



# Therrell 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

## **Therrell Cluster Shout outs!**

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

- Therrell HS
- Bunche MS
- Continental Colony ES
- Deerwood Academy
- Fickett ES
- Kimberly ES





# 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**

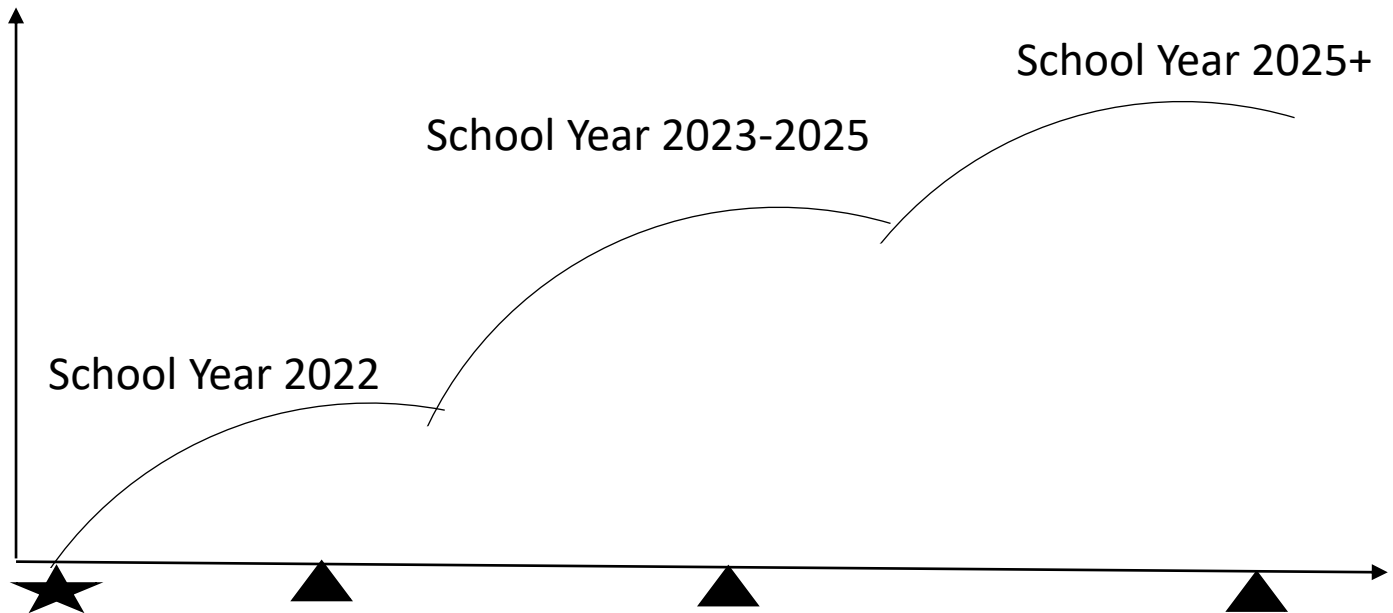
**BERKELEY SCHOOL DISTRICT DISCUSSES EQUITY PROGRAMS  
AMID COVID-19**

**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.**

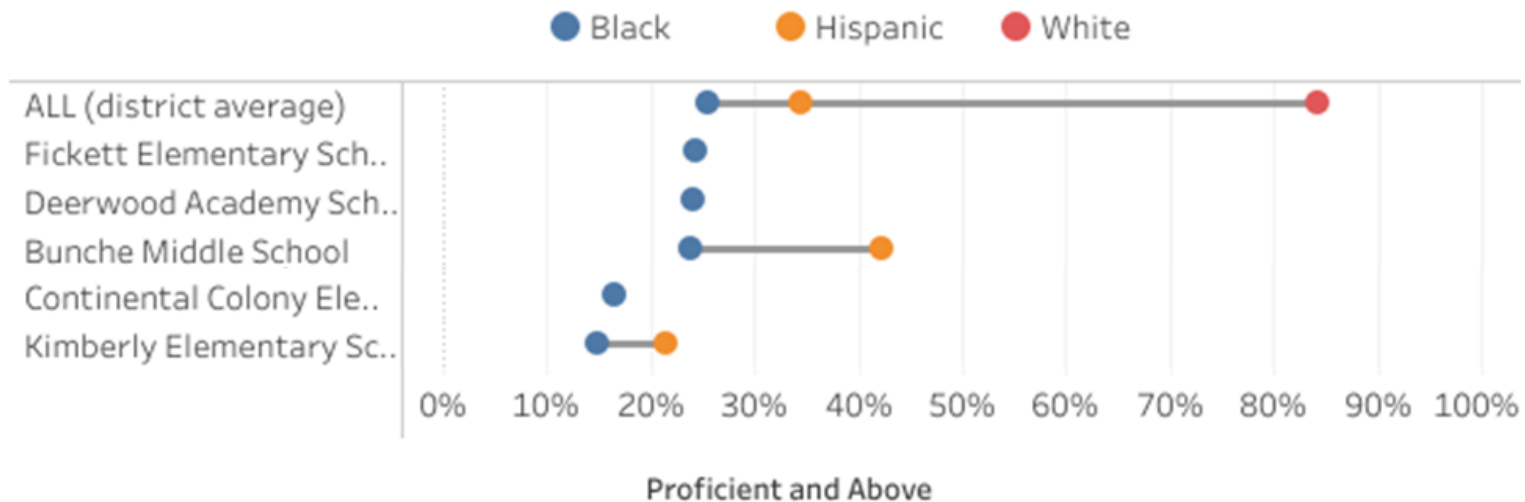


- Leadership change is ushered in with the opportunity to identify gaps and opportunities through a new lens. *What did data indicate before COVID-19?*
- The COVID-19 pandemic created major disruptions and brought about unprecedented change as well as challenged organizational practices.
- We need to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

