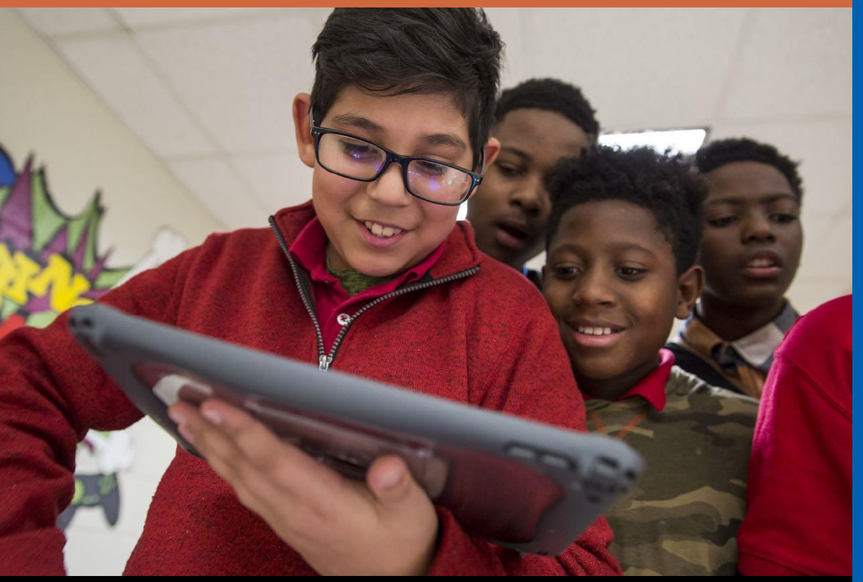
ATLANTA PUBLIC SCHOOLS

Performance & Information Technology

STUDENT OUTCOMES FOCUSED GOVERNANCE

BOARD RETREAT | Thursday, August 26, 2021

AGENDA



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Purpose

- Provide an update on Board of Education (BOE) Draft Goals with updated calculations for SY 2025-2026 & Administration Recommendations
- Provide an update on Administration Draft Interim Goals & Guardrails

Roadmap

- Share updated BOE Goals with calculations for SY 2025-2026 & Board Discussion
- Share updated Administration Draft Interim Goals & Discussion
- Share updated Draft Administration Interim Guardrails & Discussion

Takeaways

- Finalize BOE Goals and aligned Calculations
- Share how the Superintendent and Administration plan to strategically align with and progress monitor the Board's Draft Goals & Guardrails in accordance with Student Outcomes Focused Governance

STUDENT OUTCOMES FOCUSED GOVERNANCE

BOARD GOALS & UPDATED CALCULATIONS

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Goal 1: Literacy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones, **will increase from 36.9% in August 2019 to 47% in August 2025.**

Goal 2: Numeracy Proficiency

The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones, **will increase from 35.0% in August 2019 to 45.4% in August 2025**.

Goal 3: Post-Graduation Preparedness

Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate. (BASELINE TARGET TO BE ADDED BETWEEN DECEMBER 2021 AND JANUARY 2022.)

Goal 4: College and Career Readiness

The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation **will increase from 51.52% in October 2019 to 59.3% by October 2025.**

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Goal 1: Literacy Proficiency Updated Calculations

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Option 1 Current Growth Calculation through SY 2025	**Option 2** Current Growth Calculation through SY 2026	**Option 3** Updated Growth Calculation through SY 2026

The percentage of 3-8 students scoring proficient or above in reading, as measured by the Georgia Milestones, will increase from:

AUG 2019 36.9% → **AUG 2025** 47.0%	**AUG 2019** 36.9% → **AUG 2026** 49.5%	**AUG 2019** 36.9% → **AUG 2026** 47.0%

Literacy Goal = Literacy Baseline$_{2019}$ +Total Growth Expectations (TGE) | Literacy Goal = 36.9 + TGE | TGE = (100-Baseline$_{2019}$) * Percent Growth * Number of Years

TGE = (100-36.9) * 4% * 4 years TGE = (63.1) * 4% * 4 years TGE = 2.52 * 4 years TGE = 10.1 Literacy Goal = 36.9 + 10.1	TGE = (100-36.9) * 4% * **5 years** TGE = (63.1) * 4% * **5 years** TGE = 2.52* **5 years** TGE = **12.6** Literacy Goal = 36.9 + 12.6	TGE = (100-36.9) * **3.2%** * **5 years** TGE = (63.1) * **3.2%** * **5 years** TGE = **2.02** * **5 years** TGE = 10.1 Literacy Goal = 36.9 + 10.1
Literacy Goal = 47.0%	**Literacy Goal = 49.5%**	**Literacy Goal = 47.0%**

ADMINISTRATION RECOMMENDATION

Goal 2: Numeracy Proficiency Updated Calculations

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Option 1	Option 2	Option 3
Current Growth Calculation through SY 2025	Current Growth Calculation through SY 2026	Updated Growth Calculation through SY 2026

The percentage of 3-8 students scoring proficient or above in math, as measured by the Georgia Milestones, will increase from:

Option 1	Option 2	Option 3
AUG 2019 35.0% → AUG 2025 45.4%	AUG 2019 35.0% → AUG 2026 48.0%	AUG 2019 35.0% → AUG 2026 45.4%

Numeracy Goal = Numeracy Baseline$_{2019}$ +Total Growth Expectations (TGE) | Numeracy Goal = 35 + TGE | TGE = (100-Baseline$_{2019}$) * Percent Growth * Number of Years

