

Atlanta Public Schools 2017-2018



# SCHOOL TURNAROUND

THE RENSSELAERVILLE INSTITUTE

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# **DISTRICT OVERVIEW**

## Atlanta Public Schools - Overview

Atlanta Public Schools has an active enrollment of 50,000 students. There are 98 learning sites and programs including two single-gender campuses and 17 charter schools. Charters are authorized by the district and governed by independent boards. There are a combination of CMOs and independent charter schools.

Atlanta Public Schools is organized into nine high school clusters with distinct feeder patterns. Unlike split-feeder patterns, the cluster model allows all students attending a particular elementary school to matriculate to the same middle school, and students enrolled at that middle school matriculate to the same high school.

Atlanta Public Schools is run by the Atlanta Board of Education. Its Superintendent, Dr. Meria Carstarphen, was appointed in May 2014. Dr. Carstarphen has nearly 20 years of education experience in diverse, major metropolitan public school districts, most recently serving as the Superintendent of Austin ISD from 2009-2014. The Chief Academic Officer who served for the 2016-17 school year has left APS. Gillian Williams was hired to help the district through the transition.

Under the turnaround, all APS clusters with low performing schools will continue to benefit from the turnaround strategy through investments in building leader and teacher capacity, increasing time, focusing on foundational skills, and strengthening wraparound services to support nonacademic needs.

Much of the APS Turnaround Strategy focuses on the schools that the Georgia Department of Education has identified as eligible for the state's proposed Opportunity School District (OSD). These schools will be removed from their home district – much as has happened in New Orleans, Detroit, and the State of Tennessee. APS' turnaround strategy targets those 21 schools—starting in the Carver, Douglass and Washington clusters.

In late December 2015, APS issued a Request for Qualifications (RFQ) from education providers to help with turnaround services, interventions and supports to one or more of the low-performing schools. The RFQ asked for partners who have a proven and strong commitment to the communities they serve, excellent performance results, and experience in achievement gains for students similar to APS students.

In late January 2016, School Turnaround, and two other nonprofit education partners emerged as finalists from the RFQ:

1. The Kindezi Schools is a network of public elementary through middle charter schools that offers small class sizes in two schools in Atlanta. ([www.kindezi.org](http://www.kindezi.org)).
2. Purpose Built Schools is an arm of Purpose Built Communities and is a partner organization to Charles R. Drew Charter School. ([www.purposebuiltschools.org](http://www.purposebuiltschools.org)).

Both of these two organizations currently operate charter schools. However, in this partnership they will not convert the schools to charters but rather simply take over the management of them. Kindezi used 2016-17 as a planning year and will take on management of Gideons Elementary this year – one of the worst hit schools during the cheating scandal. Purpose Built Schools currently manages Thomasville Elementary (Carver Cluster). Over the course of the next three years they will take on three additional schools in the cluster: Slater Elementary, Price Middle School, and Carver High School.

Ten schools finished their first year of participation with School Turnaround in June 2017 and will begin their second year of participation in July. One of those ten schools (Adamsville) has been closed and its students will attend Miles Elementary this year. We were awarded a contract this spring to work with five additional schools in 2017-18, bringing the total to fourteen.

## Atlanta Public Schools

### 2017-18 Scope of Work

#### I. Initial Work with Five First-Year Schools – Spring 2017

Key deliverables include:

- Diagnosis of school and leadership
- Assignment of turnaround specialist to partner with the school
- Set up of data use systems and short cycle assessments for upcoming school year
- Address core school structures (e.g. schedule, teacher assignments, resources)
- Identify high growth areas for teachers and undertake quick burst PD to set up for 2017-18 school year
- Convene parent and community engagement sessions to clarify outcomes and lay ground work for sparkplug work (to be funded separately from APS contract)

#### II. Core Program for Five First-Year Schools – 2017-18 School Year

Key deliverables include:

- Initial 3-day training in June/July 2017 for principal and two team members in core turnaround strategies and tools and application to the specific needs of the school (all fees, travel, expenses and materials included)
- Initial training (as detailed above) for new principals and their teams at two second-year schools (Perkerson and Finch)
- Assignment of turnaround specialist to partner with the school
- 10-12 site visits during school year (site visits for high schools are at 1.5 days each)
- Model classroom training and set up for teachers
- Data use training and tools for teachers
- Mid-year national conference (all fees, travel, expenses and materials included)
- Assessment and Learning national conference (same covered as above)
- Monthly collaborative meetings facilitated by ST (combination of on-site and virtual)
- Monthly newsletters and other supporting materials
- Technical assistance

#### III. Core Program for Nine Second-Year Schools – 2017-18 School Year

Key deliverables include:

- Assignment of turnaround specialist to partner with the school
- 10-12 site visits during school year (site visits for high schools are at 1.5 days each)
- Model classroom training and set up for teachers
- Data use training and tools for teachers
- Mid-year national conference (all fees, travel, expenses and materials included)
- Assessment and Learning national conference (same covered as above)
- Monthly collaborative meetings facilitated by ST (combination of on-site and virtual)
- Monthly newsletters and other supporting materials
- Technical assistance

## **IV. District Partnership and Capacity-Building for Turnaround – Spring/Summer 2017**

Key deliverables for District may include:

- Establish mechanism and outcomes for the partnership – e.g. communication, learning exchange, feedback loop – such that APS receives a cohesive strategy and “results story” for the outcomes achieved.
- Overview session for critical district staff on core School Turnaround leadership characteristics and strategies. The emphasis is on the application of these learning’s to the district’s current challenges and assets.
- Subsequent work will be defined by the district-defined needs and mission and will focus on redefining new value-adding roles at the district level in non-teaching and learning focus areas.
- Senior Program Leader will attend core district PD sessions to integrate the approach with our work in schools and increase efficacy at the building and classroom level.
- District level staff will be assisted, supported, and challenged by a Senior Turnaround Specialist with emphasis on systems needed to support ongoing turnaround—such as building effective communication with students and families, increasing successful classroom practices, and using data to inform instruction.

## **V. Leadership Talent Development – 2017-18 School Year**

Key deliverables may include:

- Assess and recommend different approaches that allow for embedded coaching and leadership models that do not cost the district additional money.
- Bi-Monthly meetings to examine key learnings and new or ongoing challenges and assist with leadership development within the Schools and Academics Office.
- Assist the district in assessing the current functioning of leadership teams at each school
- Assess the current layers of support at the district (content specialists, content coordinators, etc) and assist the district in streamlining what support to schools looks like in a move to a decentralized charter system
- Work jointly with HR and other personnel on the talent development strategy.
- Assist in development of new instructional leadership coaching framework.
- Training for district staff on professional learning approach for leadership teams.
- Monthly meetings to examine key learnings and new or ongoing challenges
- Ongoing work with Data and Research team to further develop tools for use at the school level that support compression of time and prioritizing on big levers for change

## Attachment B – Participating Atlanta Schools

The following fourteen (14) schools and principals are jointly agreed upon as participants.

Principal: Yusuf Muhammad School: Carver High School

Principal: Artezsa Portee School: Sylvan Middle School

Principal: Kevin Scott School: Young Middle School

Principal: Kristen Vaughn School: Continental Colony Elementary School

Principal: Joseph Salley School: Kimberly Elementary School

Principal: Cynthia Gunner School: Peyton Forest Elementary School

Principal: Thalise Perry School: Miles Elementary School

Principal: TBD\* School: Finch Elementary School

Principal: TBD\* School: Perkerson Elementary School

Principal: Tasharah Wilson\*\* School: Washington High School

Principal: Tiauna Crooms\*\* School: Brown Middle School

Principal: Mario Watkins\*\* School: Bunche Middle School

Principal: Sylvia Hall\*\* School: Cascade Elementary School

Principal: Benita Grant\*\* School: Fickett Elementary School

\* Principals entering first year in the second year of the school's two-year commitment

\*\*Schools entering first year of the two-year commitment

## **Memorandum of Understanding 2017-19 Cohort**

The following details the activities that are agreed to by all contracting parties. Parties to this agreement are:

1. School Turnaround at The Rensselaerville Institute (ST-TRI), with principal offices at Two Oakwood Place, Delmar, NY 12054
2. School Principal:
3. Atlanta Public Schools, with principal offices at 130 Trinity Avenue, SW, Atlanta, GA 30303

## **Commitment to Services and Activities**

ST-TRI commits to providing the services specified below. The School Principal and School District commit to participating fully in these services as specified below.

1. ST-TRI will train the School Principal and his/her team in diagnosing the school, setting targets, and using strategies to create a Turnaround Design for the school at a conference in summer 2017. This design will include targets and will be provided to School Turnaround at the conclusion of the Turnaround Conference. ST-TRI will review and certify the targets.
2. ST-TRI will provide an appropriate Turnaround Specialist who will be assigned to support the School Principal.
3. The Turnaround Specialist and School Principal shall determine the dates for the prescribed number of site visits based on the terms of the contract. Each site visit will last one full school day in duration and requires the presence of the principal. Site visits will be guided by the agenda developed by the Turnaround Specialist in conjunction with input from the School Principal. Furthermore, the Turnaround Specialist will provide a written summary of the visit and next steps to be undertaken as agreed upon by the principal and specialist.
4. The Turnaround Specialist and the School Principal will be in contact with each other on a weekly basis, at minimum, via e-mail or telephone regarding actions and progress toward meeting targets. Scheduled vacations will be the exception. The School Principal will be responsible for responding in verbal or written form to any contact made by the Turnaround Specialist.
5. ST-TRI will host cohort meetings either in person or via web/telephone conferences and will provide technical assistance where necessary. The School Principal will participate in a minimum of three.
6. ST-TRI will host Mid-YearConferences in January 2018 and 2019 and an Assessment and Learning Conferences in June 2018 and June 2019. The School Principal will participate. Meals, lodging, air transportation, materials, and training are covered by the fees outlined in the contract.

## **Limited Warranty**

If the target(s) for the two years, as set by the School Principal with agreement from School Turnaround at The Rensselaerville Institute (ST-TRI), are not met, ST-TRI will: a) refund all funds coming directly from the School District for the year that targets are not met; or b) commit up to 12 additional months of support without additional cost until the turnaround target(s) are met, at the discretion of ST-TRI.

This warranty is conditional on the following behaviors of ST-TRI, the School District and the School Principal:

1. ST-TRI and the School Principal will set targets for core subjects and grade levels. ST-TRI will guarantee that the school will show substantive gains in at least two core academic areas.
2. No change in School Principal (i.e, the individual who executes this MOU) during the school year inclusive of extended absences or duties assigned outside of school leadership role. Exceptions to this must be agreed to by both parties to the contract in writing.
3. School Principal executes and fulfills all provisions of the designed MOU by the times specified therein.
4. School Principal fully completes and implements the Turnaround Design and delivers the design to School Turnaround by the time set in the MOU.
5. School Principal discloses any material, condition, or circumstance – including lack of progress against design – to Turnaround Specialist within three school days of becoming aware of any potentially adverse factor.
6. School Principal attends all conferences, is fully available during all site visits, and both initiates and is responsive to weekly phone and e-mail contact with Turnaround Specialist.
7. School District fully supports and provides no major road blocks or impediments, whether intended or not, to the School Principal's full implementation of the Turnaround Design.

