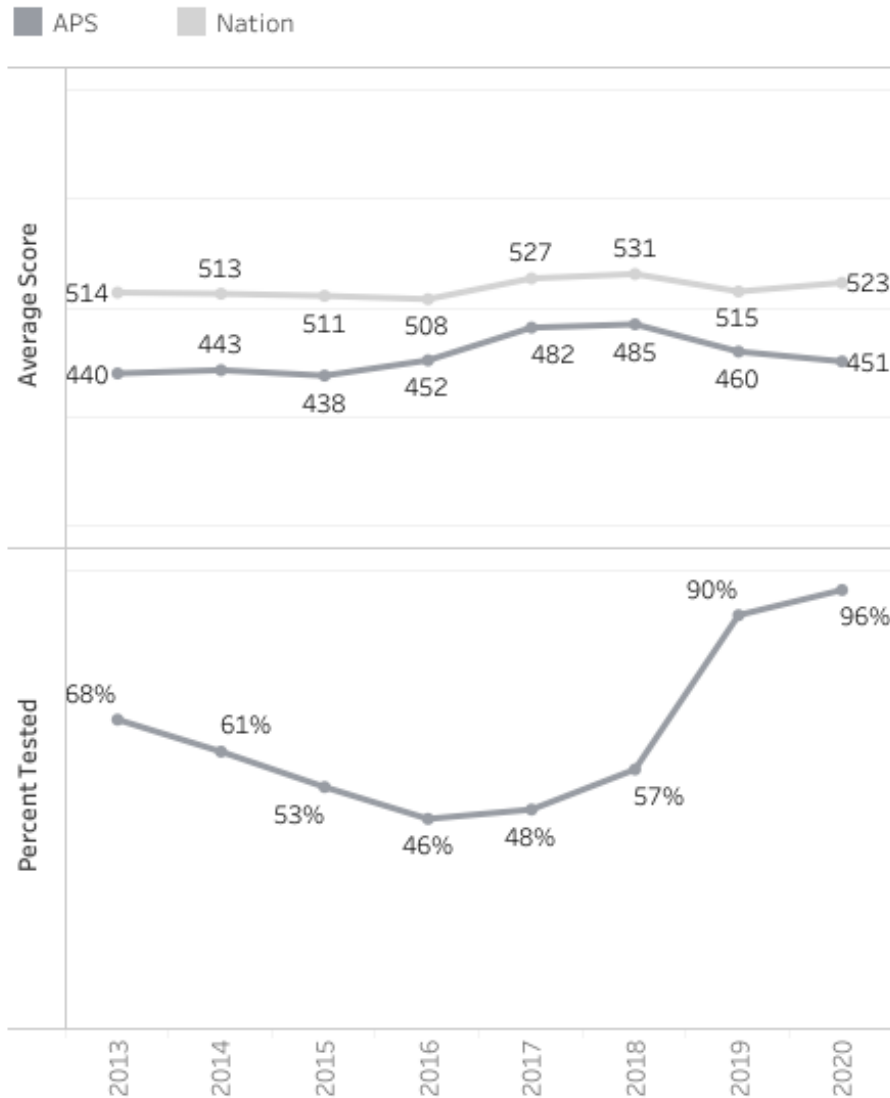
- This chart is for math Milestones scores across all grades, not specifically 8th grade.
- Specifically, only 24% of 8th Grade APS Students are proficient or above in math.

Increase the Percentage & Close the Gaps... of 8th grade students proficient or above in **math**

Milestones Math Proficiency by School



Increase the Percentage & Close the Gaps...of students' scores improving on the **SAT/ACT**



- APS participates in SAT school day, which allows students to test during the school day with no fees.
- The SAT exam format changed in 2017. Scores are not directly comparable from 2016 to 2017.
- Nationally, students average 5 points higher in reading than math. But APS students average 32 points higher in reading. This suggests that APS students have more room for improvement on the math portion of the SAT.