Option 1	Option 2	Option 3
TGE = (100-35) * 4% * 4 years TGE = (65) * 4% * 4 years TGE = 2.6 * 4 years TGE = 10.4 Numeracy Goal = 35.0 + 10.4	TGE = (100-35) * 4% * 5 years TGE = (65) * 4% * 5 years TGE = 2.6 * 5 years TGE = 13 Numeracy Goal = 35.0 + 13	TGE = (100-35) * **3.2%** * **5 years** TGE = (65) * **3.2%** * **5 years** TGE = 2.08 * **5 years** TGE = 10.4 Numeracy Goal = 35.0 + 10.4
Numeracy Goal = 45.4%	**Numeracy Goal = 48.0%**	**Numeracy Goal = 45.4%**

ADMINISTRATION RECOMMENDATION

Post-Graduation Preparedness

Goal 3 Update

- Board Goal requires development of a multi-dimensional assessment based on the APS Profile of a Graduate to be administered in SY21-22
- **Timeline for Implementation:**
  - **Request for Information (RFI)** for a multi-dimensional assessment and individualized learning plan - August 2021 (3-5 weeks)
  - **Request for Proposal (RFP)** for multi-dimensional assessment and individualized learning plan - October 2021 (6-8 weeks)
  - **Administration & Implementation** - Spring 2022

Administration Recommendation: Amend Goal language to set baseline target in May 2022.

Profile of a Graduate

Our vision for teaching and learning, exemplified by the characteristics of the APS Profile of a Graduate, is an exciting step toward preparing each student for their journey into the future, and preparing our staff to help guide the way. As we prepare each student to graduate ready for college, career, and life, APS will use this Portrait of a Graduate to further define the knowledge, skills, and mindsets expected of our graduates. We believe the profile characteristics are critical skills for engaged citizenship, successful career paths beyond high school, and meaningful community involvement. We are excited to explore how each of the profile characteristics will be demonstrated at different ages.

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Goal 4: College and Career Readiness Updated Calculations

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Option 1 Current Growth Calculation through **SY 2025**	**Option 2** Current Growth Calculation through **SY 2026**	**Option 3** **Updated** Growth Calculation through **SY 2026**

The percentage of high students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work based learning, or entering TCSG/USG without needing remediation will increase from:

OCT 2019 51.5% → **OCT 2025** 59.3%	**OCT 2019** 51.5% → **OCT 2026** 61.0%	**OCT 2019** 51.5% — **OCT 2026** 59.3%

College Readiness (CR) Goal = CR $Baseline_{2019}$ +Total Growth Expectations (TGE) | CR Goal = 35 + TGE | TGE = (100-$Baseline_{2019}$) * Percent Growth * Number of Years

TGE = (100-51.52) * 4% * 4 years TGE = (48.48) * 4% * 4 years TGE = 1.9 * 4 years TGE = 7.8 College Readiness Goal = 51.52 + 7.8	TGE = (100-51.52) * 4% * **5 years** TGE = (48.48) * 4% * **5 years** TGE = 1.9 * **5 years** TGE = **9.5** College Readiness Goal = 51.52 + 9.5	TGE = (100-51.52) * **3.2%** * **5 years** TGE = (48.48) * **3.2%** * **5 years** TGE = **1.55** * **5 years** TGE = 7.8 College Readiness Goal = 51.52 + 7.8
College Readiness Goal = 59.3%	**College Readiness Goal 61.0%**	**College Readiness Goal 59.3%**

ADMINISTRATION RECOMMENDATION

2020-2025
Draft Board Guardrails

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GUARDRAIL 1: EQUITY

The Superintendent will not allow inequitable treatment of students as measured by student academic outcomes, discipline occurrences, and/or resource allocation.

GUARDRAIL 2: STAKEHOLDER ENGAGEMENT

The Superintendent will not make major decisions or bring major recommendations to the Board without first implementing a stakeholder engagement strategy, including students, parents, teachers, staff, governance teams, and community members.

GUARDRAIL 3: CULTURE AND CLIMATE

The Superintendent will not foster or allow a culture of fear, intimidation, or retaliation, or an unwelcoming environment.

GUARDRAIL 4: INNOVATION AND ACCOUNTABILITY

The Superintendent will not allow struggling schools to be without: a comprehensive needs assessment; supports aligned to that assessment; and, if the struggle persists for up to three years, a high impact intervention.

- Struggling Schools are defined as schools where there has not been growth: relative to the Board's relevant goals for that school; where the growth has not been sufficient to close gaps among the school's student groups; OR where the growth has not been sufficient to close gaps between the school's students and the district's students overall.

- High Impact Interventions include, but are not limited to, school redesign, reconstitution, student transfer options, turnaround, in-district innovation, school merger, partnerships, and/or school leadership transitions.

STUDENT OUTCOMES FOCUSED GOVERNANCE

ADMINISTRATION UPDATED DRAFT INTERIM GOALS & GUARDRAILS

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Rationale for School Year (SY) 21-22

BASELINE DATA COLLECTION

Interim Goals 1 & 2: Literacy & Numeracy Proficiency

New Universal Screener will assess math and reading skills

Interim Goal 3: Post-Graduation Preparedness

Create multidimensional assessment based on the Portrait of a Graduate and the Profile of a Graduate Individualized Learning Plan through Request for InfoRmation (RFI) and Request for Proposal (RFP) process during SY21-22 following standard procurement timeline

Interim Goal 4: College and Career Readiness

First year post-pandemic for all APS College and Career Readiness measures

Interim Guardrail 1: Equity

Equity Strategic Framework and Equity Indexes (OTISS) will be developed in SY21-22 and implemented in SY22-23

Interim Guardrails 2 & 3: Stakeholder Engagement & Culture & Climate

APS District Stakeholder Engagement Strategy will be developed in SY21-22 and will inform the collection, engagement, and follow-up related to Culture and Climate and Stakeholder Engagement Guardrails

Interim Guardrail 4: Innovation & Accountability

Continuous Improvement model and protocol is in year one of implementation

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*Baseline Data is represented by X value (SY 21-22) in Interim Goals. Y value (SY 24-25 or 25-26) will be determined after baseline data is established.

