

A photograph of two young women in yellow graduation caps and gowns, smiling at the camera. In the background, a person holds up a blue athletic jersey with yellow trim. The jersey has "MAYS" and the number "28" printed on it. A semi-transparent dark teal banner is overlaid across the middle of the image, containing the title text.

Mays Cluster Conversation



Purpose

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

Agenda

- Welcome and Introductions (10 m)
- Cluster Update (5-10 m) –Where We Are
- Refocusing and 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

Mays Cluster Shout outs!

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

- Mays HS
- Young MS
- Beecher Hills ES
- Cascade ES
- Miles ES
- Peyton Forest ES
- West Manor ES
- The Kindezi School - West



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**

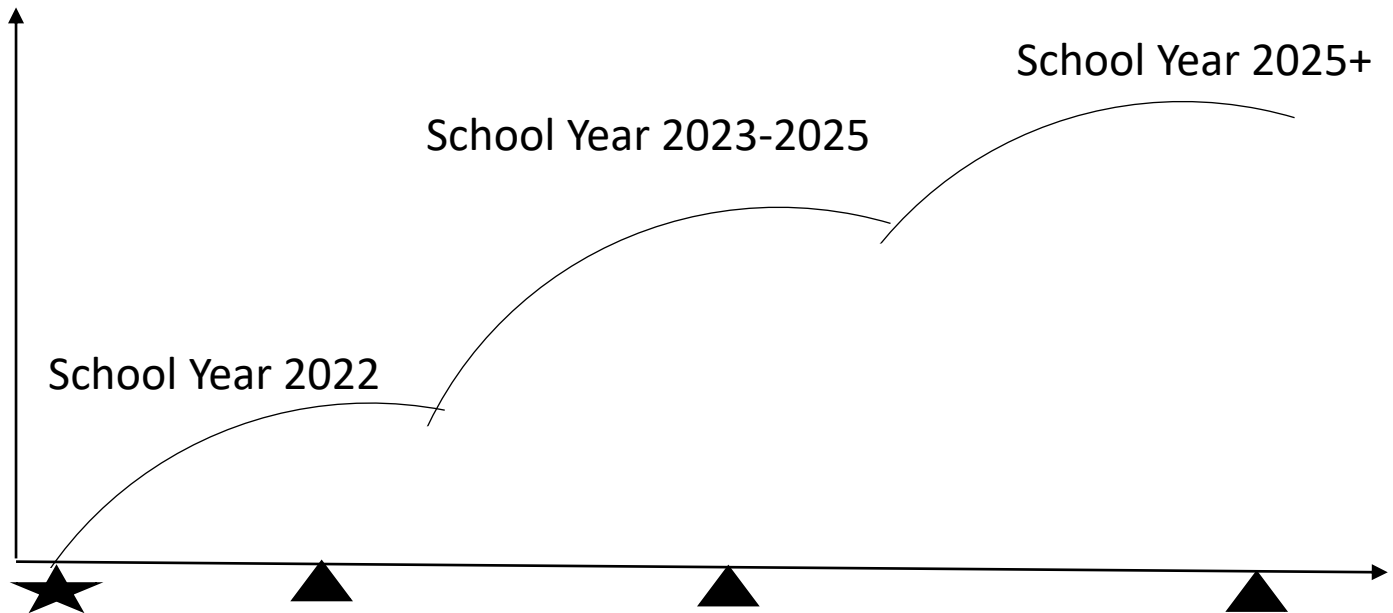
**SCHOOL DISTRICT SUSPENDS BUS
SERVICE DUE TO OUTBREAK**

**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.

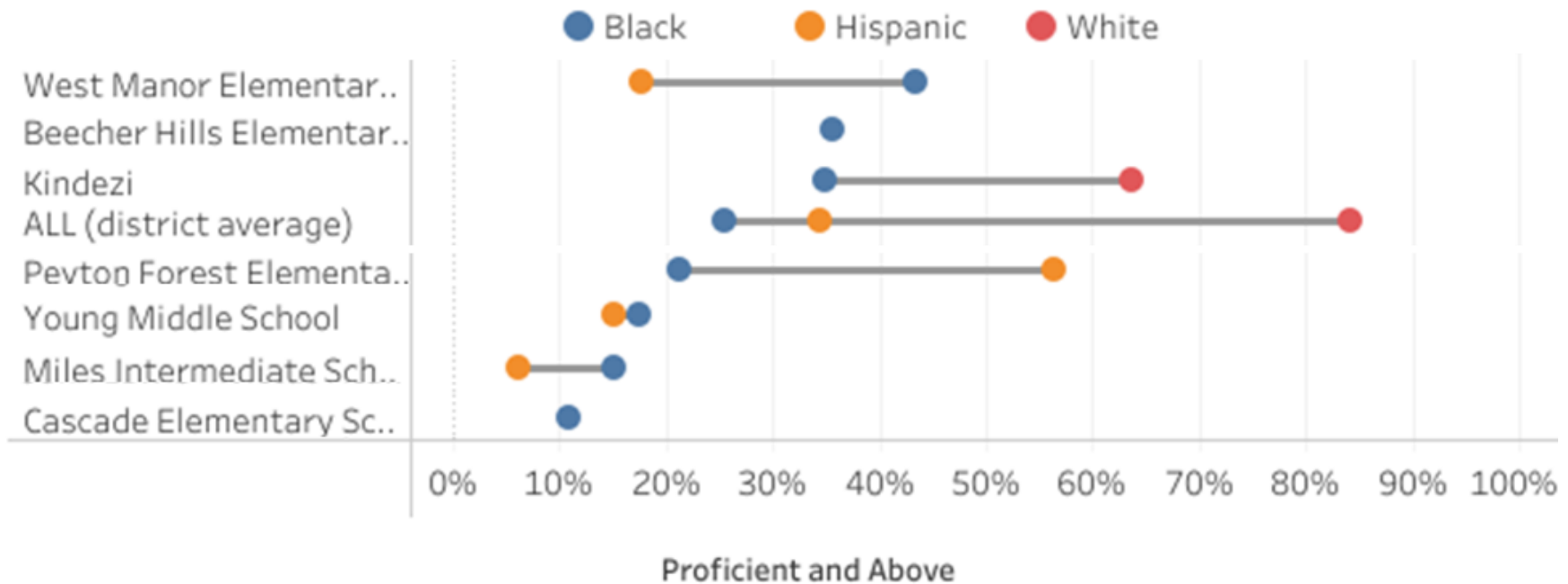


- Leadership change is ushered in with the opportunity to identify gaps and opportunities through a new lens. *What did data indicate before COVID-19?*
- The COVID-19 pandemic created major disruptions and brought about unprecedented change as well as challenged organizational practices.
- We need to 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