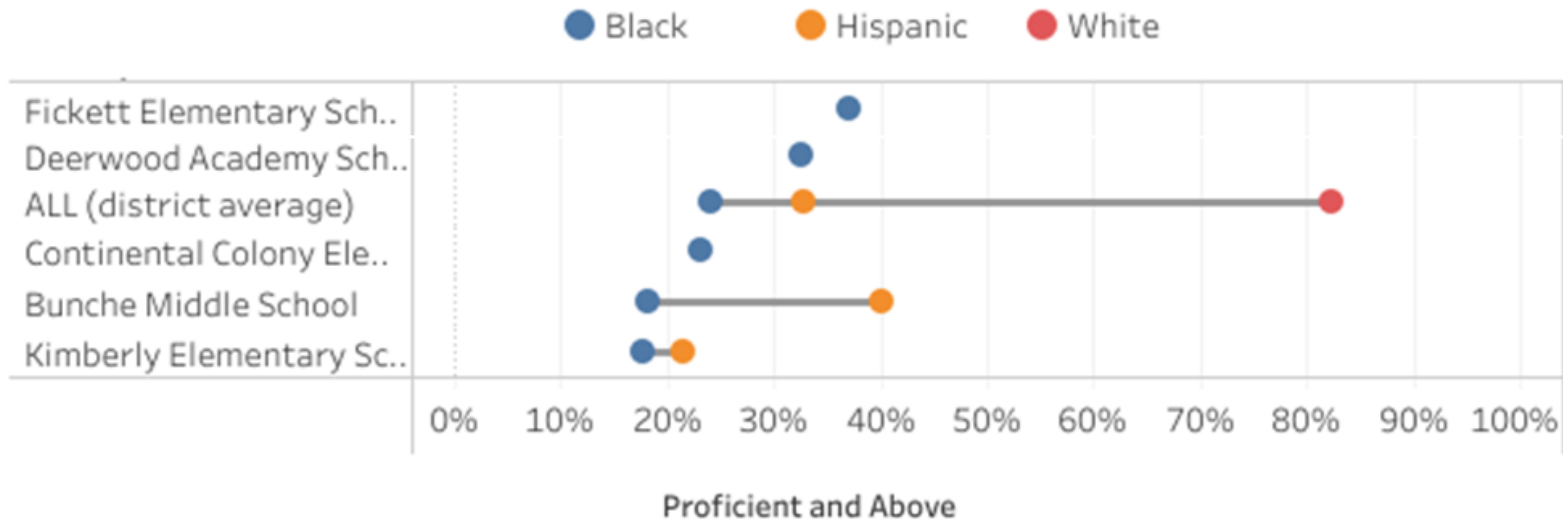
## Milestones ELA Proficiency by School



# Increase the Percentage & Close the Gaps... of 8<sup>th</sup> grade students proficient or above in math

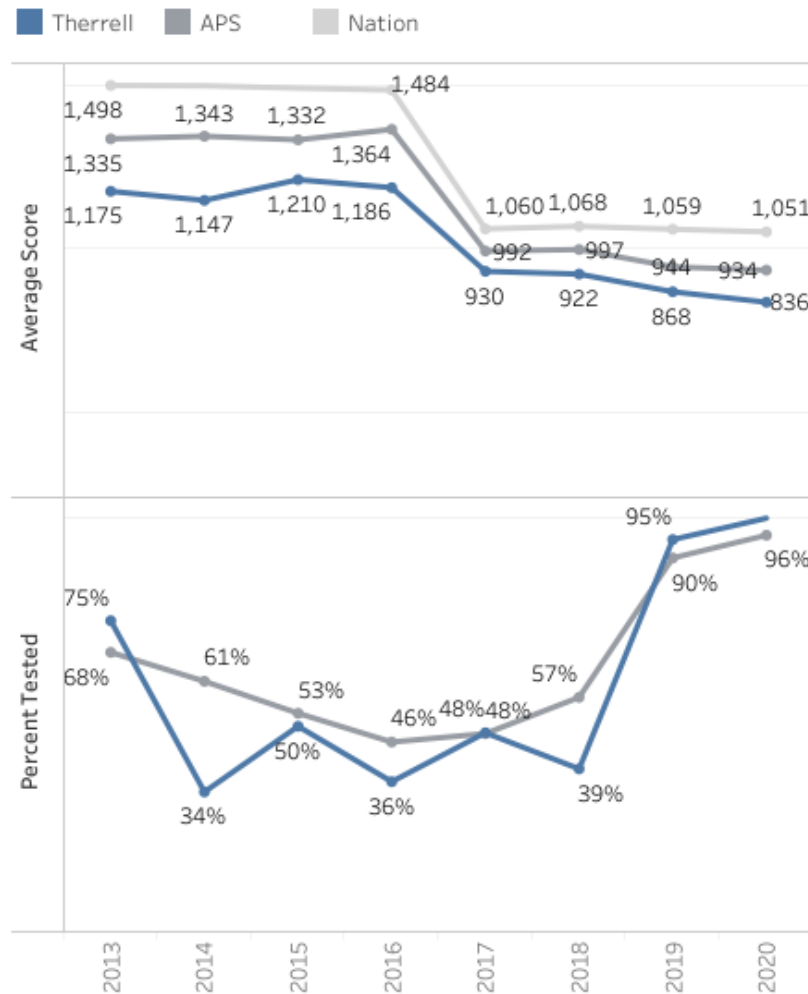
2019

## Milestones Math Proficiency by School

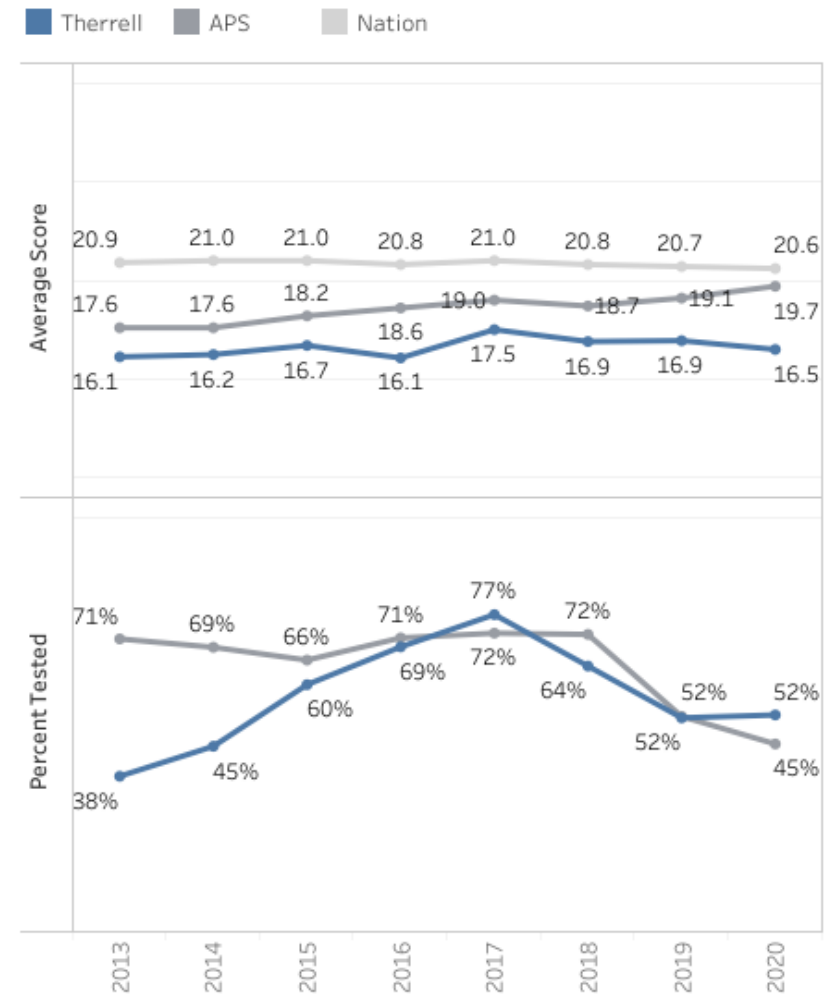