Environmental Factors

Pandemic Disruption

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INTERIM GOALS RECOMMENDATION

Goal 1: Literacy Proficiency

1. The percentage of students in grades K-2 that receive a “Universal Screening Outcome Flag” on the End-of-the-Year (EOY) NWEA MAP Fluency assessment will decrease from X% in May 2022 to Y% in May 2025.

2. The percentage of students in grades 3-8 that meet or exceed their projected growth targets on the EOY NWEA MAP in Literacy will increase from X% in May 2022 to Y% in May 2025.

3. The percentage of students in grades 3-8 in the following subgroups that meet or exceed their projected growth targets on the EOY NWEA MAP in Literacy will increase by 3% annually from X% in May 2022 to Y% in May 2025. (Ethnicity/Race; Economically Disadvantaged; English Learners; Students with Disabilities)

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INTERIM GOALS RECOMMENDATION

Goal 1: Literacy Proficiency

1. The percentage of students in grades K-2 that receive a “Universal Screening Outcome Flag” on the End-of-the-Year (EOY) NWEA MAP Fluency assessment will decrease from X% in May 2022 to Y% in May 2026.

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3. The percentage of students in grades 3-8 in the following subgroups that meet or exceed their projected growth targets on the EOY NWEA MAP in Literacy will increase by 3% annually from X% in May 2022 to Y% in May 2026. (Ethnicity/Race; Economically Disadvantaged; English Learners; Students with Disabilities)

INTERIM GOALS RECOMMENDATION

Goal 2: Numeracy Proficiency

1. The percentage of students in grades K-2 that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase from X% in May 2022 to Y% in May 2025.
2. The percentage of students in grades 3-8 that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase from X% in May 2022 to Y% in May 2025.
3. The percentage of students in grades 3-8 in the following subgroups that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase by 3% annually from X% in May 2022 to Y% in May 2025. (Ethnicity/Race; Economically Disadvantaged; English Learners; Students with Disabilities)

INTERIM GOALS RECOMMENDATION

Goal 2: Numeracy Proficiency

1. The percentage of students in grades K-2 that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase from X% in May 2022 to Y% in May 2026.
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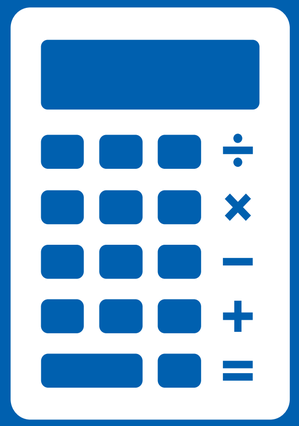
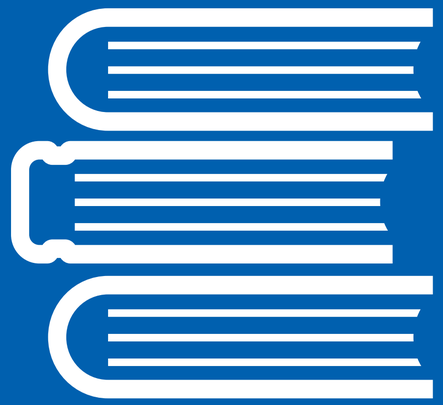
3. The percentage of students in grades 3-8 in the following subgroups that meet or exceed their projected growth targets on the EOY NWEA MAP in Math will increase by 3% annually from X% in May 2022 to Y% in May 2026. (Ethnicity/Race; Economically Disadvantaged; English Learners; Students with Disabilities)

INTERIM GOALS RATIONALE

Goals 1 & 2: Literacy & Numeracy Proficiency





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Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Fluency and NWEA MAP Growth

- K-12 Universal Screener (First for APS)
- Predictability for Georgia Milestones
- Able to monitor NWEA MAP data by subgroup which will allow us to focus on closing achievement gaps

INTERIM GOALS RECOMMENDATION

Goal 3: Post Graduation Preparedness

1. The percentage of 4th grade students on track on the Portrait of a Graduate Individualized Learning Plan will increase from 0% in May 2022 to Y% in May 2025.

2. The percentage of 7th grade students on track on the Portrait of a Graduate Individualized Learning Plan will increase by from 0% in May 2022 to Y% in May 2025.

3. The percentage of 10th grade students on track on the Portrait of a Graduate Individualized Learning Plan will increase by from 0% in May 2022 to Y% in May 2025.

INTERIM GOALS RECOMMENDATION

Goal 3: Post Graduation Preparedness

1. The percentage of 4th grade students on track on the Portrait of a Graduate Individualized Learning Plan will increase from 0% in May 2022 to Y% in May 2026.

2. The percentage of 7th grade students on track on the Portrait of a Graduate Individualized Learning Plan will increase by from 0% in May 2022 to Y% in May 2026.

3. The percentage of 10th grade students on track on the Portrait of a Graduate Individualized Learning Plan will increase by from 0% in May 2022 to Y% in May 2026.

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INTERIM GOALS RATIONALE

Goal 3: Post Graduation Preparedness

- Board Goal requires development of a multi-dimensional assessment based on the APS Profile of a Graduate to be administered in SY21-22
- Administration must simultaneously develop an interim measure to track progress towards success on the Profile of a Graduate multidimensional assessment
  - Explores how each profile characteristic will be demonstrated at different ages
  - Opportunity to develop individualized learning plans that track toward our Profile of a Graduate
- **Timeline**
  - Request for Information (RFI) for a multi-dimensional assessment and individualized learning plan - August 2021 (3-5 weeks)
  - Request for Proposal (RFP) for multi-dimensional assessment and individualized learning plan - October 2021 (6-8 weeks)
  - Administration & Implementation - Spring 2022

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INTERIM GOALS RECOMMENDATION

Goal 4: College and Career Readiness

1. The percentage of students in Grades 10-11 showing growth across the SAT Suite (from the PSAT 10 to the SAT School Day test administration) will increase from X% in May 2022 to Y% in May 2025.