2019

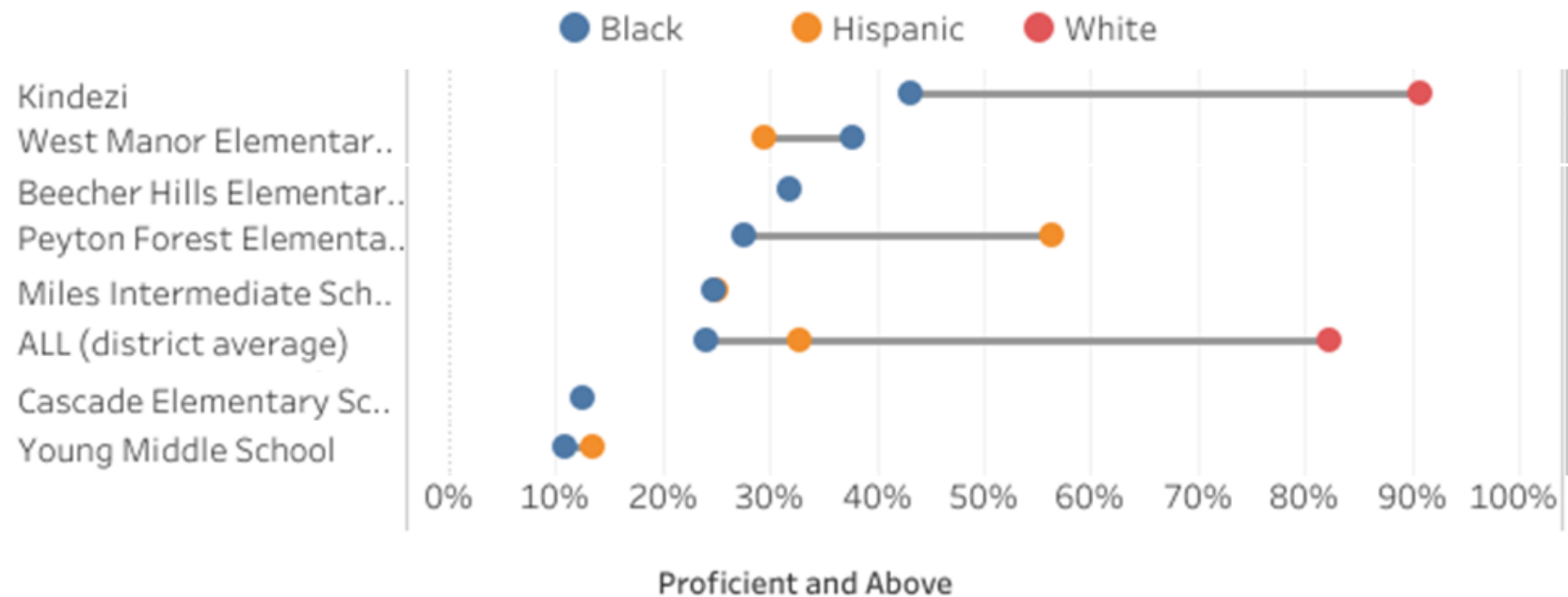
Milestones ELA Proficiency by School



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

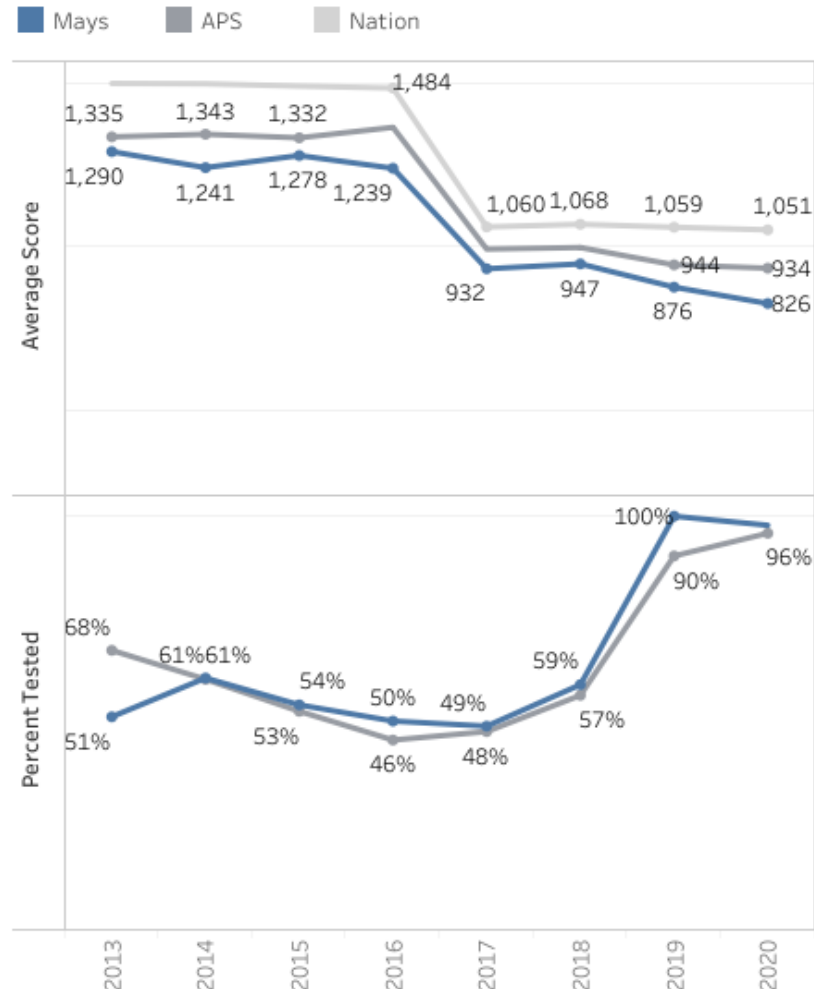