District-Wide Instructional Practice Schedule  
Evaluation for Growth

English/Language Arts District-Wide Instructional Practice	Month of Exploration and Practice
<b>Practice 1:</b> An instructional objective (accessible to students, teachers and observers) linked to the content and a higher-order thinking skill.	November
<b>Practice 2:</b> Curriculum-driven opportunities to determine the meaning general and domain specific words and phrases (before reading and during reading).	December
<b>Practice 3:</b> Lessons characterized by gradual release of responsibility (from teacher dependence to student independence).	January
<b>Practice 4:</b> Curriculum-driven reading opportunities characterized by a balance of informational (on a variety of topics, perspectives, and eras) from historical, scientific, and technical texts and/or literary texts (from a variety of authors, themes, genres, and traditions).	February
<b>Practice 5:</b> Curriculum-driven reading opportunities characterized discipline-specific approaches to text. Students should regularly be taught, assessed, and re-taught (if necessary) the discipline-specific lens through with members of specific disciplines read, analyze, and make use of text.	February
<b>Practice 6:</b> Curriculum-driven, reading opportunities characterized by careful, sustained interpretation of a variety of texts with an emphasis on: the quantitative and qualitative measures, and reader & task.	February
<b>Practice 7:</b> Curriculum-driven opportunities for students to engage in rich and rigorous evidence-based conversations about text.	March
<b>Practice 8:</b> Writing opportunities for students to extract and integrate evidence from multiple sources to (a) inform and (b) make an argument.	April/May

District-Wide Instructional Practice Schedule  
Evaluation for Growth

Mathematics District-Wide Instructional Practice	Month of Exploration and Practice
<b>Practice 1:</b> An instructional objective (accessible to students, teachers and observers) linked to the content, a higher-order thinking skill, and a worthwhile mathematical task.	November
<b>Practice 2:</b> Curriculum-driven opportunities to determine the meaning general and domain specific words and symbols.	December
<b>Practice 3:</b> Lessons characterized by knowledge of student ability and the gradual release of responsibility (from teacher dependence to student independence) toward mastery.	January
<b>Practice 4:</b> Curriculum-driven opportunities to integrate the use of manipulatives to bridge the gap between the concrete and the abstract.	February
<b>Practice 5:</b> Curriculum-driven opportunities for students to connect new concepts as a logical extension of previously taught/mastered concepts (within a lesson and across lessons/unit and across units).	March
<b>Practice 6:</b> Curriculum-connected opportunities to develop procedural fluency.	April
<b>Practice 7:</b> Curriculum-driven opportunities for students to use of the language and demonstrate the behaviors of proficient mathematicians (8 Standards for Mathematical Practice) throughout the gradual release process.	May

## Atlanta Public Schools

130 Trinity Avenue  
Atlanta, GA 30303  
404-802-3500

**50,000 students total**

Superintendent: Dr. Meria Joel Carstarphen  
[suptoffice@atlanta.k12.ga.us](mailto:suptoffice@atlanta.k12.ga.us)

### **District Averages (145<sup>th</sup> of 177 districts – 98 Schools in District)**

<b>Grade</b>	<b>2015</b>
Grade 3 Reading	32.8%
Grade 3 Math	30.9%
Grade 4 Reading	33.9%
Grade 4 Math	32.1%
Grade 5 Reading	35.8%
Grade 5 Math	30%
6 <sup>th</sup> Grade Rdg	29.9%
6 <sup>th</sup> Grade Math	25.5%
7 <sup>th</sup> Grade Rdg.	29.6%
7 <sup>th</sup> Grade Math	26.8
8 <sup>th</sup> Grade Rdg.	30.3%
8 <sup>th</sup> Grade Math	23.5%
8 <sup>th</sup> Grade Science	20.4%
Grade 10 English	
Grade 10 Math	
Grade 10 Science	
Grade 11 Reading	
Grade 11 Math	
Grade 12 Reading	
Grade 12 Math	

### **2017-18 Core Program Cohort**

Elementary Schools (K-5)	8
Middle Schools (6-8)	4
High Schools (9-12)	2
<b>Total</b>	<b>14</b>

## 2017-18 Atlanta Schools

<b>Carver Cluster</b>	<b>Mays Cluster</b>	<b>Therrell Cluster</b>	<b>Washington Cluster</b>
Finch Elementary Principal: TBD 1114 Avon Ave SW Atlanta, GA 30310 (404) 802-4000	Miles Elementary Principal: Thalise Perry 4215 Bakers Ferry Road SW. Atlanta, GA 30331 (404) 802-8900	Continental Colony Elementary Principal: Kristen Vaughn 3181 Hogan Rd SW Atlanta, GA 30331 (404) 802-8000	Brown Middle School Principal: Tiauna Crooms 765 Peeples St SW Atlanta, GA 30310 (404) 802-6800
Perkerson Elementary Principal: TBD 2040 Brewer Blvd SW Atlanta, GA 30310 (404) 802-3950	Cascade Elementary Principal: Dr. Sylvia Hall 2326 Venetian Dr SW Atlanta, GA 30311 (404) 802-8100	Fickett Elementary Principal: Benita Grant 3935 Rux Rd SW Atlanta, GA 30331 (404) 802-7850	Washington High School Principal: Tasharah Wilson 45 Whitehouse Dr SW Atlanta, GA 30314 (404) 802-4600
Sylvan Hills Middle School Principal: Artesza Portee 1461 Sylvan Road SW Atlanta, GA 30310 (404) 802-6200	Peyton Forest Elementary Principal: TBD 301 Peyton Road SW Atlanta, GA 30311 (404) 802-7100	Kimberly Elementary Principal: Joseph Salley 1090 Windsor St. Atlanta, GA 30310 (404) 802-7600	
Carver High School Principal: Yusuf Muhammad 55 McDonough Blvd. SE Atlanta, GA 30315 (404) 802-4415	Young Middle School Principal: Kevin Scott 3116 Benjamin E Mays Dr. SW Atlanta, GA 30311 (404) 802-8000	Bunche Middle School Principal: Mario Watkins 1925 Niskey Lake Rd SW Atlanta, GA 30331 (404) 802-6700	

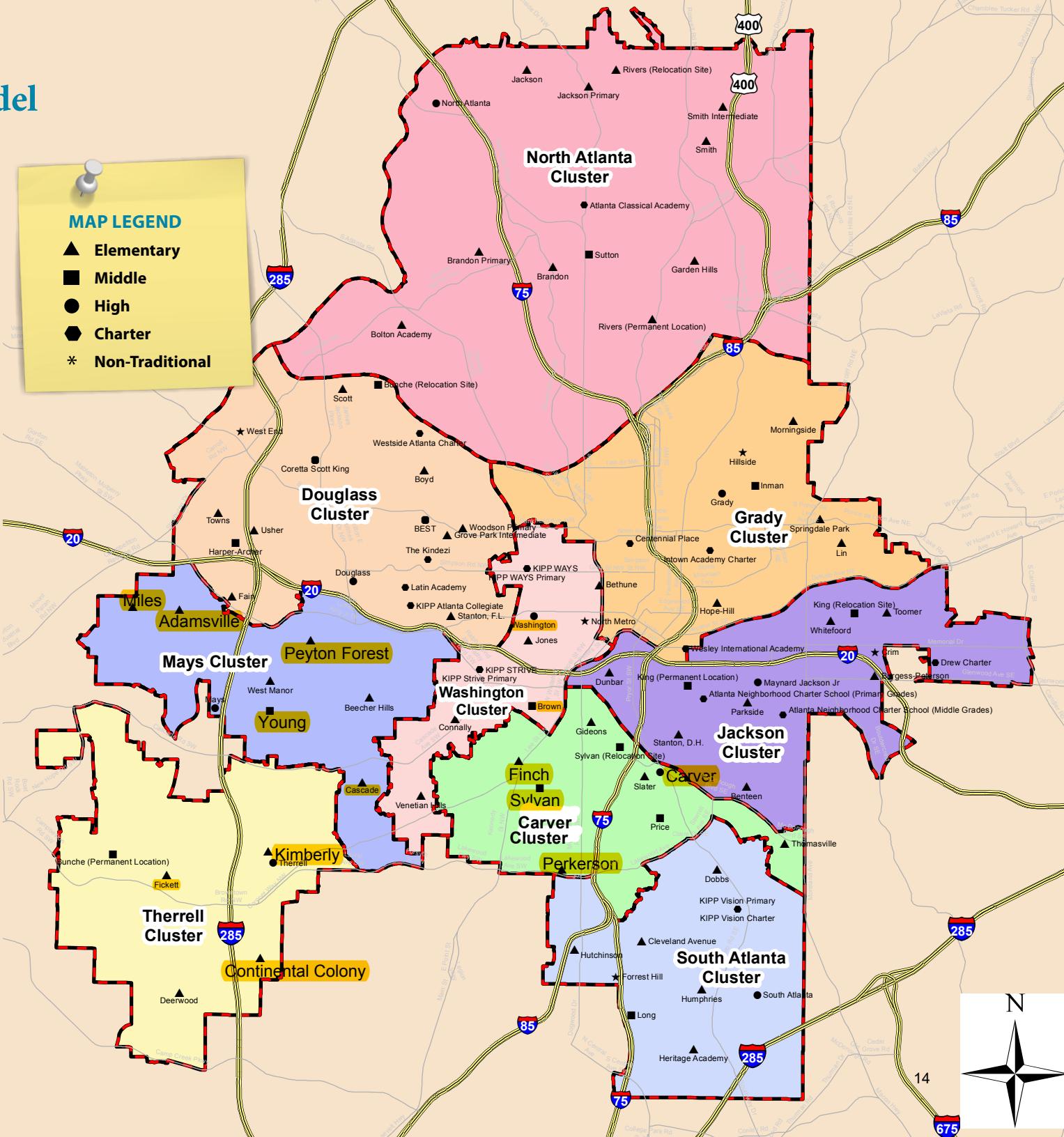
# The APS Cluster Model

## Ensuring Equity Through the District

Atlanta Public Schools is organized into nine high school clusters with distinct feeder patterns. Unlike split-feeder patterns, the cluster model allows all students attending a particular elementary school to matriculate to the same middle school, and students enrolled at that middle school will matriculate to the same high school.

The cluster model has enabled APS to fully staff and provide more support, opportunity and equity to all schools in the district. All students have access to music, arts, foreign language and core academic programs, from kindergarten through 12th grade.

Additionally, the cluster model allows elementary, middle and high school teachers and administrators within a cluster to use a more collaborative approach to create strategies that increase student performance.



## End-of-Grade Assessments

Grades 3–8

## End-of-Course Assessments

High School

### **What is the Georgia Milestones Assessment System?**

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, Science, and Social Studies. Students in grades 3 through 8 will take End-of-Grade (EOG) assessments in each content area, while high school students will take End-of-Course (EOC) assessments for each of the eight courses designated by the State Board of Education.

### **What is the purpose of Georgia Milestones?**

Georgia Milestones is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, Mathematics, Science, and Social Studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning—be it the next grade, the next course, or the next endeavor (college or career).

### **What types of questions will a student see on the Georgia Milestones assessments?**

Georgia Milestones includes the item types described below:

- open-ended (constructed-response) items in English Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessments;
- nationally norm-referenced items in all content areas and courses to complement the Georgia criterion-referenced information and to provide a national comparison; and
- multiple-choice items in all content areas and courses.

Georgia Milestones will be transitioned to online testing over time. Online is considered the primary mode of testing, with paper-and-pencil available as backup until the transition is complete.



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### **Where can I find more information about Georgia Milestones?**

Talk with your student's teacher or school principal. They can provide specific information about the dates your student will be taking the assessments this year. Resources to help your student prepare for Georgia Milestones are available on the Georgia Department of Education's website at <http://testing.gadoe.org>. To see what online testing is like, you and your student may visit the Experience Online Testing Georgia website at <http://learnoas.ctb.com/GA>. The items on the demonstration tests are general and represent multiple grade levels. They do not assess student achievement.

### **What can I do to help my student?**

Students who are prepared, calm, and rested perform better on tests. Here are some of the many ways to help your student approach Georgia Milestones in a relaxed, positive way:

- Encourage your student to employ good study and test-taking skills. These skills include following directions carefully, avoiding careless errors, and reviewing work.
- Explain the purpose of the tests. The assessments give students an opportunity to show what they have learned in school. They also give teachers information that helps them plan instruction.
- Point out that some items may be more difficult than others.
- Be certain your student gets plenty of sleep and has a healthy breakfast and lunch. Taking tests is hard work for many students and can require a lot of energy.
- Be certain your student is at school on time. Rushing and worrying about being late could affect performance on the tests.
- Remember to ask your student about the testing at the end of each day.