2. The percentage of students in Grades 9-12 that meet at least two of the following:

   a. Enrolled in at least 1 Advanced Placement, International Baccalaureate, and/or Dual Enrollment class will increase from X% in May 2022 to Y% in May 2025.

   b. Passing at least 1 Advanced Placement, International Baccalaureate, and/or Dual Enrollment class will increase from X% in May 2022 to Y% in May 2025.

   c. Scoring a 3 or above on at least 1 Advanced Placement test and /or Scoring a 5 or above on at least 1 International Baccalaureate test will increase from X% in May 2022 to Y% in May 2025.

3. The percentage of eligible students in Grades 9-12 who earn a credential of value in the associated career pathway will increase from X% in May 2022 to Y% in May 2025.

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INTERIM GOALS RECOMMENDATION

Goal 4: College and Career Readiness

1. The percentage of students in Grades 10-11 showing growth across the SAT Suite (from the PSAT 10 to the SAT School Day test administration) will increase from X% in May 2022 to Y% in May 2026.

2. The percentage of students in Grades 9-12 that meet at least two of the following:

   a. Enrolled in at least 1 Advanced Placement, International Baccalaureate, and/or Dual Enrollment class will increase from X% in May 2022 to Y% in May 2026.

   b. Passing at least 1 Advanced Placement, International Baccalaureate, and/or Dual Enrollment class will increase from X% in May 2022 to Y% in May 2026.

   c. Scoring a 3 or above on at least 1 Advanced Placement test and /or Scoring a 5 or above on at least 1 International Baccalaureate test will increase from X% in May 2022 to Y% in May 2026.

3. The percentage of eligible students in Grades 9-12 who earn a credential of value in the associated career pathway will increase from X% in May 2022 to Y% in May 2026.

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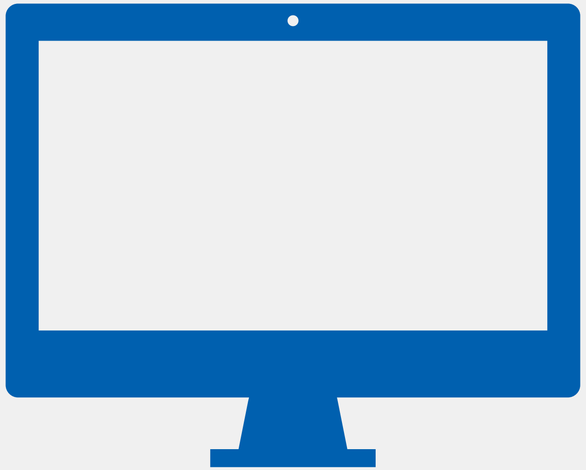
INTERIM GOALS RATIONALE

Goal 4: College and Career Readiness



- Measuring Growth between the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and Scholastic Aptitude Test (SAT) will serve as an indicator of progress toward Board goal.
- Tracking enrollment and passage (course and asssessment if applicable) of Advanced Placement, International Baccalaureate, and/or Dual Enrollment across Grades 9-12 will serve as an indicator of progress toward Board goal.
- Tracking eligible students in Grades 9-12 who earn a credential of value will serve as an indicator of progress toward Board goal.

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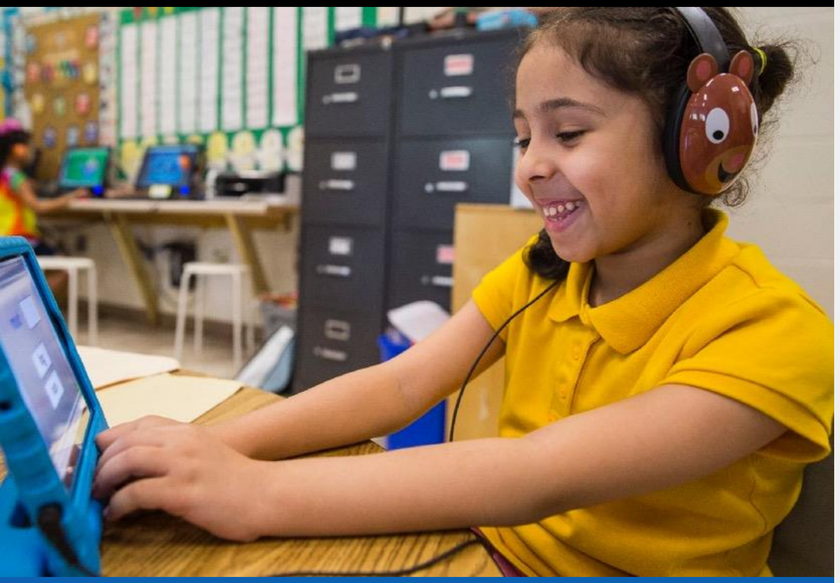
INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 1: Equity



1. The percentage of district divisions and schools aligning their efforts and resources with the APS Strategic Equity Framework will increase from X% in May 2022 to Y% in May 2025.

2. The percentage of schools demonstrating growth as measured by the Equity Indexes will increase from 0% in May 2022 to Y% in May 2025.