2019

Milestones Math Proficiency by School

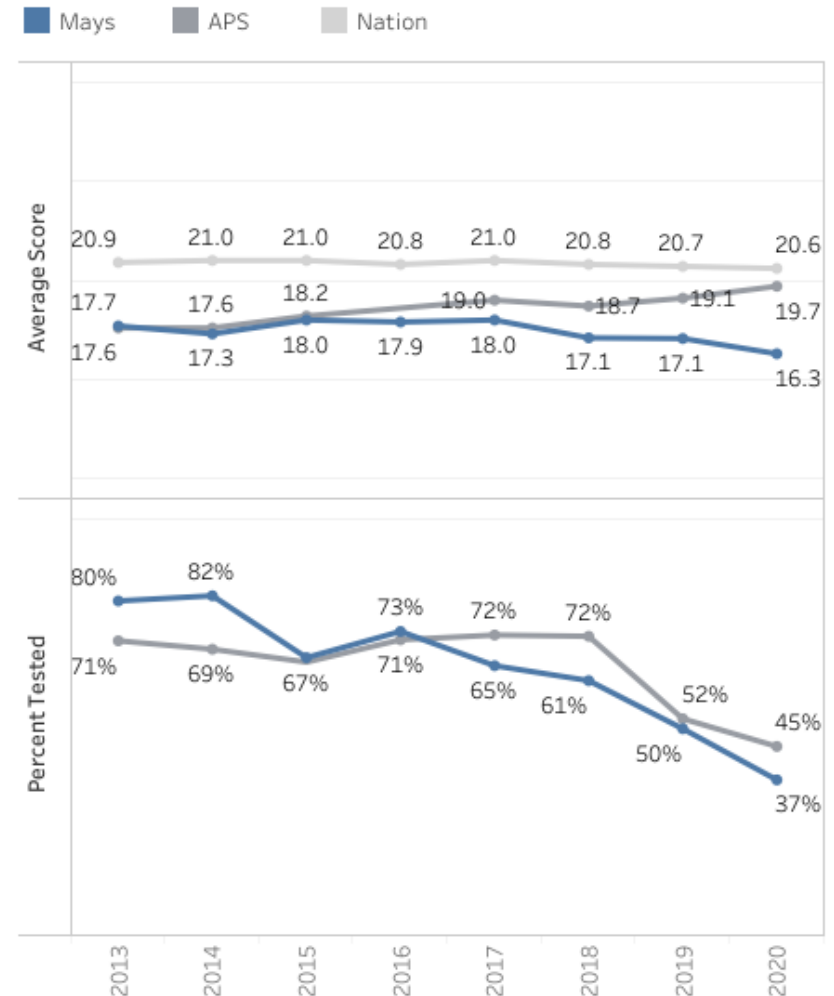


Increase the Percentage & Close the Gaps...of students' scores improving on the **SAT/ACT**