# Questions and Answers for Parents



2014–  
2015

## **When do students take the assessments?**

Students will take the assessments on days specified by their local school system within designated state testing windows.

The End-of-Course (EOC) Main administrations will occur in December and January in the winter months. The Spring Main administration will occur from late April through early June, with the Summer Main administration taking place in June and July. In addition, Mid-Month administrations are available during designated months of the year for students who require testing at a time other than the Main administrations.

Students in grades 3 through 8 will participate in the End-of-Grade (EOG) assessments from late March through early May.

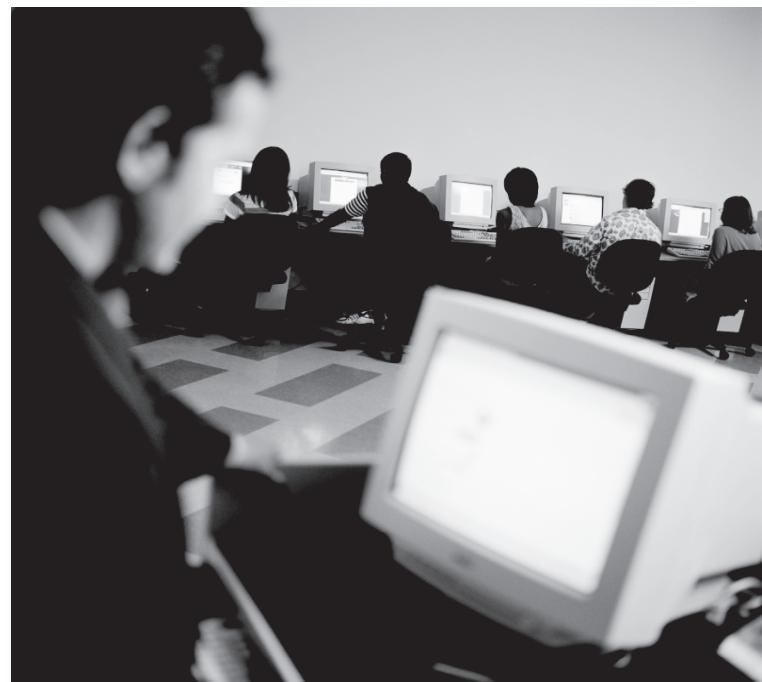
## **What scores do students receive on Georgia Milestones?**

The state-adopted content standards set specific academic benchmarks and expectations for all students in Georgia's public schools. Georgia Milestones measures how well a student has acquired the knowledge and skills outlined in the standards for his or her grade level. Students are not compared to each other but are measured instead on how well they are meeting the standards. Student achievement in each content area is classified into four performance levels. Student test results are provided to parents and schools.

Georgia Milestones includes a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. Only approved norm-referenced items aligned to Georgia standards will contribute to a student's criterion-referenced achievement level, scale score, and grade conversion score.

Performance on the English Language Arts portion of Georgia Milestones is linked to the Lexile scale, a national reading measure that matches students to appropriately challenging reading materials. An abundance of books and articles are assigned Lexile measures by publishers. All major standardized tests can report student reading scores in Lexiles.

For more information about the Lexile scale, as well as resources to help select literature for your student, visit [www.gadoe.org/lexile.aspx](http://www.gadoe.org/lexile.aspx) on the Georgia Department of Education website.



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## **Are students with disabilities or students who are English Learners required to take Georgia Milestones?**

State rules, federal requirements of the Elementary and Secondary Education Act (ESEA), and the Individuals with Disabilities Education Act (IDEA) mandate that all students participate in the state assessment program. All students must be tested in all Georgia Milestones content areas at their respective grade levels or courses.

Specified accommodations are allowed on state assessments for students who require them. Neither an Individualized Education Program (IEP) team nor a parent can request that a student be exempted from the assessment program. However, if an IEP team determines regular state testing is inappropriate for a student, even with accommodations, the student may participate in the Georgia Alternate Assessment (GAA).

While Georgia Milestones' primary mode of testing is online, paper-and-pencil tests will be available for students who require that mode of testing (e.g., Braille).

Students with limited English proficiency who enrolled in a U.S. school for the first time may receive a one-year deferment from assessment in EOG content areas other than Mathematics and Science. Deferments are not permitted for EOC assessments.

## **Georgia Department of Education**

Assessment and Accountability  
1554 Twin Towers East  
Atlanta, Georgia 30334  
Tel (404) 656-2668  
Toll-Free (800) 634-4106  
Fax (404) 656-5976  
<http://testing.gadoe.org>

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## District-Wide Instructional Practice Schedule

### Evaluation for Growth

Mathematics District-Wide Instructional Practice	Month of Exploration and Practice
<b>Practice 1:</b> An instructional objective (accessible to students, teachers and observers) linked to the content, a higher-order thinking skill, and a worthwhile mathematical task.	November
<b>Practice 2:</b> Curriculum-driven opportunities to determine the meaning general and domain specific words and symbols.	December
<b>Practice 3:</b> Lessons characterized by knowledge of student ability and the gradual release of responsibility (from teacher dependence to student independence) toward mastery.	January
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<b>Practice 6:</b> Curriculum-connected opportunities to develop procedural fluency.	April
<b>Practice 7:</b> Curriculum-driven opportunities for students to use of the language and demonstrate the behaviors of proficient mathematicians (8 Standards for Mathematical Practice) throughout the gradual release process.	May

## District-Wide Instructional Practice Schedule Evaluation for Growth

English/Language Arts District-Wide Instructional Practice	Month of Exploration and Practice
<b>Practice 1:</b> An instructional objective (accessible to students, teachers and observers) linked to the content and a higher-order thinking skill.	November
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<b>Practice 8:</b> Writing opportunities for students to extract and integrate evidence from multiple sources to (a) inform and (b) make an argument.	April/May

# 254-Day Work Schedule 2017-2018

(242 Work Days + 12 Paid Holidays)

**3 – 7** Summer Shutdown – Use Annual Leave  
**4** Paid Holiday – Independence Day  
**10 – 13** 4-Day Work Week – Extended Work Day  
**14** 4-Day Work Week No Work  
 Paid Days: 21  
 Work Days: 20

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**1** Paid Holiday – New Year's Day  
**5** Planning Day for Teachers  
**15** Paid Holiday – M.L. King, Jr. Day

Paid Days: 23  
 Work Days: 21

**1** First Day of School

Paid Days: 23  
 Work Days: 23

AUGUST 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**19** Professional Learning Day for Teachers

Paid Days: 20  
 Work Days: 20

**4** Paid Holiday – Labor Day

Paid Days: 21  
 Work Days: 20

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**MARCH 2018**

S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Paid Days: 22  
 Work Days: 22

**9 – 10** Professional Learning Days for Teachers

Paid Days: 22  
 Work Days: 22

OCTOBER 2017						
S	M	T	W	Th	F	S
						1
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL 2018**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**2 – 3** Paid Holiday – Spring Break  
**4 – 6** Unpaid Holiday – Spring Break

Paid Days: 18  
 Work Days: 16

**7** Professional Learning Days for Teachers

**22 – 23** Paid Holiday – Thanksgiving Break  
**24** Unpaid Holiday – Thanksgiving Break

Paid Days: 21  
 Work Days: 19

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**MAY 2018**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**25** Last Day of School  
**28** Paid Holiday – Memorial Day  
**29** Post Planning Day for Teachers

Paid Days: 23  
 Work Days: 22

**25 – 27** Paid Holiday – Semester Break  
**28 – 29** Unpaid Holiday – Semester Break

Paid Days: 19  
 Work Days: 16

DECEMBER 2017						
S	M	T	W	Th	F	S
			1	2		
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**25 – 28** 4-Day Work Week – Extended Work Day  
**29** 4-Day Work Week No Work  
 Paid Days: 21  
 Work Days: 21

 Paid Work Day  
 Paid Non-Work Day  
 Unpaid Non-Work Day

 4-Day Work Week Extended Work Day (37.5 Hours Worked)  
 4-Day Work Week Non-Work Day  
 Non-Work Day Paid with Annual Leave

## APS Student Calendar 2017-2018

JULY 17						
S	M	T	W	Th	F	S
		4	5	6	7	1/ 8
2	3					
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day (observed)  
26-31 Teacher Preplanning Days

JANUARY 18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-4 Semester break  
5 Teacher Planning Day  
8 Begin Semester 2  
15 M.L. King, Jr. Birthday

Instructional days: 17

AUGUST 17						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 First Day of School  
Instructional days: 23

FEBRUARY 18						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

19 Teacher Professional Learning Day  
20-23 Winter Break

Instructional days: 15

SEPTEMBER 17						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 Labor Day  
Instructional days : 20

MARCH 18						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16\* Midpoint, Semester 2  
19 Teacher Professional Learning Day

Instructional days: 21

OCTOBER 17						
S	M	T	W	Th	F	S
1	2	3	4*	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4\* Midpoint, Semester 1  
9-10 Teacher Professional Learning Days  
10-13 Fall Break  
Instructional days: 17

APRIL 18						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-6 Metro Area Spring Break

Instructional days: 16

NOVEMBER 17						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 Election Day/Teacher Professional Learning Day  
20-24 Thanksgiving Break  
Instructional days: 16

MAY 18						
S	M	T	W	Th	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

25 Last day of school  
28 Memorial Day  
29 Teacher Postplanning Day

Instructional days: 19

Semester 2: 88 days

DECEMBER 17						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

22 End, First Semester  
25-29 Semester Break  
Instructional days : 16  
Semester 1: 92 days

JUNE 18						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

First/Last day  
Teacher professional learning day (Students do not report)  
Holiday

## APS Student Calendar 2018-2019

JULY 18						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 Independence Day  
26-31 Teacher Preplanning Days

JANUARY 19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-3 Semester Break  
4 Teacher Planning Day  
7 Begin Semester 2  
21 M.L. King, Jr. Birthday

Instructional Days: 18

AUGUST 18						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 First Day of School  
Instructional Days: 23

FEBRUARY 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18-19 Teacher Professional Learning Days  
20-22 Winter Break

Instructional Days: 15

SEPTEMBER 18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/ 30	24	25	26	27	28	29

3 Labor Day  
Instructional Days: 19

MARCH 19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15*	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

15\* Midpoint, Semester 2  
18 Teacher Professional Learning Day

Instructional Days: 20

OCTOBER 18						
S	M	T	W	Th	F	S
			1	2	3	4
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4\* Midpoint, Semester 1  
8-9 Teacher Professional Learning Days  
10-12 Fall Break  
Instructional Days: 18

APRIL 19						
S	M	T	W	Th	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8-12 Metro Area Spring Break

Instructional Days: 17

NOVEMBER 18						
S	M	T	W	Th	F	S
			1	2	3	4
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19-23 Thanksgiving Break  
Instructional Days: 17

MAY 19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

24 Last Day of School  
27 Memorial Day

28 Teacher Postplanning Day

Instructional Days: 18

Semester 2: 88 days

DECEMBER 18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/ 30	24/ 31	25	26	27	28	29

21 End 1<sup>st</sup> Semester  
24-31 Semester Break  
Instructional Days: 15  
Semester 1: 92 days

JUNE 19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/ 30	24	25	26	27	28	29

First/Last day
Teacher professional learning day (Students do not report)
Holiday