3. The district will demonstrate growth on the School Support Index score from X in May 2022 to Y in May 2025.

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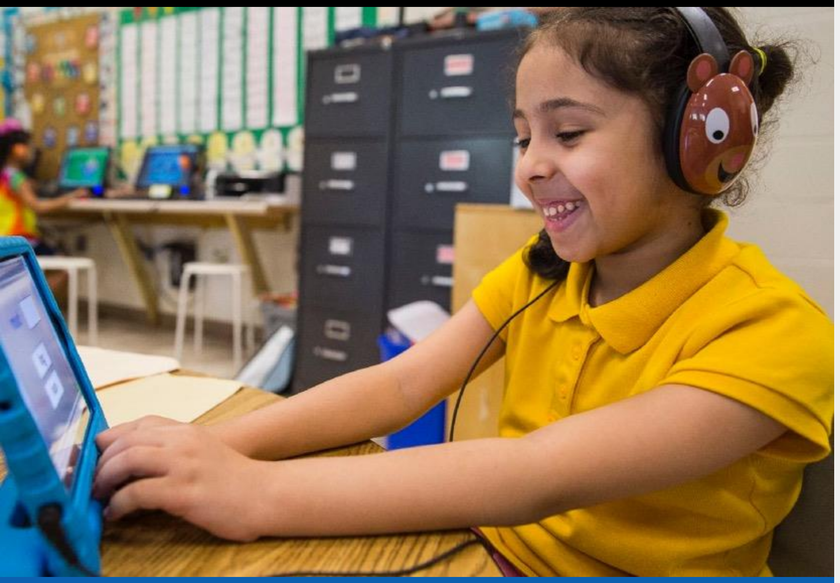
INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 1: Equity



1. The percentage of district divisions and schools aligning their efforts and resources with the APS Strategic Equity Framework will increase from X% in May 2022 to Y% in May 2026.

2. The percentage of schools demonstrating growth as measured by the Equity Indexes will increase from X% in May 2022 to Y% in May 2026.

3. The district will demonstrate growth on the School Support Index score from X in May 2022 to Y in May 2026.

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Guardrail 1: Equity

The Equity Interim Guardrails have been drafted with two primary aims and are intended to support the district administration in ensuring that our learning environments enable all students to graduate ready for college and career.

Aim 1: Guide strategic decision-making and ensure intentionality when designing systems and allocating resources aimed at remedying opportunity and learning gaps and creating a barrier-free environment.

Aim 2: To ensure that all students are being provided with additional and differentiated resources based on their educational needs.

The Opportunity, Tangibles, Intangibles, and School Support (OTISS) Indexes will:

- Facilitate intentional and constructive dialogue on and district and school-level practices;
- Support the strategic allocation and coordination of effort, programs, partnerships, resources, and human capital supports to ensure that all schools receive the appropriate levels of support.
- Provide timely and consistent data for measuring return on investment, and allow for the immediate identification and scaling of models demonstrating proven success in closing opportunity and learning gaps.

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 2: Stakeholder Engagement

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1. Increase the total number of Let's Talk feedback submissions on Major Decisions by 3% annually from X in May 2022 to Y in May 2025.

2. Increase the percentage of stakeholders who agree that they are involved in the district and school decision making process from X% in May 2022 to Y% in May 2025.

3. Increase the percentage of tasks in the APS Stakeholder Engagement Strategy that are identified as on track annually from X% in May 2022 to 100% in May 2025.

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 2: Stakeholder Engagement

Performance & Information Technology

1. Increase the total number of Let's Talk feedback submissions on Major Decisions by 3% annually from X in May 2022 to Y in May 2026.

2. Increase the percentage of stakeholders who agree that they are involved in the district and school decision making process from X% in May 2022 to Y% in May 2026.

3. Increase the percentage of tasks in the APS Stakeholder Engagement Strategy that are identified as on track annually from X% in May 2022 to 100% in May 2026.

Guardrail 2: Stakeholder Engagement

Development of a comprehensive District Stakeholder Engagement Strategy in SY 21-22

- Includes all stakeholder groups identified in Guardrail
- Includes existing progress indicators including Georgia Student Health Survey and the Gallup Employee Engagement Survey
- New survey measures will be included to further capture Guardrail intent and to establish baseline data
- Interim guardrails provide opportunity to measure both process (i.e. strategy implementation, engagement accessibility) and an outcome measure (i.e. stakeholders' perception of their role in the decision-making process).

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 3: Culture and Climate

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1. The percentage of staff who indicate that the district has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2025.

2. The percentage of students who indicate that their school has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2025.

3. The percentage of parents who indicate that their school has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2025.

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 3: Culture and Climate

Performance & Information Technology

1. The percentage of staff who indicate that the district has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2026.

2. The percentage of students who indicate that their school has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2026.

3. The percentage of parents who indicate that their school has a welcoming environment free of fear, intimidation and retaliation will increase from X% in May 2022 to Y% in May 2026.

Guardrail 3: Culture and Climate

- Focus on creating and maintaining a welcoming environment and a culture of psychological safety and inclusivity for students, staff, and families in line with the intent of the Board Guardrail

- Development of comprehensive District Stakeholder Engagement Strategy in SY 21-22
  - Includes all stakeholder groups identified in Guardrail
  - Includes existing progress indicators including Georgia Student Health Survey and the Gallup Employee Engagement Survey
  - New survey measures will be included to further capture Guardrail intent and to establish baseline data

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 4: Innovation & Accountability

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1. The percentage of schools needing Tier 2 and/or Tier 3 support in the district continuous improvement model will decrease from X% in May 2022 to Y% in May 2025.

2. The percentage of Schools & District Departments that meet expectations on the District Continuous Improvement Rubric will increase from X% in May 2022 to Y% in May 2025.

3. The percentage of Struggling Schools that receive a High Impact Intervention will increase from X% in May 2022 to 100% in May 2025.