# Increase the Percentage & Close the Gaps...of students' scores improving on the **SAT/ACT**

Therrell SAT Overall Over Time

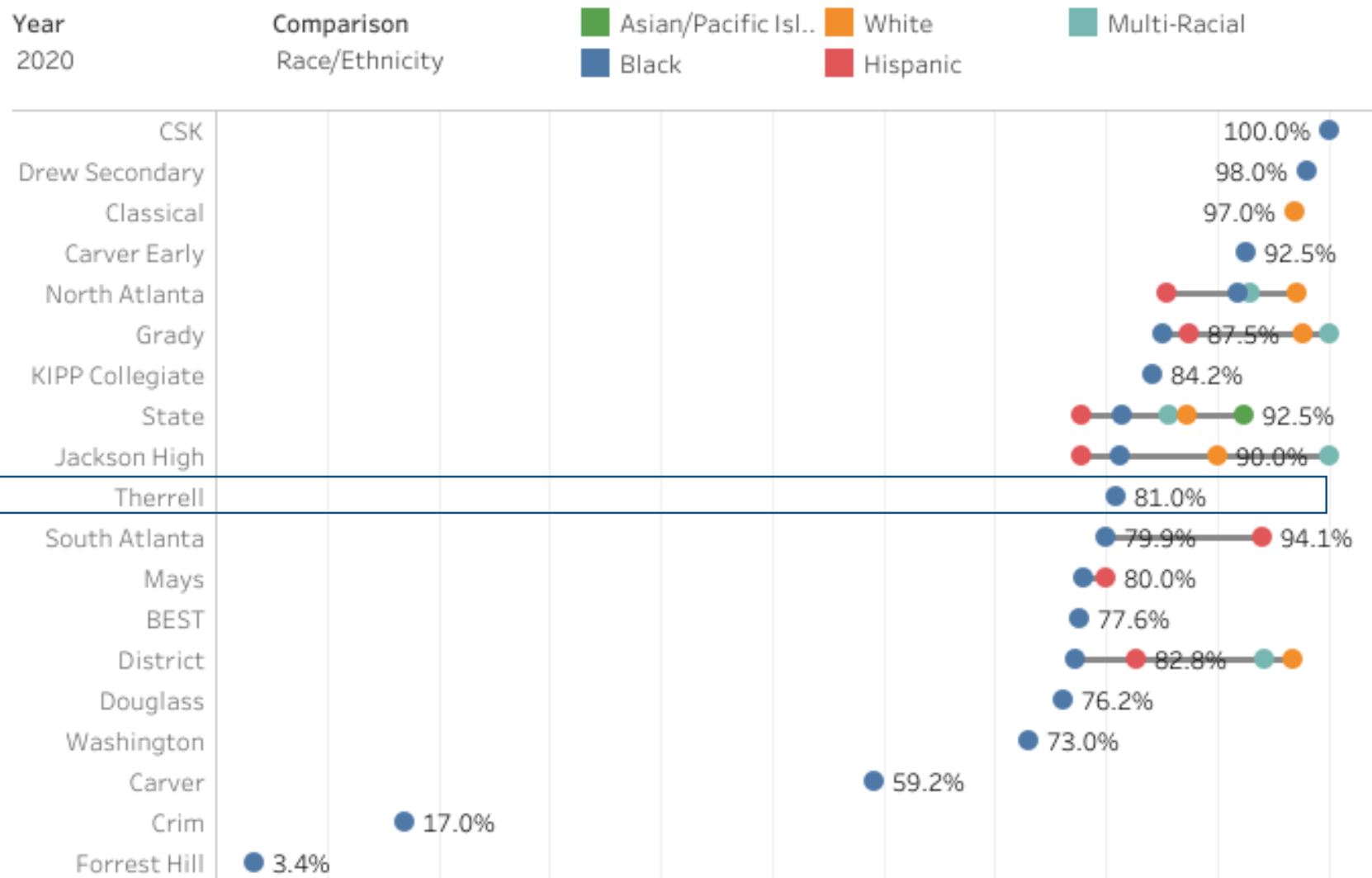


Therrell ACT Overall Over Time



# 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 8<sup>th</sup> 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.



## 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 wooden desk. They are holding a yellow pencil with a green eraser. The background is a blurred classroom with other students at their desks.

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## Discussion and Break-out

1. How does the vision create a brighter future for Therrell students?
2. Does this vision address the most important priorities for the Therrell 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