Increase the Percentage & Close the Gaps...of students' scores improving on the SAT/ACT

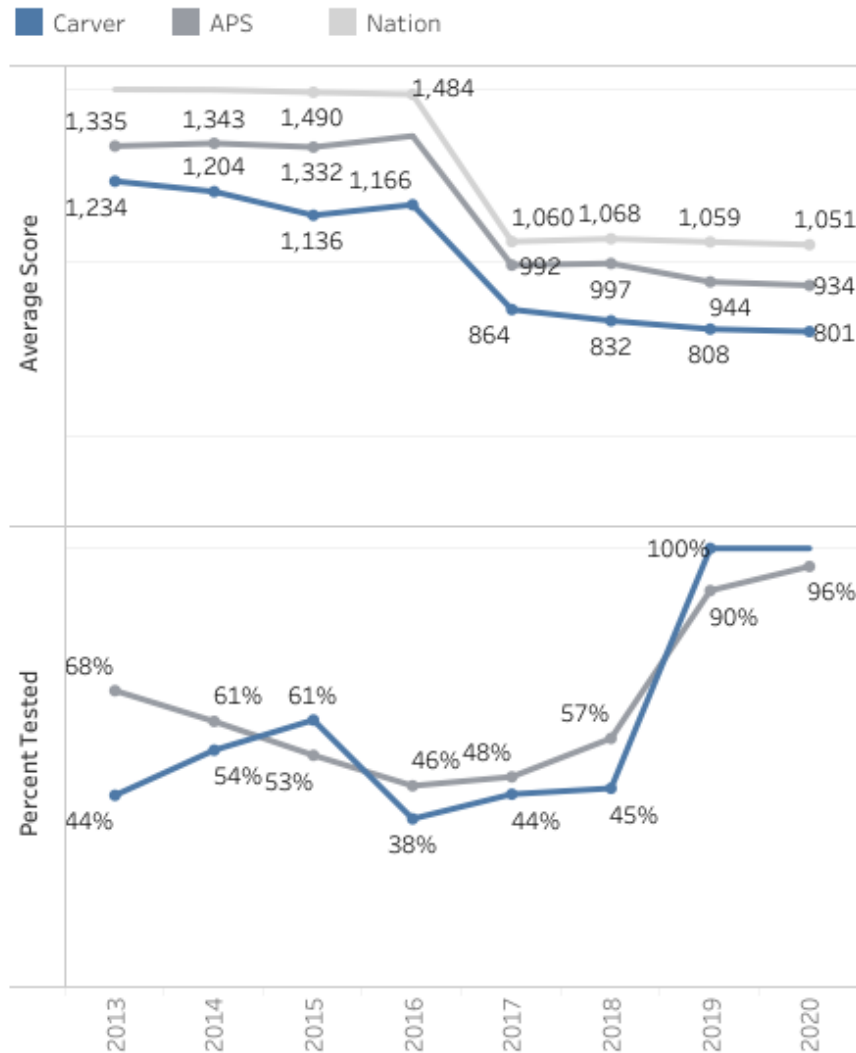
Carver Early SAT Overall Over Time



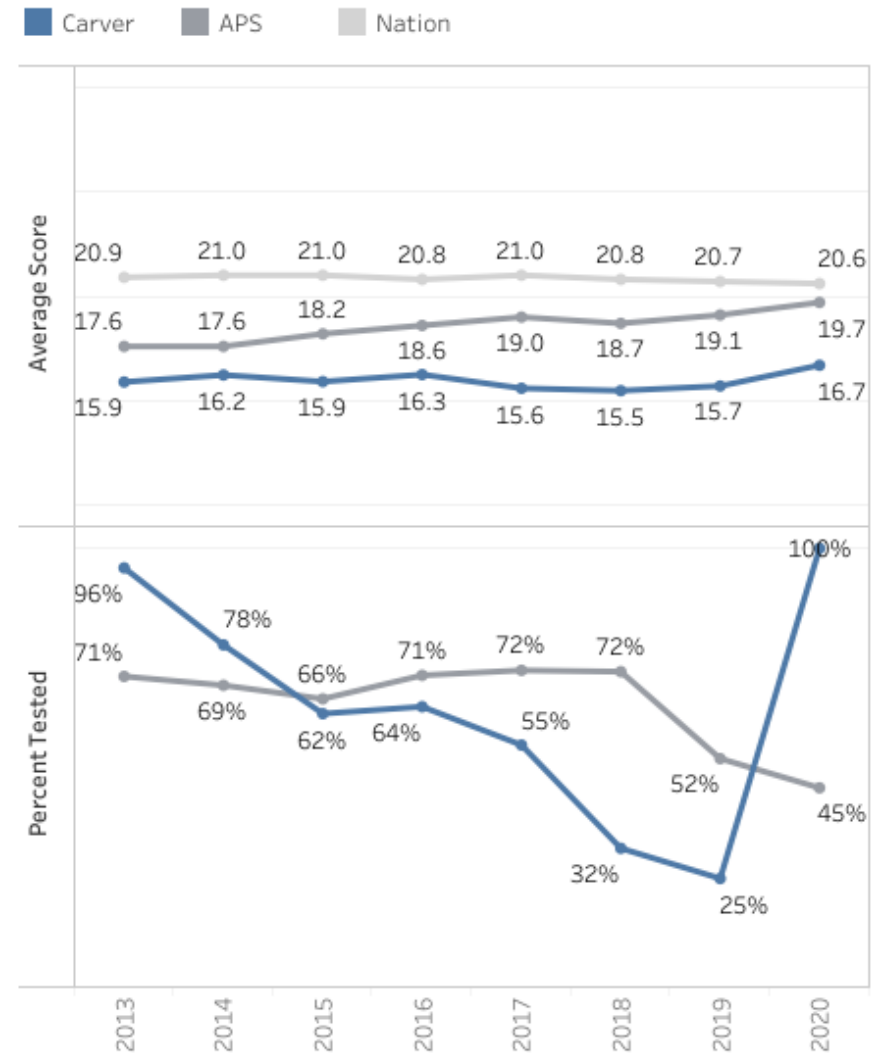
Most Carver EC students do not take ACT

Increase the Percentage & Close the Gaps...of students' scores improving on the **SAT/ACT**