# **CARVER CLUSTER**

**2 ELEMENTARY – 1 MIDDLE SCHOOL – 1 HIGH SCHOOL**

# **FINCH ELEMENTARY**

## **Finch Elementary School**

1114 Avon Ave SW  
Atlanta, GA 30310

(404) 802-4000  
<http://www.atlanta.k12.ga.us/Page/2814>

Principal: Carol Evans

Total Enrollment: 552  
Students Tested (ELA and Math):  
Grades K-5

African American: 95.7%  
Hispanic: 2.7%  
American Indian: .5%  
Mixed Races: 1.1%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
Grade 3 Rdg.	13.8%	31.8%
Grade 3 Math	10%	32.5%
Grade 4 Rdg.	8.8%	31.7%
Grade 4 Math	7.6%	31.5%
Grade 5 Rdg.	14.1%	35.8%
Grade 5 Math	3.1%	30.4%
Grade 5 Science	1.6%	31.3%

Teaching & Learning Observation										
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students aren't surprised to see the principal	Anything of note
Marks	K-1	Math	NO	No	Yes	Yes	No	No	No	Teacher embarrassed student when he couldn't say what he was learning
Causey	1st	Math	No	No	No	Yes	Yes	Yes	No	
Vance	1st	Math	Review no	Yes	No	Yes	NO	Yes	No	Could hear teacher yelling before entering class
Coleman (sub)	2nd									
Richardson	2nd	Phonics	NO	yes	No	Yes	yes	no	No	
Smith-Ross	2nd	SEL	No	Yes	No	Yes	Yes		No	After 9am and class still doing SEL
Wright	1st	Phonics	No	No	No	Yes	Yes	Yes	No	
Anderson	K	Phonics	NO	Yes	No	Yes	Yes	Yes	No	
Brewington	sp ed	math	no	no	no	yes	yes	no	no	
Cox	3rd	math	no	yes	yes	yes	yes	yes	No	
Sims	3rd	math	yes	yes	yes	yes	yes	yes	no	
Alexander	3rd	math	no	no	no	no	yes	yes	no	
Fuller	3rd	math	yes	yes	yes	yes	yes	yes	no	
Reddick (sub)	4th	team mtg								
Strickland	4th	team mtg								
Bentley	4th	team mtg								
Collins	5th	Health	yes	No	No	yes	yes	yes	no	
Berry-Harris	5th	health	yes	no	no	yes	yes	yes	no	
White (sub)	5th									

Program Audit							
Name of program or initiative	How long in place at the school?	Type (curriculum, PD, after school, etc)	Target grade or subject area	Target audience (teachers, students, parents)	Cost per Year	Funding source	How are results measured?
I Ready	1 1/2 yr	computer	k-5	Student/pare	\$13,000	Title !	Diagnostic
Saxon Phonics	2 1/2 yr	curriculm	k-3	Students	\$6,500	Title !	Assessments
Dibels-Reading		Univ Screen	k-5	Students		General Funds	Rubric
Journeys Reading Program	1 yr	curriculm	K-2	Students		District	Assessments
District Wide Instructional Practices	1 yr	Curriculm	3rd-5th	Students		District	Assessments/Rubrics
My Math - McGraw Hill	1 yr	Curriculm	k-5	Students		District	Assessments
Flocabulary	2 1/2 yr	supplement	k-5	Students	\$1,200	Title !	Not Assessed
IXL ELA/Math	2 yrs	computer	k-5	Students	\$3,500	Title !	Diagnostic
Star Math -Universal Screener	1 yr	Curriculm	K-5	Students	\$5,527	Title !	Diagnostic
Accelerated Reader	1 yr	computer	k-5	Students		District	Diagnostic
Ready		Curriculm	3rd-5th	Students			

# **PERKERSON ELEMENTARY**

## **Perkerson Elementary School**

2040 Brewer Blvd SW  
Atlanta, GA 30310

(404) 802-3950  
<http://www.atlanta.k12.ga.us/Domain/695>

Principal: Tracie Astin  
tyastin@atlanta.k12.ga.us

Total Enrollment: 589  
Students Tested (ELA and Math):  
Grades K-5

African American: 95.8%  
Hispanic: 2.2%  
Mixed Races: 1.4%  
White: .6%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
Grade 3 Rdg.	8%	31.8%
Grade 3 Math	10.3%	32.5%
Grade 4 Rdg.	5.4%	31.7%
Grade 4 Math	6.6%	31.5%
Grade 5 Rdg.	13.3%	35.8%
Grade 5 Math	10.7%	30.4%
Grade 5 Science	6.7%	31.3%

## **Situation Analysis – School Level**

**School: Perkerson ES**  
**Principal: Tracie Astin**

	<b>Notes</b>
<b>Schedule</b>	<p><b>All Reading classes are 90 min, math in grades 3-5 – 90 min, K-2 math classes are 75 min.</b></p> <p><b>Dual languages immersion – grades K-2 during the everyday 50% in ELA, math/science is taught in Spanish- will include 3<sup>rd</sup> grade in 2016-17.</b></p> <p><b>Intervention built into the schedule for K-2.</b></p> <p><b>Instruction begins 8:15- 2:30</b></p> <p><b>Social Emotional Learning (SEL) first 15 min of school day 8-8:15</b></p> <p><b>*note – intervention built in 3-5 check to see how time is used</b></p>
<b>Financial</b>	<p><b>Nabisco and Do Jo are partners for the school and fund incentives for students, and animal therapy.</b></p> <p><b>Is being asked to use general fund to provide immersion teacher.</b></p>

<b>Personnel</b>	<p><b>There are presently no vacancies</b></p> <p><b>Attempting to provide 1 tutor for each 1<sup>st</sup> grade teacher through the Striving Readers program.</b></p> <p><b>Will not be making changes in teacher's assignment this year</b></p> <p><b>Instructional coaches will not have to re-apply</b></p>
<b>Leadership</b>	<p><b>Wingman – she is still trying to figure out who that is. This is her first year at the school as well as the assistant principal. Is attempting to build a strong leadership team, is not quite there yet.</b></p> <p><b>Is attending Harvard Leadership Program June 6-10</b></p> <p><b>Associate superintendent is supervisor and gives valuable feedback 3 times a year</b></p> <p><b>Will attend Dual Immersion training this summer</b></p> <p><b>Is Planning to send teacher leaders to “PLCs At Work” training</b></p> <p><b>Magic wand to affect student learning – digital learning, IPADs, teacher trained in inquiry based learning, more problem solving.</b></p>
<b>Teaching and Learning</b>	<p><b>PD this year on new reading program, done by the company – Journeys District offered PD on math training</b></p> <p><b>Priorities for increasing learning – 1) need to go deeper into content, (2) Need support in literacy, (3) style of teaching – instructional delivery, (4) application of conceptual framework.</b></p> <p><b>This year had to place two teachers on professional plan</b></p>

Data and Assessment	<p><b>Get GA Milestone testing late, did not have 2015 test data.</b></p> <p><b>Only administered CAS test to new students, will use it as a pre/post test</b></p> <p><b>Has not used any benchmark data or formative assessments in a way to improve instruction. Has not set targets for the school.</b></p>
Families and Community	<p><b>Families attend events, programs when children are participating – holiday programs, parent nights. Parents do come up when there are issues with their children. Need more support with seeing that students do homework and follow up with academic support.</b></p>
Student Support	<p><b>Need a dual language coordinator, the program is expanding next year and needs someone who is responsible for the efficient implementation of the program.</b></p>

Teaching & Learning Observation										
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students aren't surprised to see the principal	Anything of note
Monigian	5th	SS	Yes	Yes	Yes	Yes	Yes	Yes	NO	
Goree	5th	Lang Art	Yes	Yes	NO	Yes	Yes	Yes	NO	
Ross	4th	SS	No	No	NO	Yes	Yes	No	NO	
Lipson	4th									At field's day
Ball	4th	Math	No	No	No	No	N/A	Yes	No	
Morgan	4th									
Sub	5th	Rdg								Teacher absent
Sub	5th	Math								Teacher absent

# **SYLVAN MIDDLE SCHOOL**

## **Sylvan Hills Middle School**

1461 Sylvan Road SW  
Atlanta, GA 30310

(404) 802-6200  
<http://www.atlanta.k12.ga.us/Domain/848>

Principal: Mr. A. Portee

Total Enrollment: 563  
Students Tested (ELA and Math):  
Grades: 6-8

African American: 97.2%

Hispanic: .9%

Mixed Races: 1.2%

White: .5%

American Indian: .2%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
6 <sup>th</sup> Grade Rdg	13.2%	32.1%
6 <sup>th</sup> Grade Math	6.1%	23.3%
7 <sup>th</sup> Grade Rdg.	10.2%	28.7%
7 <sup>th</sup> Grade Math	11.5%	26.8%
8 <sup>th</sup> Grade Rdg.	13.1%	33.7%
8 <sup>th</sup> Grade Math	5.7%	17.4%
8 <sup>th</sup> Grade Science	10.3%	20.3%

## Situation Analysis – School Level

**School:** Sylvan Hills Middle School

**Principal:** Artesza Portee

	Notes
Schedule	<ul style="list-style-type: none"><li>Block schedule with two planning periods</li><li>Has had a 50-minute period to start the day where all teachers teach SFA. Was planning on replacing it with SEL per the district but not necessary per Donyall. ST will help with schedule. Need to get creative to get in the necessary reading minutes to make growth. We had a long discussion about the reading minutes chart.</li><li>2x/week common planning (grade level time)</li><li>At other planning times might meet with instructional coach or SFA coach.</li></ul>
Financial	<ul style="list-style-type: none"><li>Has been spending money on SFA. Not sure now because hadn't planned to continue it based on district feedback. But would like to. Will they be able to afford the replacement materials?</li></ul>
Personnel	<ul style="list-style-type: none"><li>Two seventh grade teachers not returning next year.</li></ul>
Leadership	<ul style="list-style-type: none"><li>“Define success. Define Growth.”</li><li>Pedagogy and energy</li><li>Greg Middleton is Associate Superintendent. Comes to school periodically along with curriculum specialists. More to walk the school than for leadership development.</li></ul>
Teaching and Learning	<ul style="list-style-type: none"><li>Would like to see deeper dive into capstone projects for 6<sup>th</sup> and 7<sup>th</sup> grades</li><li>SFA as an add-on for literacy</li><li>Use Reading Plus and ALEX</li><li>All teachers up and teaching. Large number of new teachers who have high energy.</li><li>Students engaged in some classrooms in the best critical thinking seen in any of ST's schools in APS.</li><li>Literacy coach (Ms. Williams) has strong opinions about what to get done next.</li></ul>

<b>Data and Assessment</b>	<ul style="list-style-type: none"> <li>• Would like a new benchmark assessment</li> <li>• Use SFA to benchmark literacy levels internally.</li> <li>• This is the one school that showed enough gains to come off of the Opportunity School District list.</li> </ul>
<b>Families and Community</b>	<ul style="list-style-type: none"> <li>• Sylvan Ready</li> <li>• Portee knows the families well and spends time in main office with them.</li> <li>• Music used for arrival and also transition times between classes.</li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>• “Be Sylvan READY” has been the school-based approach to positive behavior. System of rewards associated with it. Point cards were introduced in March 2016.</li> <li>• District mandated SEL initiative (Second Step)</li> <li>• 94% attendance – 61% less than 6 days missed</li> <li>• Reduced out of school suspensions from 2.3 to .8</li> </ul>

## Teaching & Learning Observation

### Program Audit

Name of program or initiative	How long in place at the school?	Type (curriculum, PD, after school, etc)	Target grade or subject area	Target audience (teachers, students, parents)	Cost per Year	Funding source	How are results measured?
Sylvan Ready Initiative (PBIS)	1 yr	positive behavior support program	6th & 7th	students	N/A	Miscellaneous	survey data, discipline data
Success For All Reading Program (SFA)	1 yr	intervention program	All	students	\$25k	Title I	Quarterly Reading data
Reading Plus	2 yrs	intervention program	All	students	N/A	District	Ongoing reading assessments & data
ALEKS math program	2 yrs	intervention program	All	students	N/A	District	N/A
Succeed with Creed Mentoring Program	5 yrs	mentoring program	6th - 8th	male students	N/A	Non-profit	student participation
Youth Service of America program	2 yrs	Civic/ Service Organization	All	students	N/A	State Farm grant	Student, staff, and community participation
I Read to Achieve Academic Success	2 yrs	literacy program	All	students	\$10k	Miscellaneous	student performance
After School All Stars	5 yrs	after school enrichment	All	students	N/A	Grant funded	student participation
Social Emotional Learning program (SEL)	1 yr	positive behavior support program	All	students	N/A	District	decreased discipline referrals

# **CARVER HIGH SCHOOL**

**Carver High School**  
55 McDonough Blvd SE  
Atlanta, GA 30315

(404) 802-4415  
<http://www.atlantapublicschools.us/Domain/2830>

Enrollment: 305  
Grades 9-12  
Principal: Yusuf A. Muhammad, Jr.