INTERIM GUARDRAIL RECOMMENDATIONS

Guardrail 4: Innovation & Accountability

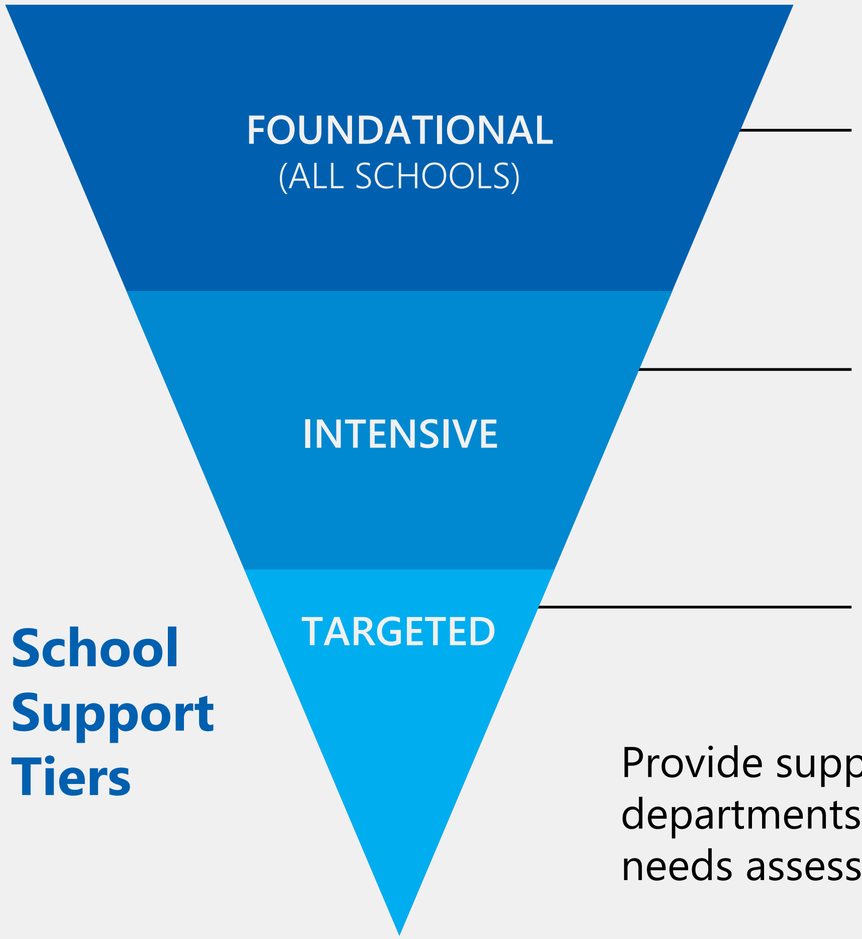
Performance & Information Technology

1. The percentage of schools needing Tier 2 and/or Tier 3 support in the district continuous improvement model will decrease from X% in May 2022 to Y% in May 2026.

2. The percentage of Schools & District Departments that meet expectations on the District Continuous Improvement Rubric will increase from X% in May 2022 to Y% in May 2026.

3. The percentage of Struggling Schools that receive a High Impact Intervention will increase from X% in May 2022 to 100% in May 2026.

Guardrail 4: Innovation and Accountability



School Support Tiers

All schools are in the Foundational Level and receive district-wide Tier I support.

Schools in the Intensive Level are Targeted Support and Improvement (TSI), Promise, previous CSI schools or district tiered schools. These schools may receive Tier 2 supports for at least 3 years.

Schools in the Targeted Level are Comprehensive Support and Improvement (CSI) schools. These schools receive Tier 3 supports until they meet the state exit criteria.

Provide support and progress monitoring to strengthen each school individually and district departments simultaneously – intervene with high impact interventions based on comprehensive needs assessment and district continuous improvement process.

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Q&A

Student Focused Outcomes Appendix A

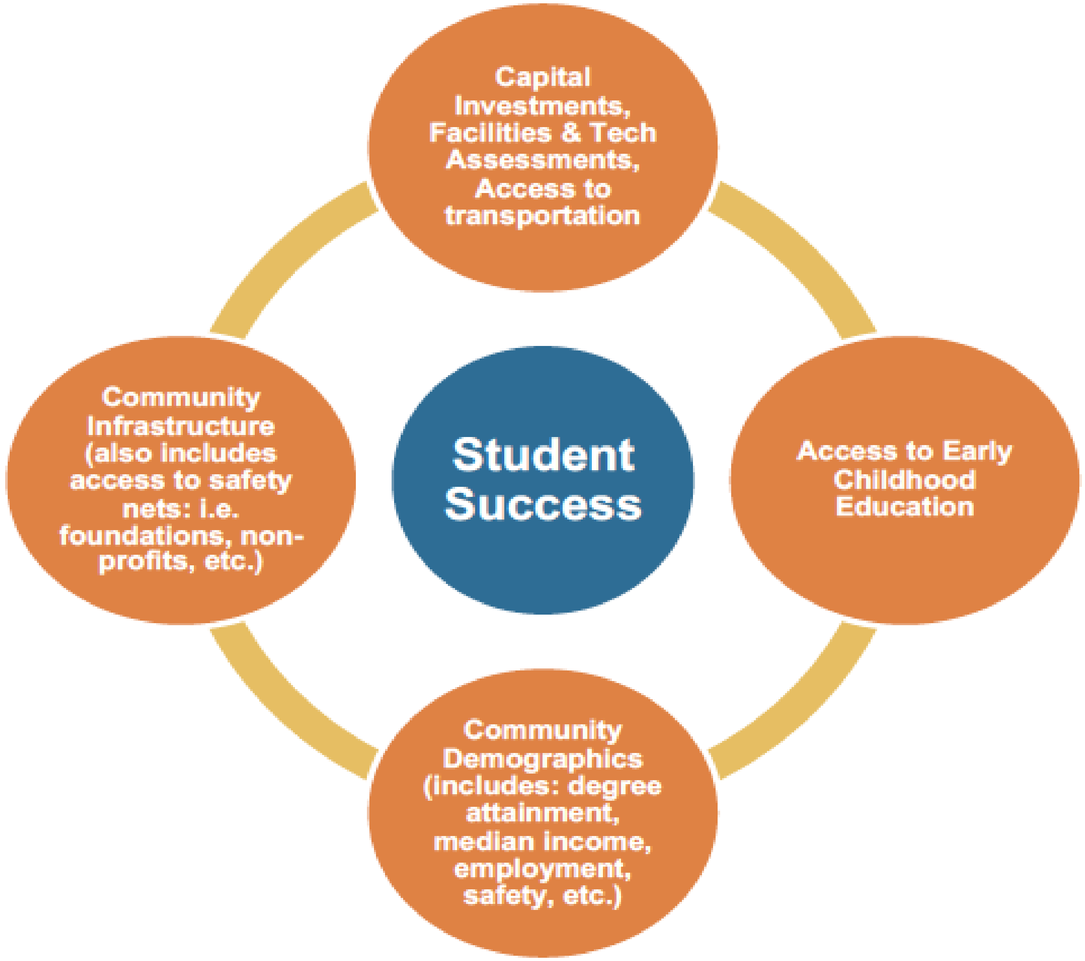
- Student Outcomes Focused Governance Manual - Student Outcomes Focused Governance Manual.pdf (atlantapublicschools.us)
- Inputs, Outputs, & Outcomes Deep Dive - https://docs.google.com/document/d/1K7Qcbsp__cBB4Q2O-L_fhOpUV66SiUhVharcEZMf_O4/edit