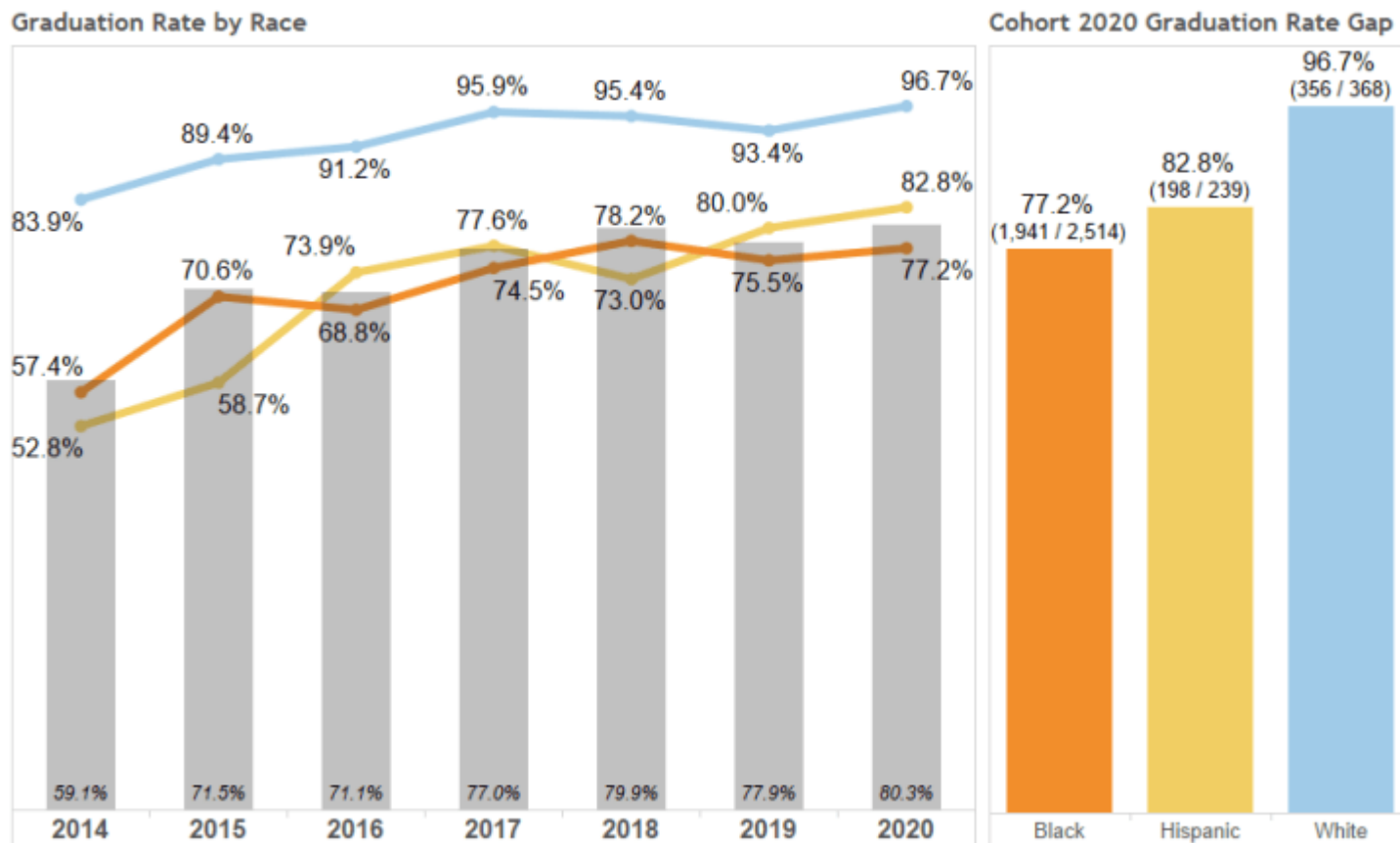
Carver STEAM SAT Overall Over Time



Carver STEAM ACT Overall Over Time