Mays SAT Overall Over Time

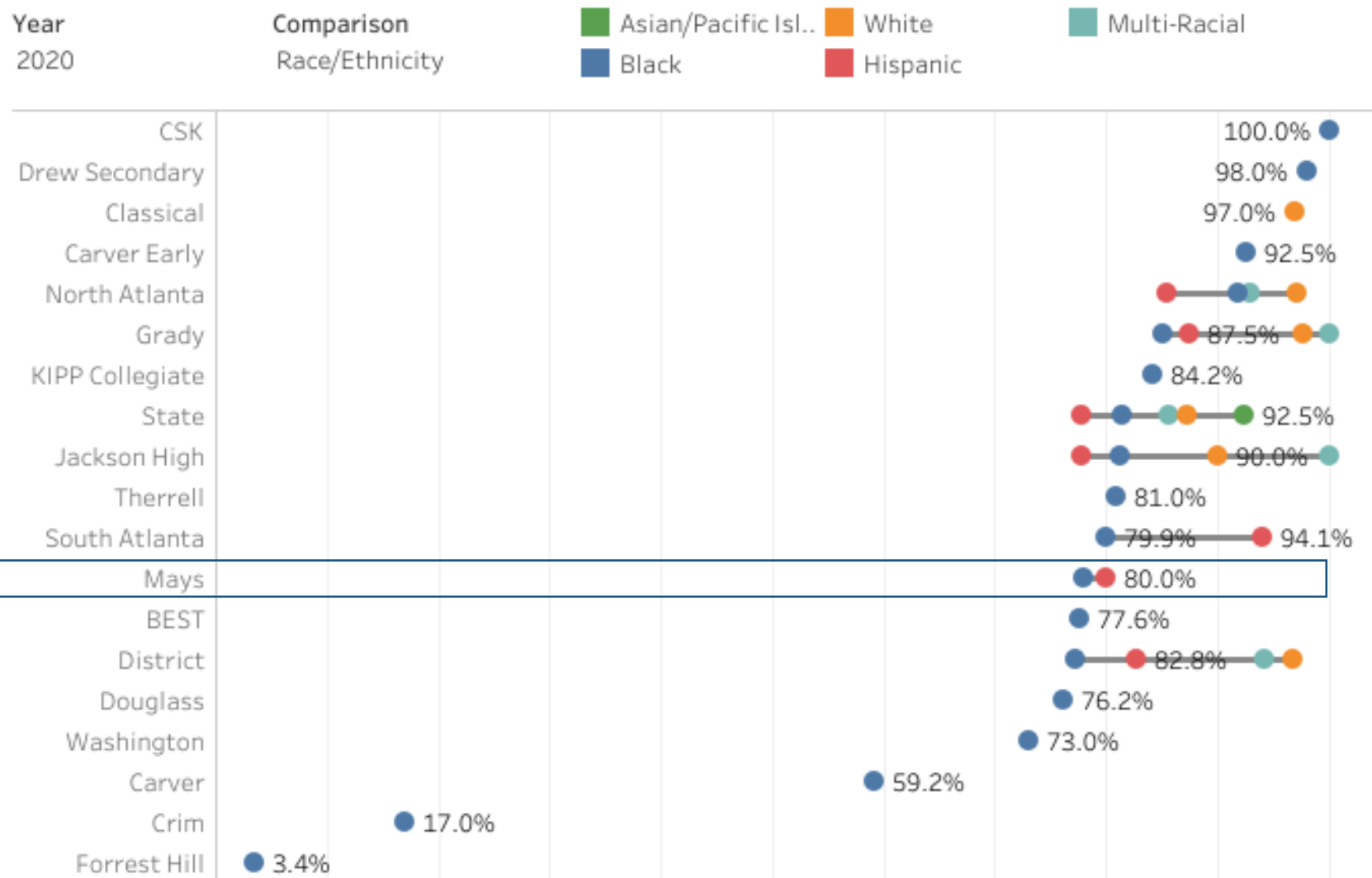


Mays ACT Overall Over Time



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 is to implement the mission and vision in our work 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 trusts 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 reimaged **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.

Discussion and Break-out

Student Experience (Odd Breakout Rooms)

- What would it *feel like, sound like and look like* if APS provided students more **personalized and individual learning and support**?

Family Engagement Support (Even Breakout Rooms)

- What would impactful parent/guardian support *feel like, sound like and look like*?

Let's continue our conversation today on reimagining APS.

Instructional Delivery and Academics

- Providing an intentional focus on early literacy and numeracy skills.
- 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 at a desk. A yellow pencil is held in their hand. The background is a blurred classroom with other students at desks.

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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 Mays students?
2. Does this vision address the most important priorities for the Mays 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