African American: 99%  
Hispanic: .3%  
American Indian: .3%  
Mixed Races: .3%

Free or Reduced Lunch: 99%

Grade	# tested	2016	<b>Dist. Avg</b>
9 <sup>th</sup> Grade Lit and Comp	79	0%	27.5%
American Lit and Comp	75	7.5%	31.1%
Coordinate Alg	79	14.3%	23.2%
Geometry	63	7.5%	21.8%

# **MAYS CLUSTER**

**1 PRIMARY – 1 INTERMEDIATE – 2 ELEMENTARY – 1 MIDDLE**

# **MILES INTERMEDIATE SCHOOL**

**Miles Intermediate School**

4215 Bakers Ferry Road SW  
Atlanta, GA 30331

(404) 802-8900  
<http://www.atlanta.k12.ga.us/Page/3208>

Principal: Thalise Perry

Total Enrollment: 325  
Students Tested (ELA and Math):  
Grades 3-5

African American: 97.2%  
Hispanic: 2.5%  
American Indian: .3%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist Avg</b>
Grade 3 Rdg.	12.3%	31.8%
Grade 3 Math	15.4%	32.5%
Grade 4 Rdg.	9.1%	31.7%
Grade 4 Math	7.4%	31.5%
Grade 5 Rdg.	21.1%	35.8%
Grade 5 Math	19.3%	30.4%
Grade 5 Science	15.6%	31.3%

## Situation Analysis – School Level

**School:** Miles Intermediate School

**Principal:** Thalisse Perry

	<b>Notes</b>
<b>Schedule</b>	<ul style="list-style-type: none"><li>• Has some common planning but would like better and more consistent use of them</li><li>• Wants to get more instructional time out of her schedule – this means having some clearer parameters around teacher schedules</li><li>• Lots of time going to specials that can be cut back (GW doing schedule)</li></ul>
<b>Financial</b>	<ul style="list-style-type: none"><li>• Wants to spend Title One money on coach (part-time) and a phonics program.</li></ul>
<b>Personnel</b>	<ul style="list-style-type: none"><li>• Feels like her coaches have good knowledge. But they give information and resources and it doesn't change teacher behavior</li><li>• Three of her teachers are veterans that would like to leave the classroom</li><li>• Thalisse feels like close to half of her teachers would leave the classroom if they could</li></ul>
<b>Leadership</b>	<ul style="list-style-type: none"><li>• 1.5 years as principal. Grew up in the neighborhood.</li><li>• First goals included:<ul style="list-style-type: none"><li>◦ Building relationships</li><li>◦ Proper and positive discipline</li><li>◦ Getting the pulse of learning</li></ul></li><li>• Wants one focus to encompass everything and to have an alignment of resources</li><li>• Getting the 8 modules over the course of the year was overwhelming</li><li>• Pulled 2-4 times/month: extended cabinet, elementary principal meeting, Mays Cluster meeting, all principals, other initiatives</li><li>• Feels like she provides the PD that ends up being most effective</li><li>• Key priorities going forward:<ul style="list-style-type: none"><li>◦ True PD for needs of teachers</li><li>◦ Strong schedule</li><li>◦ Interventions for students</li><li>◦ Gauge for student performance</li></ul></li></ul>

<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Wants a literary framework that pulls everything together. Contemplating Saxon as a phonics base because TP feels that students aren't coming with a solid enough base. Also interested in Orton-Gilllinham. Currently using Journeys for core literacy block</li> <li>School will be starting IB school process with their units this coming year</li> <li>Wants to hold a June PD for teachers that covers: <ul style="list-style-type: none"> <li>Data at the kid level</li> <li>Framework for literacy</li> <li>Pacing calendar</li> <li>Model classrooms</li> <li>School schedule</li> <li>Daily schedule</li> </ul> </li> <li>Interested in Skill, Strategy and Habit of the week</li> <li>Have leveled readers, AR, sets of novels</li> </ul>
<b>Data and Assessment</b>	<ul style="list-style-type: none"> <li>Would like to consider joint assessment during year with Adamsville so they can compare apples to apples</li> <li>Concerned about the need for more constructed response. Would like to look at our "Passage of the Week" materials</li> <li>Doesn't see Computer Adaptive benchmarks as similar enough to GA Milestones. Will be glad to see a new test.</li> <li>Made some gains CCPRI scores in 2015-16</li> <li>Uses AR, Diebels, CAS</li> </ul>
<b>Families and Community</b>	<ul style="list-style-type: none"> <li>Community clinic</li> <li>Good candidate for Community Sparkplugs initiative</li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>What to do with "distinguished" students so they are challenged</li> <li>PBIS is in place for behavior</li> <li></li> </ul>

Teaching and Learning Observation										
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students surprised to see the principal?	Anything of note
Ayers	5		no	no	no	basic		no	no	
Mills	5			no	no	basic		no	n/a	
Guffie	4			no	basic	basic		basic	no	
Walker	4	yes	no	basic	basic			yes	no	
Washington	4	yes	no	no	basic			yes	no	
Jones	3		no	no	no	no		no	no	
Elliot	3		no	basic	no			yes	no	
Brown	3		no	n/a	basic			no	no	
Gaither	3	yes	no	n/a	basic			basic	no	
General Notes: End of year and many classes prepping for field day (tie-dying shirts). Also, class work hadn't been replaced after testing so it was hard to tell what might have been up.										

# CASCADE ELEMENTARY SCHOOL

## Elementary Schools

### Cascade Elementary School

2326 Venetian Dr SW

Atlanta, GA 30311

404-802-8100

<http://www.atlanta.k12.ga.us/Domain/368>

Principal: Dr. Sylvia Hall

Total Enrollment: 459

Grades PK-5

African American: 98.7%

Hispanic: 0.9%

American Indian: 0.2%

Free or Reduced Lunch: 100%

Grade	2016	Dist Avg
Grade 3 Rdg.	13.4%	31.8%
Grade 3 Math	19.4%	32.5%
Grade 4 Rdg.	17.3%	31.7%
Grade 4 Math	13.3%	31.5%
Grade 5 Rdg.	25%	35.8%
Grade 5 Math	26.9%	30.4%
Grade 5 Science	13.5%	31.3%

## Situation Analysis

### Notes Template

**School:** Cascade Elementary  
**Principal:** Sylvia Hall

	Notes
Schedule	<p>Literacy – 450 min a week -90 min daily, excludes grammar/phonics, additional time for writing; Math- 300 min a week – 60 min a day. Schedule includes 40 min RTI, this year focus heavily on math. Social Studies – 45 min daily, and Science -30 min daily. Schedule also includes 45 minutes once a week for all students – Science lab, writing lab, and math lab. Schedule is made by principal; teachers give input as a team/grade level as to when they will teach content. Adjustments have been made to the schedule for next year to allow teachers two common planning times of 90 minutes to adequately plan and to support IB. The schedule is not often disrupted, changes have already been made for next year's schedule.</p>
Financial	<p>Major spending this year was done on purchasing chrome book computers, next year the school will possibly spend a significant amount to complete the purchase of chrome books for the school, no other major expenditures or planned. Resources are determined by data from GA Milestones, and other assessments, the effectiveness of the resources are determined by results from those assessments. The school has two budgets – general funds, and Title One. The bulk of Title One funds are spent on staffing – Instructional coach, parent liaison, tutors; resources are; scholastic book room, mentoring minds, Lexia, Study Island. General fund is used for materials and supplies.</p>

	Notes
Personnel	<p>There are no long-term subs, and presently there are no vacancies for next year. The administrative team assist in making teacher assignments, which are made before the end of the school year. Teacher re-assignments have with 3 teachers being moved from high stake testing grades to non-high stakes testing grades. 2 teachers are being move to high stakes testing grades, and 1 teacher is being moved to a lower grade level. There will also be 2 single gender classes next year – a 2<sup>nd</sup> grade for girls, and a 5<sup>th</sup> grade for boys. There are no teachers on growth plans, the staff is a willing staff and works hard to meet instructional expectations. Planning and collaboration are strong suites for the faculty. The instructional coaches are effective and provide support to teachers as needed.</p>
Leadership	<p>The thing that keep principal up at night is wondering if what she's doing working – will the results show increased student achievement, being consistent, how to connect better with parents. Principal states that the administrative team is strong, other support is the RTI coordinator, counselor, SPED lead teacher, in addition to assistant principal, and instructional coaches. Principal will be attending an IB conference this summer. Dr. Battle is her evaluator, is supportive, and they have a good relationship. As a leader she wants to become consistent in providing leadership and support to faculty and staff on practices linked to improving student achievement. Principal has not done a 360 survey. If she could wave a magic want she would change the value the parents place on their children's academic success in school.</p>

	Notes
Teaching and Learning	<p>Programs in place for curriculum are the units of study, and Just Words. PD for this year was based on district initiatives, and feedback from observations, there was also a focus on writing. PD is determined by a needs assessment. PD for next year will be based on the final GMAS scores, writing, phonics in early literacy, and district mandates. A really good teacher at Cascade is Mrs. Fears, this is based on her implementation of instructional practices and students' results. Fagan is also a good teacher based on ability to address students' learning styles and understanding of standards. The four biggest priorities for increasing learning at Cascade are: parent support, increase of rigor, building common assessment using backward design, and collaborating on assessment and data results.</p>
Data and Assessment	<p>Targets have been set by looking at Lexile levels and GMAS. CCPRI targets were met last year, current targets are not known if met presently – awaiting final results. Teachers and students did not set targets this year. The school should have CCPRI targets. Concerns about benchmark assessment were scoring technical problems, and the alignment of rigorous items. Formative assessments where the benchmarks provided by district, and district short cycle assessments. STAR assessments were also given at the beginning, mid-year, and end of the year.</p>
Families and Community	<p>There is an increase effort of getting families and the community involved at the school. Field day, award day, and kindergarten promotion are the most well-attended events at the school. This will be a focus for the upcoming year.</p>

	Notes
Student Support	<p><b>Tardiness is an issue, discipline is minimum, the implementation of PBIS has decreased discipline issues. SEL is also effective and teachers do a good job with working with students in these areas. Transportation is a problem, there are 5 busses and creates anguish with parents- from problems with students on the bus, and being late getting students.</b></p>

# **PEYTON FOREST ELEMENTARY SCHOOL**

## **Peyton Forest Elementary School**

301 Peyton Road SW  
Atlanta, GA 30311

(404) 802-7100  
<http://www.atlantapublicschools.us/domain/725>

Principal: Cynthia Gunner

Total Enrollment: 461  
Students Tested (ELA and Math): 227  
Grades PK-5

African American: 87.2%

Hispanic: 11.1%

Mixed Races: 1.1%

White: .4%

Asian: .2%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
Grade 3 Rdg.	15.7%	31.8%
Grade 3 Math	15.7%	32.5%
Grade 4 Rdg.	9.5%	31.7%
Grade 4 Math	7.2%	31.5%
Grade 5 Rdg.	11.9%	35.8%
Grade 5 Math	10.4%	30.4%
Grade 5 Science	19.4%	31.3%