Equity Appendix A: Opportunity Index

Purpose:

Identify cluster-wide barriers to opportunity, including race, socioeconomic status, education, health and community factors -- and conditions that can be used to identify and advance a more equitable future state

Sample Index Measures



Equity Appendix B: Opportunity Index Examples

Opportunity Index Scores
School Year 21-22 (FY22)

Boston Public Schools

Updated 2.2.21

School	Opportunity Index Score*
Adams Elementary	0.426
Alighieri Dante Montessori School	0.439
Another Course to College	0.562
Baldwin Early Learning Pilot Academy	0.319
Bates Elementary	0.362
Beethoven Elementary	0.338
Blackstone Elementary School	0.576
Boston Adult Tech Academy	0.720

We are currently connected to Chicago Public Schools (CPS) to learn more about their OI development process. We've also reached out to connect with Boston Public Schools (BPS) as well. BPS index shown to the left

To the right is a sample list of indicators used by the Opportunity Index group. This is an example of indicators used by many educational organizations in creating an opportunity index. APS's Opportunity Index will consider similar indicators, plus more.

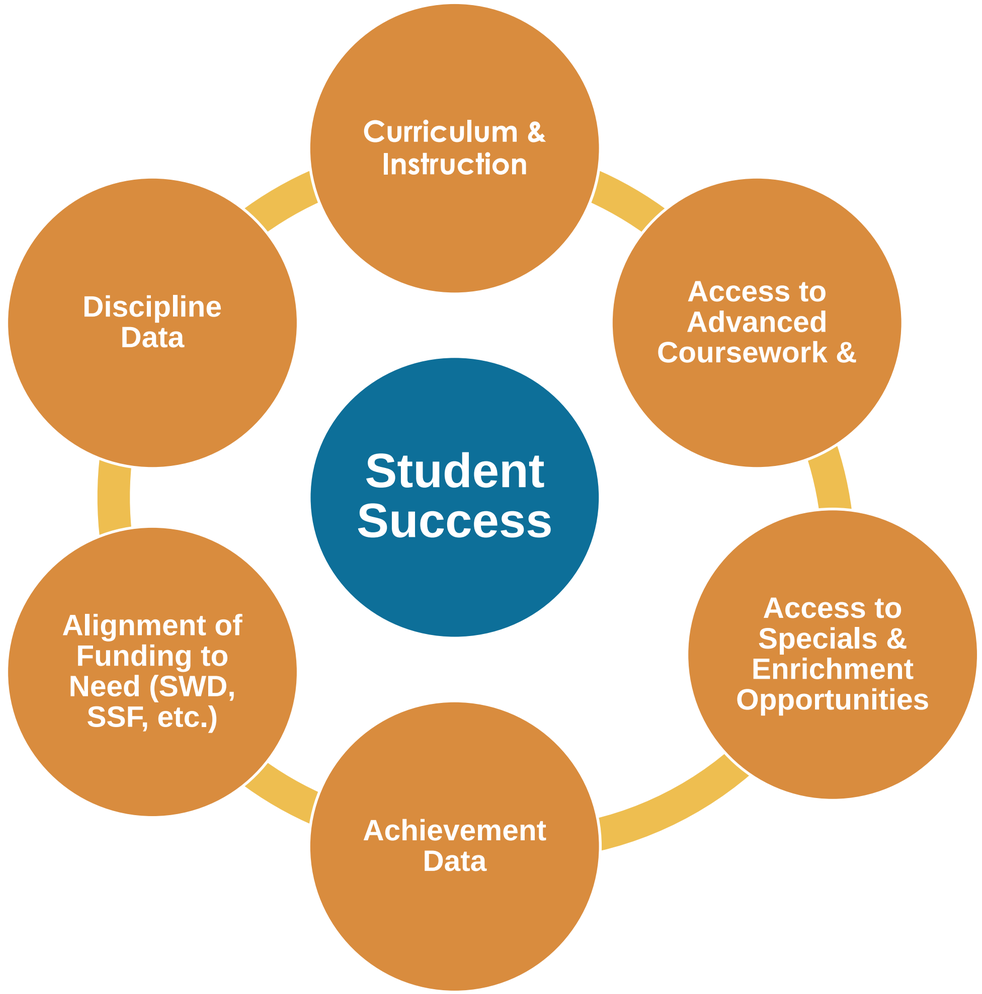
DIMENSION	INDICATOR	RACE/ETHNICITY[1]								GENDER	
		AI/AN	Asian	Black	Hispanic	NH/PI	White	Another race	Multiracial	Female	Male
Economy	Unemployment rate (percentage of the population ages 16 and older who are unemployed and seeking work)[2]	See note 2	2.1%	6.2%	3.7%	See note 2	2.9%	See note 2	See note 2	2.8%	3.2%
	Percentage of the population below the federal poverty level (the amount of pretax cash income considered adequate for an individual or family to meet basic needs)[2]	23.7%	10.8%	22.5%	18.8%	16.7%	10.9%	20.1%	15.9%	14.3 %	11.9%
Education	Percentage of 3- and 4-year-olds attending preschool	See note 2	50.9%	54.5%	47.9%	See note 2	58.2%	See note 2	See note 2	54.4%	53.6%
	On-time high school graduation rate (percentage of freshmen who graduate in four years)	68.4%	91.0%	79.3%	81.1%	See note 2	88.3%	See note 2	82.1%	See note 2	See note 2
	Percentage of adults ages 25 and older with an associate's degree or higher	See note 2	63.1%	35.5%	26.4%	See note 2	49.8%	See note 2	See note 2	46.4%	43.8%
Health	Percentage of infants born weighing less than 5.5 pounds[2]	8.0%	8.6%	14.1%	7.5%	9.0%	6.9%	See note 2	9.0%	7.6%	9.0%
	Percentage of the population without health insurance coverage[2]	19.1%	6.3%	10.1%	17.9%	10.6%	8.0%	20.1%	7.8%	7.9%	9.9%
	Deaths attributed to alcohol or drug poisoning, or suicide (age-adjusted rate per 100,000 population)[2]	52.2	10.8	28.6	17.9	See note 2	42.7	See note 2	See note 2	18.5	51.1
Community	Percentage of adults ages 18 and older who reported volunteer activity during the previous year	21.2%	19.6%	22.8%	17.0%	29.8%	31.7%	See note 2	28.2%	30.8%	24.0%
	Percentage of youth ages 16–24 not in school and not working[2]	18.3%	6.3%	16.6%	12.8%	13.8%	10.0%	13.2%	11.2%	10.8%	11.5%
	Percentage of the population ages 18 and older who are registered to vote	See note 2	38.3%	62.8%	38.6%	See note 2	65.0%	See note 2	See note 2	64.5%	60.9%
	Rate of people incarcerated in jail or prison (per 100,000 population ages 18 and older)[2]	See note 2	See note 2	1608	856	See note 2	274	See note 2	See note 2	82	1108