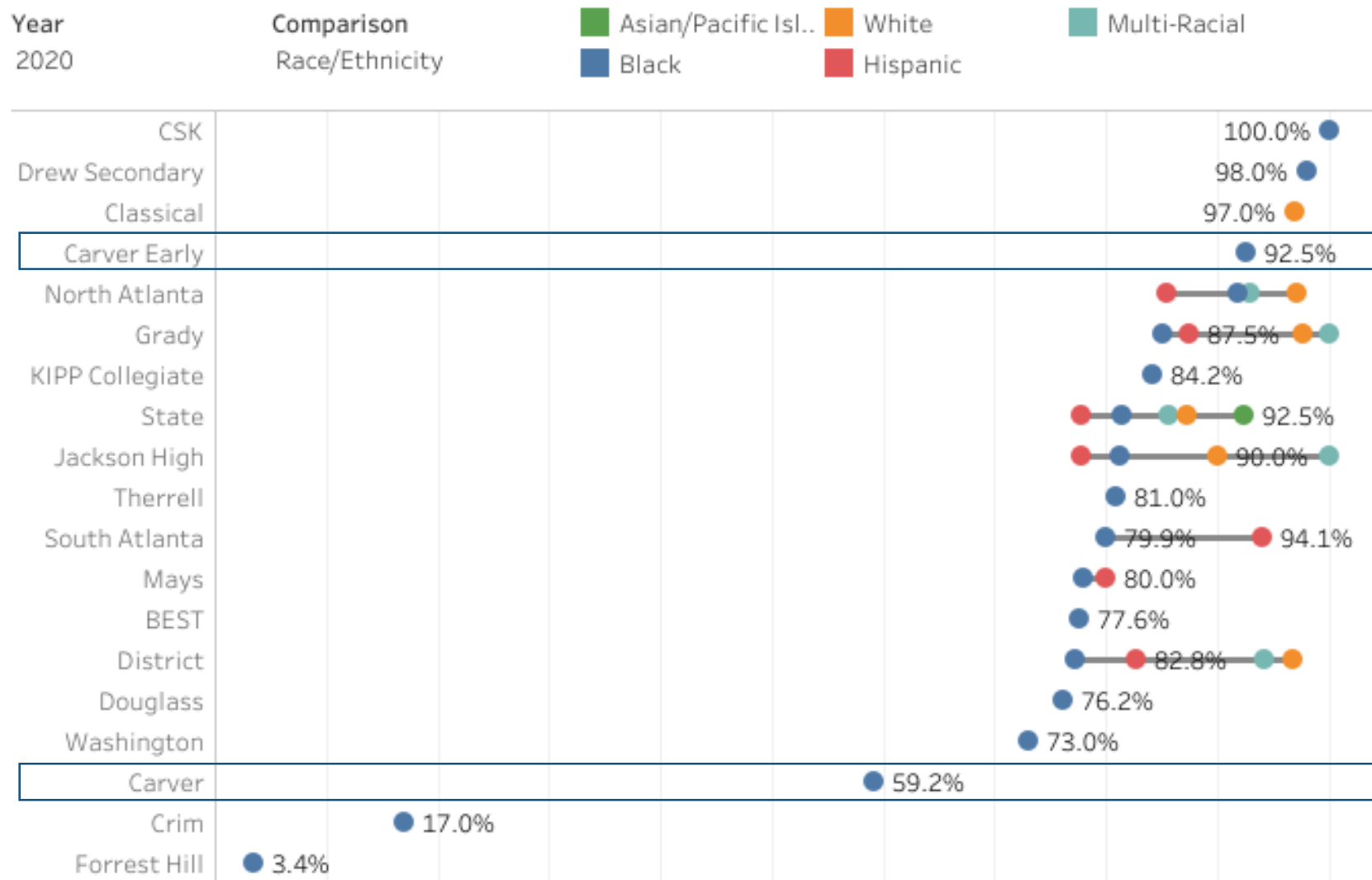
Increase the Percentage & Close the Gaps...of students **graduating**