## **Situation Analysis – School Level**

**School: Peyton Forest ES**  
**Principal: Cynthia Gunner**

	<b>Notes</b>
<b>Schedule</b>	<p><b>Total of 120 minutes daily for reading schedule, and 105 minutes daily for math. Schedule includes classroom teachers to receive 45 minutes daily for planning, one day of month is set aside for grade level meeting.</b></p> <p><b>Currently ESL teachers do not get daily planning – only on Monday and Friday.</b></p> <p><b>Intervention is built into the schedule Tuesday through Thursday.</b></p> <p><b>Teachers are responsible for setting up class list, for the upcoming year with principal's approval and feedback.</b></p>
<b>Financial</b>	<p><b>Title 1 budget is being reduced – 2016-17 budget expected to be \$55,000. This money is used for some programs, and general material and supplies for students' use. School improvement budget for 2016-17 is \$63,000. Major expense for next year will be for I-Ready software - \$15,000 and I-Ready books.</b></p> <p><b>St. Paul Episcopal Church is a partner and provides mentoring for girls and boys at Peyton Forest.</b></p>
<b>Personnel</b>	<p><b>All teaching vacancies have been filled for next school year. Will have Art teacher vacancy, and a non-instructional vacancy for EBD special education paraprofessional.</b></p> <p><b>Assistant principal is being replaced and principal will be able to select replacement.</b></p> <p><b>2 cafeteria monitors vacancy will have to be filled.</b></p>

Leadership	<p><b>Principal is new to the building, but has been told that instructional coaches and counselors form a strong leadership team. The media specialist is good with technology, but there are concerns around her actual interaction with students.</b></p> <p><b>Concerns and needs for changing teacher mindset – teachers having difficulty with change of clientele and expectations for parents. There are concerns around the number of failing grades, and building relationships with children of poverty.</b></p>
Teaching and Learning	<p><b>1<sup>st</sup> grade team has challenge of being too focused on external issues.</b></p> <p><b>Teachers that need most help – KG- 1 teacher; grade 3- 2 teachers; grade 5- 1 teacher. 1 teacher that has little to no capacity – Clark in 2<sup>nd</sup> grade. No teacher is on professional growth plan.</b></p> <p><b>Problem Area that need addressing – use of math manipulatives, differentiated instruction, I.B. curriculum, problem solving activities/instruction, data analysis, and use of academic vocabulary</b></p>
Data and Assessment	<p><b>Did not accurately use CAS score consistently. Have not seen or reviewed GA Milestone data from 2015.</b></p>
Families and Community	<p><b>PTA is dysfunctional and needs to be re-organized.</b></p> <p><b>Award's day is well attended by parents; award day is every 6 weeks.</b></p> <p><b>Parents usually show up at school events where students participate.</b></p> <p><b>St. Paul's Church works with families of students involved in mentoring program, and their events are well attended.</b></p>

**PBS – Positive Behavior Support has improved discipline at the school.**  
**PCG is a tutorial program that has come out of school improvement budget, that seems to be helpful.**  
**Next year will be adding a math interventionist and more manipulative to assist students in math.**

Teaching & Learning Observation										
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students aren't surprised to see the principal	Anything of note
Merritt	KG		No	No	Yes			N/A	No	Students were watching movies, having parties, instruction was not going on.
Nevers-Williams	KG		No	No	yes			N/A	No	
Herard	1st		No	No	yes			N/A	No	
Jackson	1st		No	No	no			N/A	No	
Clark	2nd		No	No	no			N/A	No	
Lawshea	2nd		No	No	yes			N/A	No	
Emerson	2nd		No	No	no			N/A	No	
Fluellen	3rd		No	No	no			N/A	No	
Holland	3rd		No	No	yes			N/A	No	
Butler	3rd		No	No	no			N/A	No	
Jefferon	3rd		No	No	no			N/A	No	
Wright	4th		No	No	no			N/A	No	
Causey	4th		No	No	no			N/A	No	
Holland	5th		No	No	no			N/A	No	
Siah	5th		No	No	no			N/A	No	

### Situation Analysis - Program Audit

Name of program or initiative	How long in place at the school?	Type (curriculum, PD, after school, etc)	Target grade or subject area	Target audience (teachers, students, parents)	Cost per Year	Funding source	How are results measured?
Accelerated Reader	3 years	Curriculum	K-5	Students	0		Tracked by media specialist- incentives given
PBIS	2 years	Climate/Culture	K-5	Students			PBIS coach created incentives and monitors progress
PCG Tutoring	1 month	Curriculum	3 & 5	Students	30K	SIP Funding	Monitored by Principal
Safety Patrols	10+	Climate/Culture	4 & 5	Students	0		Monitored by Safety Patrol Coordinator
St. Paul Mentoring Group	4 years	Social Emotional	3, 4, 5	Students			Monitored by Parent Liaison
Wednesday Tutorial	10+	Curriculum	K-5	Students			Implemented and monitored by teachers
Student of the Month	10+	Climate/Culture	PK-5	Students			Implemented and monitored by counselor
Reading A to Z	2 years	Curriculum	K-5	Students	\$2,500	Title I	Implemented and monitored by Grade Level Chairs
BrainPop	4 years	Curriculum	K-5	Students	\$1,700	Title I	Implemented and monitored by teachers
Glogster	2 years	Curriculum	K-5	Students	\$600	Title I	Monitored by Instructional Coach
Attendance Initiatives	2 years	Attendance Support	K-5	Students			Monitored by Assistant Principal and Attendance Committee
No Place for Hate	2 years	Social Emotional	PK-5	Students			Monitored Counselor
Caught Being Good	2 years	Social Emotional	PK-5	Students			Monitored by Counselor
Morning News Team	2 years	College and Caree	K-5	Students			Monitored by Media Specialist
North Star Counseling and Psychological Ser	2 years	Social Emotional	K-5	Students			Monitored by Counselor
Math Intervention	1 year	Curriculum	K-5	Students			Monitored by Assistant Principal
Student Wellness Ambassador	3 years	Wellness	PK-5	Students			Monitored by Wellness Coach
Captain Planet Gardening Club	2 years	Campus Beautification	K-5	Students			Monitored by Committee Chair

# **YOUNG MIDDLE SCHOOL**

## **Young Middle School**

3116 Benjamin East Mays Drive SW  
Atlanta, GA 30311

(404) 802-5900  
<http://www.atlantapublicschools.us/domain/877>

Principal: Mr. Scott Rolls

Total Enrollment: 981  
Students Tested (ELA and Math): 532  
Grades: 6-8

African American: 96.1%  
Hispanic: 3.5%  
Mixed Race: .3%  
White: .1%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
6 <sup>th</sup> Grade Rdg	14.5%	32.1%
6 <sup>th</sup> Grade Math	8.3%	23.3%
7 <sup>th</sup> Grade Rdg.	15.6%	28.7%
7 <sup>th</sup> Grade Math	12.5%	26.8%
8 <sup>th</sup> Grade Rdg.	20.5%	33.7%
8 <sup>th</sup> Grade Math	8.2%	17.4%
8 <sup>th</sup> Grade Science	4%	20.3%

## Situation Analysis – School Level

**School: Young Middle School**

**Principal: Kevin Scott**

	<b>Notes</b>
<b>Schedule</b>	<p>Schedule is being revised for next year to reflect a straight team model. There will be 6/70 minute blocks, with A&amp;B days for electives. Principal will send the new schedule as soon as it is complete. Goal is to have an assistant principal at each grade level. Principal has created the new schedule and teachers are happy about the upcoming changes. The new schedule will give teachers more time for planning.</p> <p>PD is being determined by principal and dept. chairpersons.</p> <p>Interventions will be held during the elective period.</p>
<b>Financial</b>	<p>Principal states that he does not know what the major spending for this year has been since he came as interval and things were already in place. He plans to spend the major expenses for next year in personnel, and will use budget to add another assistant principal. The school does not have any grants or partnerships for additional monies and support.</p>
<b>Personnel</b>	<p>Currently the school is loosing staff – one assistant principal will be displaced. Both instructional coaches had to re-apply for their positions and neither were hired to return, so there will be vacancies for both instructional coaches. Currently the school has 4 instructional coaches and will be reduced to 2, would like to have in budget the funds to keep 4 coaches.</p>

Leadership	<p>The thing that is most challenging is the cut in budget and reduced personnel – with 1000 students, it will be a challenge to provide quality support with cuts in staffing. Implementing the IB curriculum and program will be another challenge as he works to turn the school around.</p> <p>The assistant principal – Ron is principal's wingman, they both compliment each other strengths and weaknesses.</p> <p>He appreciates his APS mentor – Gwen Atkinson, she knows the ins and outs of APS and is helpful with the history of the school and district. Dr. Battle is also supportive. Magic want to bring about change would be to have turnaround coaches, eliminate 21 buses – too many students bused into the school.</p>
Teaching and Learning	<p>Priorities for increasing learning at Young are: implementing proper programs, implementing curriculum and benchmark pacing guides with fidelity, and improving discipline.</p> <p>Feels that 60% of teachers are good, but have areas to improve in, 20% (6) do not have capacity but will work hard, 20% (6) are sorry and lazy. Consistency in instructional delivery is goal for next year.</p> <p>All special education students are in inclusion, there is 1 mildly impaired classroom.</p>
Data and Assessment	<p>Principal has not seen or work with data since he has been here. He will use the spring results from the CAS to place students for 2016-17 school year. There have been unit assessments, that the coaches may have worked with teachers on the results.</p> <p>Printed off 2015 GA Milestone results and gave them to me.</p>
Families and Community	<p>Has a group of parents that do get involved with everything that goes on at the school, but has another group that are not involved at all. A divide between economic groups of families.</p>

<b>Student Support</b>	<p><b>Does not have effective student support, and will be working on some things for the 2016-17 school year.</b></p>
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Teaching & Learning Observation						
Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students aren't surprised to see the principal	Anything of note
No	No	Yes	Yes	Yes	No	8th grade classes were on a field trip
No	No	No	N/A	No	No	
Yes	No	Yes	Yes	Yes	No	
No	No	No	N/A	No	No	Students were on computer/unclear
Yes	No	Yes	Yes	No	No	
Yes	No	No	Yes	No	No	Were about to leave for Award's Day
Yes	No	Yes	Yes	Yes	No	Were about to leave for Award's Day
No	No	No	n/A	No	No	Were about to leave for Award's Day
Yes	No	Yes	Yes	Yes	No	Were about to leave for Award's Day
No	No	No	N/A	No	No	Were about to leave for Award's Day

Program Audit							
Name of program or initiative	How long in place at the school?	Type (curriculum, PD, after school, etc)	Target grade or subject area	Target audience (teachers, students, parents)	Cost per Year	Funding source	How are results measured?
Reading Plus	1	supplement	6-8 grade	Students		District	Pre, mid, and post test
Think Through Math	2	supplement	6-8 grade	students		School Based	pre, mid, and post test
Alex math	1	supplement	6-8 grade	students		District	did not use
Edugenuity All content Recovery	1	supplement	6-8 grade	students		District	
Study Island	4	supplement	6-8 grade	students		School Based	diagnostic purposes by class
Define STEM	1	supplement	6-8 grade	Teachers		district	
Prescribed Reading	1	curriculum	6-8 grade	students			
Accelerated Reader	4	supplement	6-8 grade	Students		District	
SEL	1		6-8 grade	students		district	
Ck12 Math and Science	1	supplement	6-8 grade	students	Free	School based	