- Graduation rates for both White students (96.7%) and Hispanic students (82.8%) reached new highs with the 2020 cohort, while the rate for Black students (77.2%) was higher than the 2019 rate (75.5%) but slightly lower than the 2018 high of 78.2%.
 - Nearly 20 percentage points separated the graduation rates of Black students and White students.
 - The 2020 graduation rate for students with disabilities increased by 8.0 percentage points over 2019 to reach an all-time high of 64.6%.
 - The graduation rate for English learners also reach a new high of 76.1%, a 6.4-percentage-point increase compared to 2019.
- 3/9/2021

Increase the Percentage & Close the Gaps...of students **graduating**

2020 Graduation Rates by School and Race/Ethnicity



State of Schools in Virtual Space

In an EmpowerK12 study commissioned by Learn4Life and redefinED Atlanta, researchers assessed possible future student achievement outcomes due to school day cancellations related to COVID-19. They used learning loss data associated with summer learning, natural disasters such as Hurricane Harvey and Hurricane Katrina, and student attendance impacts.

READING PROFICIENCY

-3.6

The projected decline
in the percentage of
3rd graders reading
on grade level.

MATH PROFICIENCY

-4.9

The projected decline
in the percentage of
8th graders performing
math on grade level.

Recommit

Reimagine



Our focus implement our mission and vision with fidelity everyday.

APS MISSION

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

APS VISION

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

To achieve our mission & vision, we must strive for **Excellence.**

APS STRATEGIC GOALS

Increase the Percentage & Close the Gaps

of students proficient or above in **English Language Arts**
of 8th grade students proficient or above in **Math**
of students' scores improving on the **SAT/ACT**
of students **graduating**



We will also use an **Equity.** lens in everything we do.

We are committed to equity because leading for equity is the ethical thing to do. Equity requires that our schools are places where every student is affirmed for who they are, while being challenged to excel.

APS EQUITY COMMITMENTS

- Leveraging School Improvement to Advance Equity
- Ensuring Equitable Funding
- Increasing Access to Effective Leaders & Teachers
- Partnering with Families & Communities
- Supporting Special Populations
- Increasing Access to Advanced Coursework
- Addressing Disproportionate Discipline Practices
- Integrating Social, Emotional, & Academic Practices
- Improving Access to High-Quality Instructional Programming & Materials
- Expanding Access to Co-Curricular & Extra-Curricular Activities
- Ensuring Equitable Learning Environments

Equity. Excellence. Engagement.

The Atlanta Board of Education recognizes **equity** means the quality or ideal of being **just** and **fair**, regardless of economic, social, cultural, and human differences among and between persons.

It's different than equality, which treats everyone the same without recognizing the reality that each child is different.

The aim of equity is to provide students with **additional and differentiated resources** based on their educational needs.

Equitable instruction is learning that is grounded in students' experiences because it is engaging, affirming, meaningful, grade level appropriate.

Equitable stakeholder engagement is being intentional and inclusive in our leadership practices. This means that **our stakeholders** (teachers, school leaders, students & families)- **have a voice** in the problem-solving and decision-making process.

Discussion & Breakout groups on Engagement.

1. Now that you have a clearer idea of how we are defining equity and excellence, please share your thoughts on what it would **look like**, **sound like** and **feel like** if we reimagined **the student experience** and **family engagement and support**.
2. Use the following question prompts to guide your discussion and be certain to capture your thoughts on the Google document.

Student Experience

- What would classrooms **sound like** if we provided more **personalized and individual learning**?
- What would it **look like** to maximize our **virtual learning** experiences and technology support?
- What would it **feel like** if we provided additional **wraparound support** for students?

Family Engagement & Support

- What does it **sound like** to include families and parents in our vision for schools?
- What would better avenues for **receiving feedback and input** from families **look like**?
- What would it **feel like** to provide better **supports for parents/guardians** to help their students?

Discussion and Break-out

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Let's continue our conversation today on reimagining APS.

Instructional Delivery and Academics

- Implementing changes to instructional delivery models to improve instructional quality, provide opportunities for academic recovery and create a more personalized learning experience.
- Launching and growing early childhood support birth to 5 years old.

Student Support and Whole Child Well-Being

- Enhanced interventions for students during the school year (Math, Literacy, SEL).
- Implementing a universal screener for diagnosis, progress monitoring, embedded formative assessments and an intervention block.
- Providing additional mental health supports across all schools.

Staff Support and Well-Being

- Providing staff learning opportunities to build their capacity regarding the vision.
- Providing staff well-being support and resources.

System Supports, Structures and Processes

- Making decisions that are equity guided and data informed.
- Redefining the support structures for schools through the lens of equity.
- Utilizing data reviews at the school and central office levels.
- Leveraging philanthropic support and partnerships for the larger vision

A young child with dark skin and curly hair, wearing a red sweater, is focused on writing in a white notebook with a yellow pencil. The child is sitting at a wooden desk in a classroom. In the background, other students are blurred, showing a typical classroom environment. A semi-transparent blue banner is overlaid on the bottom left of the image, containing the text "Instructional Delivery and Academics".

Instructional Delivery and Academics



Launching & Growing Early Childhood
(Birth to Five Years Old)



Reimagining Student Support & Whole Child Well-being

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Discussion and Break-out

1. How does the vision create a brighter future for Carver students?
2. Does this vision address the most and important priorities for the Carver Cluster to achieve now and into the future?



Next Steps

APS is committed

Cluster Meetings

Carver	March 8, 2021 (5:30pm-7:00pm, Virtual)
Mays	March 9, 2021 (5:30pm-7:00pm, Virtual)
Douglass	March 10, 2021 (5:30pm-7:00pm, Virtual)
Jackson	March 15, 2021 (5:30pm-7:00pm, Virtual)
Washington	March 16, 2021 (5:30pm-7:00pm, Virtual)
North Atlanta	March 17, 2021 (5:30pm-7:00pm, Virtual)
Grady	March 22, 2021 (5:30pm-7:00pm, Virtual)
South Atlanta	March 23, 2021 (5:30pm-7:00pm, Virtual)
Therrell	March 24, 2021 (5:30pm-7:00pm, Virtual)



Unable to Attend?
<https://www.atlantapublicschools.us/2021ClusterConversations>
Visit to share your thoughts