# **THERRELL CLUSTER**

3 ELEMENTARY - 1 MIDDLE SCHOOL

# **CONTINENTAL COLONY ELEMENTARY SCHOOL**

## **Continental Colony Elementary School**

3181 Hogan Rd SW  
Atlanta, GA 30331

404-802-8000  
<http://www.atlanta.k12.ga.us/Domain/457>

Principal: Kristen Vaughn

Total Enrollment: 472  
Students Tested (ELA and Math): 195  
Grades PK-5

African American: 97.2%  
Hispanic: 2.3%  
Mixed Race: .4%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
Grade 3 Rdg.	14.7%	31.8%
Grade 3 Math	16.2%	32.5%
Grade 4 Rdg.	13.6%	31.7%
Grade 4 Math	10.8%	31.5%
Grade 5 Rdg.	22.6%	35.8%
Grade 5 Math	21%	30.4%
Grade 5 Science	3.2%	31.3%

## Situation Analysis – School Level

**School:** Continental Colony Elementary School

**Principal:** Kristin Vaughn

	<b>Notes</b>
<b>Schedule</b>	<ul style="list-style-type: none"><li>• Common planning time in place</li><li>• Frederico controls the schedule.</li><li>• Needs more time for literacy but there is a lot there already.</li></ul>
<b>Financial</b>	<ul style="list-style-type: none"><li>• Partnerships with CrestEd (USDOE grant for teacher critical friends); Chesney Elementary (sister school); and Georgia State's kinesiology department (helping with team-building and work-life balance for teachers)</li><li>• Not much money after paying for teacher role.</li></ul>
<b>Personnel</b>	<ul style="list-style-type: none"><li>• Stembridge, McKelvy and Lightfoot are seen as the strongest teachers</li><li>• Has struggled to get the upper grades to gel the way the lower grades have.</li><li>• Is letting a few teachers on upper grades go.</li><li>• 5<sup>th</sup> grade teachers will all be on PDPs this coming year. Most seasoned teachers but new team.</li><li>• Clearly not afraid to put teachers on PDPs when needed.</li></ul>
<b>Leadership</b>	<ul style="list-style-type: none"><li>• Spends quite a bit of time in classrooms</li><li>• Self-described introvert.</li></ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"><li>• They want to get much stronger collaborative planning happening for grades 3-5 – and feel that it's already rolling with the early childhood</li><li>• Big Buckets for Frederico are:<ul style="list-style-type: none"><li>◦ SEL (Yale's RULER system – not the one the district brought in)</li><li>◦ Gradual release model</li><li>◦ Higher-order questioning</li><li>◦ Academic vocabulary</li></ul></li><li>• Using a “walk to read” model so kids are met at their level.</li><li>• Literacy Saxon and Journeys for K-2 (3-5 has been Scholastic but will move to Journeys with APS)</li><li>• Classroom libraries exist in all rooms but are in various states of use and disuse.</li><li>• Need for rigor in direct instruction – with quality planning</li><li>• Was a DI school and evidence can still be seen</li></ul>

Data and Assessment	<ul style="list-style-type: none"> <li>Wants a benchmark test that is predictive.</li> </ul>
Families and Community	<ul style="list-style-type: none"> <li>Dramatic change in demographics over past few years. Aging population of homeowners. Students in low-income housing. The middle class homes surrounding the school are owned by retirees (many of whom are retired teachers!) who complain and aren't involved in the school</li> <li>Superintendent has expressed concerns as well about the issues with how the community responds to the school.</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>34% transiency rate. "Day One to 180" is the message to parents</li> <li>5% homeless student population. Transportation is a severe issue.</li> </ul>

Teaching & Learning Observation										
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students surprised to see the principal?	Anything of note
Lightfoot	K		yes	basic	some	yes	yes	n/a	no	standards posted so small - not useful
Larkin	K		yes	yes	some	very	yes	basic	no	all students really engaged
Tyans	K		yes	basic	no	yes	yes	n/a	no	too many word walls
Guice	2		yes	no	yes	yes	yes	basic	no	teacher doing all the work
Gore	2		yes	basic	some	yes	yes	basic	no	math centers - too basic
Skippers	2		yes	yes	yes	yes	yes	n/s	no	good clarity of learning obj
McKelvy	2		yes	no	basic	yes	yes	n/a	no	teacher answering all the questions
Ayers	1		yes	basic	basic	yes	yes	basic	no	teacher doing all the work
Green	1		yes		basic	yes	yes	some	no	
Penny	5		yes	some	yes	yes	yes	basic	no	student data charts and surveys - don't know why
Houston	5		yes	no	basic	yes	yes	n/a	no	online not working
Kelley	5		yes	some	basic	yes	yes	n/a	no	student presentations - low level
Foster	3		no	no	n/a	no	yes		no	Students doing text prep day before test... On a PDP. Transferred in. Improved a lot
Mitchell	3		no	no	n/a	yes	yes		no	Strong in ELA. Growth been in math.
Stembridge	4		yes	no	n/a	yes	yes		no	Thought of as best teacher - by Frederico and coaches. A little resentment from others and they worry about her burning out.
Martin	4		yes	some	n/a	some	yes		no	Lots of tchr charts. Has had tough personal circumstances. Affecting teaching. Very traditional but has had high scores. On a PDP.
Johnson	4		yes	some	n/a	yes	yes		no	Came fr middle school in October. Might not be back.
Phillips	4		yes	no	n/a	yes	yes	some	no	RACE strategy. Co-teaching set up. 2nd year of teaching. Hard to guage
Overall Notes: Testing was about to take place for 3rd and 4th at that visit and walls were covered.										

# FICKETT ELEMENTARY SCHOOL

## Elementary Schools

### Fickett Elementary School

3935 Rux Rd SW

Atlanta, GA 30311

404-802-7850

<http://www.atlanta.k12.ga.us/Domain/550>

Principal: Benita Grant

Total Enrollment: 536

Grades PK-5

African American: 96.8%

Hispanic: 1.9%

American Indian: 0.6%

Free or Reduced Lunch: 100%

Grade	2016	Dist Avg
Grade 3 Rdg.	18.3%	31.8%
Grade 3 Math	19.5%	32.5%
Grade 4 Rdg.	15.8%	31.7%
Grade 4 Math	24.2%	31.5%
Grade 5 Rdg.	18.5%	35.8%
Grade 5 Math	16.3%	30.4%
Grade 5 Science	18.5%	31.3%

# **KIMBERLY ELEMENTARY SCHOOL**

**Kimberly Elementary School**

1090 Windsor St. SW

Atlanta, GA 30310

404-802-7600

<http://www.atlanta.k12.ga.us/Domain/620>

Principal: Joseph L. Salley

jsalley@atlanta.k12.ga.us

Total Enrollment: 508

Students Tested (ELA and Math): 228

Grades PK-5

African American: 96.1%

Hispanic: 3.7%

White: .2%

Free or Reduced Lunch: 100%

Grade	2016	<b>Dist. Avg</b>
Grade 3 Rdg.	6.8%	31.8%
Grade 3 Math	4.1%	32.5%
Grade 4 Rdg.	9.5%	31.7%
Grade 4 Math	12.3%	31.5%
Grade 5 Rdg.	11.8%	35.8%
Grade 5 Math	11.8%	30.4%
Grade 5 Science	2.9%	31.3%

## Situation Analysis – School Level

**School:** Kimberly Elementary School

**Principal:** Joseph Salley

	<b>Notes</b>
<b>Schedule</b>	<ul style="list-style-type: none"> <li>• Literacy in the morning and math in the afternoon</li> <li>• Teachers need to know when they should teach what</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>• </li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Five vacancies. Needs good applicants. Late getting started in the hiring.</li> <li>• According to coaches and AP best teachers are Ms. Julien and Mr. Hibbert: <ul style="list-style-type: none"> <li>◦ Julien: Consistent. Talks calmly and positively. Always looking for ways to get information to students. Got money from state for growth. Doesn't fly by seat of pants.'</li> <li>◦ Hibbert: Goes out of way. Has behavior problems but always gives kids clean slate. Teaches with fidelity and tries to make relevant. Does things to engage students</li> </ul> </li> <li>• Big issue with high number of teachers who are struggling. Core belief is "This is as good as it gets."</li> <li>• AP: "They don't have hope. And they resent us being hopeful."</li> <li>• 7 vacancies.</li> <li>• "My parking lot is empty at 3:05"</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Needs to be in classrooms more and knows it. H needs to follow up with feedback in classes</li> <li>• Has been a principal for ten years in various places. Has been principal in APS at Kimberly for three years</li> <li>• Coaches want to figure out how to build teacher capacity and motivate them to improve themselves</li> <li>• Big issue around how to motivate teachers to invest in kids</li> <li>• AP is leaving (Cynthia Gunner – now principal at Peyton Forest)</li> <li>• His Associate Superintendent is Danielle Battle and he finds her very responsive (she was at the school on one visit)</li> <li>• Was put on a PDP this past year</li> <li>• Attending Harvard Institute in June</li> </ul>

Teaching and Learning	<ul style="list-style-type: none"> <li>• Need stronger teacher content knowledge (e.g. “borrowing” example from third grade, and sun “rotating” in 4<sup>th</sup> grade)</li> <li>• Understanding what standard is asking and how to unpack when it requires multiple skills</li> <li>• Need for better and more effective planning</li> <li>• How to assess and what to do with results</li> <li>• JS is not sure about having a June PD – concerned that teachers wouldn’t come due to low morale</li> <li>• Teachers seem depressed</li> <li>• Math and reading coaches are returning. Currently do not have schedules that govern their time. Both want and need support to be successful. They feel overwhelmed.</li> <li>• Important for everyone on staff to answer the question: Why am I here?</li> <li>• June PD: JS letter (what he will do); ask teachers to reflect on what they will do; build PD around that</li> <li>• Using Journeys for literacy (was an SFA school); using My Math for math</li> </ul>
Data and Assessment	<ul style="list-style-type: none"> <li>• Has been using district CAS</li> <li>• Also uses STAR/AR and k-2 has something else.</li> </ul>
Families and Community	<ul style="list-style-type: none"> <li>• School is located in temporary site while home location is renovated. Two years away. Temporary site is located in Carver Cluster in a very hard neighborhood. Makes this hard on families to connect with the school</li> <li>• Issues with bussing since all students are bussed. Need to look at attendance and see if there is an impact.</li> <li>• Three community partners (they help with community where they are based): <ul style="list-style-type: none"> <li>◦ Boy Scouts</li> <li>◦ Hands on America</li> <li>◦ Entrepreneur Advocate</li> </ul> </li> </ul>
Student Support	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• AP did a lot of work around students but she is leaving. This will leave a hole.</li> <li>• High transiency.</li> <li>• Tardiness also high – school is located away from home community during the construction.</li> </ul>

Teaching and Learning Observation										
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Teachers speak to students like people and learners	Students can talk about what they are learning	Teacher and students surprised to see the principal?	Anything of note
Britton	2		yes	no	no	yes	basic	no	yes	Students writing opinion pieces. Teacher didn't define correctly.
Mosley	2		no	no	no	no	basic	basic	no	Georgia Reads - do students have internet at home? Seems crazy to make this a big push.
Erskine	4		no	no	n/a	yes	basic	yes	no	Students writing cinquains but missed opportunities because teacher does all the talking. Also incorrect about sun's "rotation"
Julien	3		no	no	n/a	yes	yes		no	worksheet centers
Cameron	4		yes	basic	n/a	yes	yes	basic	no	activity on classifying angles but didn't have full definition. Clearly leading to misunderstanding for students.
Hibbert	5		yes	yes	n/a	yes	yes	yes	no	Car sales tax activity. Only activity that had students thinking in any classroom.
Durham	5		no	no	n/a	no	no	no	no	very low level vocabulary activity
Cooper	1		no	no	basic	no	no	no	no	teacher seated while students take a long worksheet "test"
Arnold	3,4,5		yes	basic	basic	yes	yes	yes	no	Self-contained autistic students
General Notes: Teachers struggle to understand basic content and give misinformation to students (opinions, acute angles, rotation of sun, poetic language, etc). Lots of worksheets. Teachers ask questions that all students can already answer (indication of "dog and pony show"?). Libraries not in use. Objectives written on board are very low.										

# BUNCHE MIDDLE SCHOOL

## Middle School

### Bunche Middle School

1925 Niskey Lake Rd SW

Atlanta, GA 30311

404-802-6700

<http://www.atlantapublicschools.us/Domain/803>

Principal: Dr. Mario Watkins

Total Enrollment: 771

Grades 6-8

African American: 97.1%

Hispanic: 1.9%

White: 0.5%

Free or Reduced Lunch: 100%

Grade	2016	Dist Avg
Grade 6 Rdg.	14.5%	32.1%
Grade 6 Math	11.3%	23.3%
Grade 7 Rdg.	12.7%	28.7%
Grade 7 Math	9.9%	26.8%
Grade 8 Rdg.	23.5%	33.7%
Grade 8 Math	5.3%	17.4%
Grade 8 Science	7.5%	20.3%

## Situation Analysis

### Notes Template

**School:** Bunche MS  
**Principal:** Dr. Mario Watkins

	Notes
Schedule	<b>Literacy, Math</b> – 375 min a week - 75 min daily; <b>Schedule includes 20 minutes of homeroom and 30 minutes of advisory at the beginning of each day.</b> PLC is by grade level.
Financial	<b>Preliminary FY 2018 budget</b> - 99% allocated to salaries. All budgets (title, flex, stem, etc.) are one. Supplies account for \$24K. Funds allocated to support 2 year of candidacy for IB program.
Personnel	<b>There 2 vacancies for next year</b> – Math, ELA. The leadership team determines teacher assignments, which are made before the end of the school year. Two teachers are on growth plans for 2017-18 year, one is retiring. Lack of qualified candidates is major blocker of personnel; securing candidates who are willing to commit to urban school setting.

	Notes
Leadership	Lack of achievement because of low expectations keeps principal up at night. Kim Johnson is Wingwoman. Administrative team is diverse in areas of expertise and experience. Tommy Usher is evaluator. Principal wants to get better at working with systems to ensure student achievement. Magic wand- help with chronic discipline issues would greatly impact student learning. Students have witnessed and teachers subjected to intense behavioral (several teachers struck by students) situations which has impacted educational environment.
Teaching and Learning	Professional Development for this year was based on district initiatives. PD was primarily provided by the instructional coaches, administrators role was to monitor and support. PD for next year will be focused on IB fulfillments. Good teachers whose students demonstrate achievement are lost to other schools. The biggest priorities for increasing learning are: fidelity and implementation of IB practices and data use to support students achievement. Admin team will take lead.
Data and Assessment	Targets set for Georgia Milestone and Lexile levels. School target was 5% across all content areas. Student targets set and monitored based on milestone NCS scores. Formative and short cycle assessments were provided by the district. Bunche is outperforming all schools with similar demographics.
Families and Community	Parent liaison and IB coordinator works with Parent University to increase awareness of IB process. Math and science curriculum held this year. Fine Arts and athletic have been greatest attended events. Parents have expressed interest in process of removing students who are demonstrating chronic misbehavior.

	Notes
Student Support	<p><b>Discipline is greatest issue. Supports include full time SST/RTI specialist, two counselors and a part time Behavior Specialist. Behavior Specialist only supports 15 kids at each grade level and does not include any Sp Ed students.</b></p>

# WASHINGTON CLUSTER

1 MIDDLE SCHOOL – 1 HIGH SCHOOL

## Middle School

### Brown Middle School

765 Peeples St SW

Atlanta, GA 30310

404-802-6800

<http://www.atlanta.k12.ga.us/brown>

Principal: Mrs. Tiauna Crooms

Total Enrollment: 685

Grades 6-8

African American: 98.1%

Hispanic: 1.5%

Two or more races: 0.3%

Free or Reduced Lunch: 100%

Grade	2016	Dist Avg
Grade 6 Rdg.	11.4%	32.1%
Grade 6 Math	6.2%	23.3%
Grade 7 Rdg.	5.7%	28.7%
Grade 7 Math	9.8%	26.8%
Grade 8 Rdg.	11.4	33.7%
Grade 8 Math	11.5%	17.4%
Grade 8 Science	6.9%	20.3%

School: Brown Middle School (Crooms)									
Teacher	Grade Level	Subject	Clear target for student learning	Students are reading, writing, or discussing	Student work visible beyond worksheets	Teachers are actively engaged	Students can talk about what they are learning	Teacher and students aren't surprised to see the principal	Anything of note
MCCALIN	8	ELA	YES	R, W	NO	YES	YES	NO	
PRICE	8	SEdELA	YES	R,W,D	NO	YES	YES	NO	Working in small groups of 3-4; support from Sp Ed Asst.
HENDESON	8	SCI	YES	R, W, D		YES	YES	NO	
WHITAKER	8	MATH				YES	YES	NO	Obj not posted; students encouraged to justify answers for linear equation activity
BRODER	8	ELA	YES	R,W,D	NO	YES	NO	NO	Three small groups of 3-4. Students articulated what the assignment was vs. what they were learning.

## High School Data

**Booker T. Washington HS**  
45 Whitehouse Dr. SW  
Atlanta, GA 30314  
<http://www.atlantapublicschools.us>

Principal: Dr. Tasharah Wilson

Total Enrollment: 835  
Grades 9-12

African American: 98%  
Hispanic: 1 %  
Multi Race: 1%

Free or Reduced Lunch: 100%

## Situation Analysis Notes Template

**School:** Washington HS  
**Principal:** Dr. Tasharah Wilson

	Notes
Schedule	<b>Current schedule is A/B block. ELA/Math with 90 minute blocks.</b> <b>Common planning by department. Next year 85 minutes and 30 minutes of Advisory. Change to schedule due to attendance, as low as 80%. Schedule is made by leadership team. Committee designated to create Advisory format. Teachers in 9<sup>th</sup> grade will loop with students for advisory to continue building relationships with students.</b>
Financial	<b>FY 2018 Budget and Staffing is 7.5 mil. Resources are determined by data from GA Milestones, and other assessments, the effectiveness of the resources are determined by results from those assessments. The school has Title One budget. The Title One funds are provide –parent liaison, tutors.</b>
Personnel	<b>There are 4 vacancies for next year – Math (2), ELA (1), and Sp Ed (1). Special educational department could have as many as 3 to leave over the summer. Currently 2 (ELA/Math) teachers are on growth/action plans. Two from both departments was non-renewed for this year. Additions for next year will include 3 new counselors. Teachers are asked for their strengths and to rank their schedule preferences. The administrative team has final determination in making teacher assignments, using performance data.</b>

	Notes
Leadership	<p>The thing that keep principal up at night is quality of education received by students. Wingwoman is Dr. Harrell who came from DeKalb with her. Leadership team members have been together for 10 years. They have strong work ethics. Dr. Sims is evaluator- supportive, “very comfortable” relationship. He is best with data use and provides help with handling politics, specifically the Alumni Association. Summer PD will include Differentiation and STEM conferences. Wilson is a perfectionist, lifelong learner. She wants to become better at providing leadership and support to faculty and staff to raise student achievement. Magic wand to impact student learning: student ownership of learning - understanding that education can elevate them from current situations, so they must take the opportunities to improve their lives.</p>
Teaching and Learning	<p>Professional Development for this year was based on district initiatives. PD was primarily provided by the content coaches; administrators delivered on a few occasions. PD for next year will be based on the final GMAS scores, SACs report, district mandates, and Explicit teaching for the coaching cycle. Good teachers, such as Dr. Thompson with consistently strong student results on Georgia Milestone, are often lost to North Atlanta. The biggest priorities for increasing learning are: implementation of coaching cycle, teacher keys, use of data to improve students' greatest needs.</p>
Data and Assessment	<p>Targets of 2-3% were met in US History and Economics. Formative and short cycle assessments were provided by the district. Students were given a pre-benchmark. Teachers set goals, met weekly. Each teacher created a data report to present with identified strengths and weaknesses by standard. Limited monitoring to ensure strategies and interventions were happening.</p>

	Notes
Families and Community	<b>Designated counselor will take lead in family, parent, and community involvement. Focus will be on creating parent and community partnerships to have greater parent involvement. PTSA was shut down by the state. Spring dance performance (included Parent meeting) and January open house (invitations, distributed progress reports) had greatest attendance this year. Parents want their input valued.</b>
Student Support	<b>Attendance, tardiness is an issue. SEL rollout was not with fidelity. Summer 9<sup>th</sup> grade camp to support transition and receive .5 credit. Freshman who did not demonstrate achievement on Georgia Milestone will have reading enrichment, Algebra or Geometry support class.</b>

# **KINDEZI & PURPOSE BUILT**

## **The Kindezi Schools – Where Every Child Is At Home**

[www.kindezi.org](http://www.kindezi.org)

1890 Detroit Ave, NW  
Atlanta, GA 30314  
(404) 671-4900  
[info@kindezi.org](mailto:info@kindezi.org)

Kindezi is a Bantu word meaning holistically schooling other people's children with love and an eye to the future of our village.

**Mission:** To transform public education in Atlanta by providing more students – including those with the highest needs – access to a genius-awakening education, built on family-sized classrooms, scholarly excellence, socioeconomic integration, and holistic growth.

Achieve their mission through six pillars:

1. Holistic mission
2. Family-sized classes
3. Investing in teachers
4. Challenge and support
5. Extra learning time
6. Promotion of racial and socioeconomic diversity

### **Executive Staff**

Founder and Executive Director: Dean Leeper

Business and Operations Manager: Kimberly Green

Director of Curriculum: Jessica Risley

Bios: <http://kindezi.org/staff>

Currently operate two schools: West Lake (opened August 2010) and Old Fourth Ward (opened July 2015).

### **Kindezi West Lake Data**

Grade	2015	Dist Avg
Grade 3 Rdg.	58.6%	32.8%
Grade 3 Math	48.3%	30.9%
Grade 4 Rdg.	51.9%	33.9%
Grade 4 Math	48.1%	32.1%
Grade 5 Rdg.	24%	35.8%
Grade 5 Math	28%	30%
Grade 5 Science	28%	28.3%

## Purpose Built Schools – Neighborhood Schools, Extraordinary Results

<http://www.purposebuiltschools.org>

They handle all inquiries through: [schools@purposebuiltcommunitites.org](mailto:schools@purposebuiltcommunitites.org)

Purpose Built Schools is an arm of Purpose Built Communities and a partner organization to Charles R. Drew Charter School. Drew Charter in Atlanta is now the model for other Purpose Built Schools around the Country.

The premise of Purpose Built Schools is collaboration inside and outside the school walls, built on:

1. A captivating learning experience
2. Teacher teams with freedom
3. Education “beyond the test”

Drew Charter’s mission: to provide cradle-to-college pipeline so that every student living within its community graduates high school and is accepted to a 2 or 4 year college.

Results: 97% of their free and reduced lunch students met or exceeded the CRCT in 2013

No info on staff or physical address, on website. Website is primarily about their model and Drew Charter. It looks like Drew is the only place where they’ve done this so far. Their website says: What if we could do it again? And has a link to the Kansas City Neighborhood Academy.

### Drew Charter Data

Grade	2015	Dist Avg
Grade 3 Rdg.	62.4%	32.8%
Grade 3 Math	60.4%	30.9%
Grade 4 Rdg.	51.1%	33.9%
Grade 4 Math	39.3%	32.1%
Grade 5 Rdg.	55.4%	35.8%
Grade 5 Math	45.5%	30%
Grade 5 Science	47.9%	28.3%

Huffington Post article about Drew Charter: [http://www.huffingtonpost.com/Karin-Chenoweth/think-promise-neighborhood\\_6327892.html](http://www.huffingtonpost.com/Karin-Chenoweth/think-promise-neighborhood_6327892.html)