Boston Public Schools Opportunity Index Overview
Boston Public Schools Opportunity Index Scores
Example of indicators opportunityIndex.org

Equity Appendix C: Tangibles Index

Purpose:
Review data and evaluate the outcomes of current school autonomies especially related to diverse student outcomes, curriculum, discipline data, AP and Advance Course enrollment, and electives to understand the current landscape of offerings and supports in APS schools.

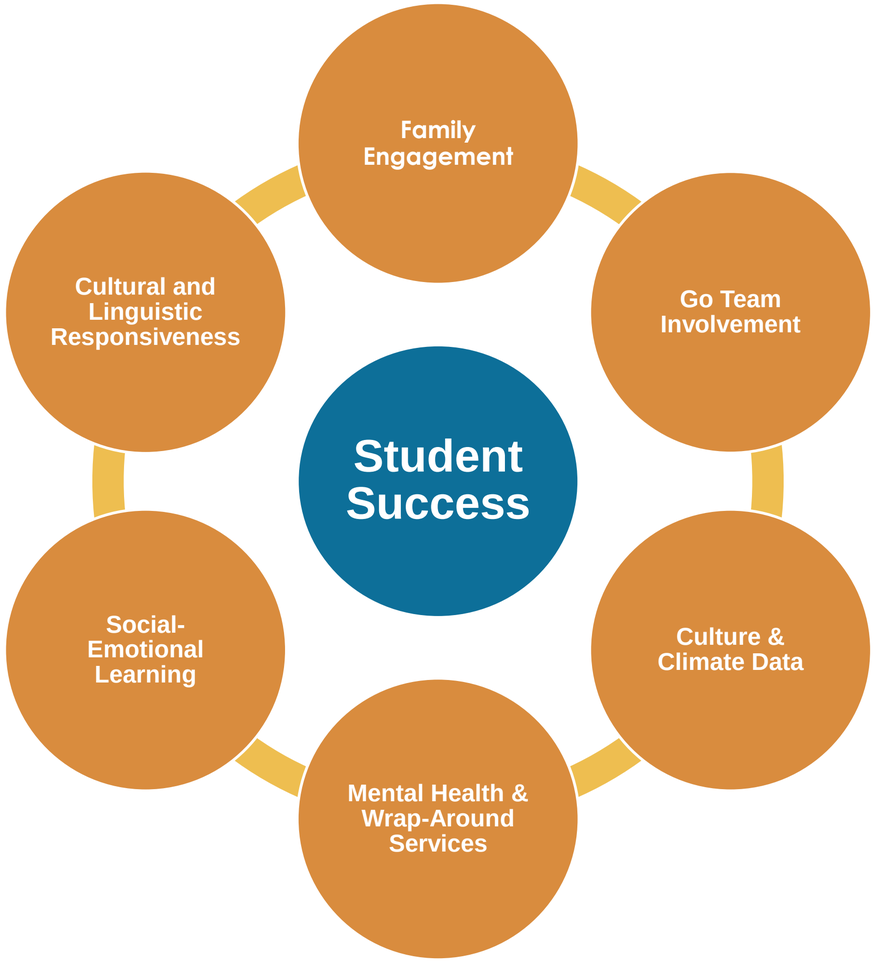
Sample Index Measures



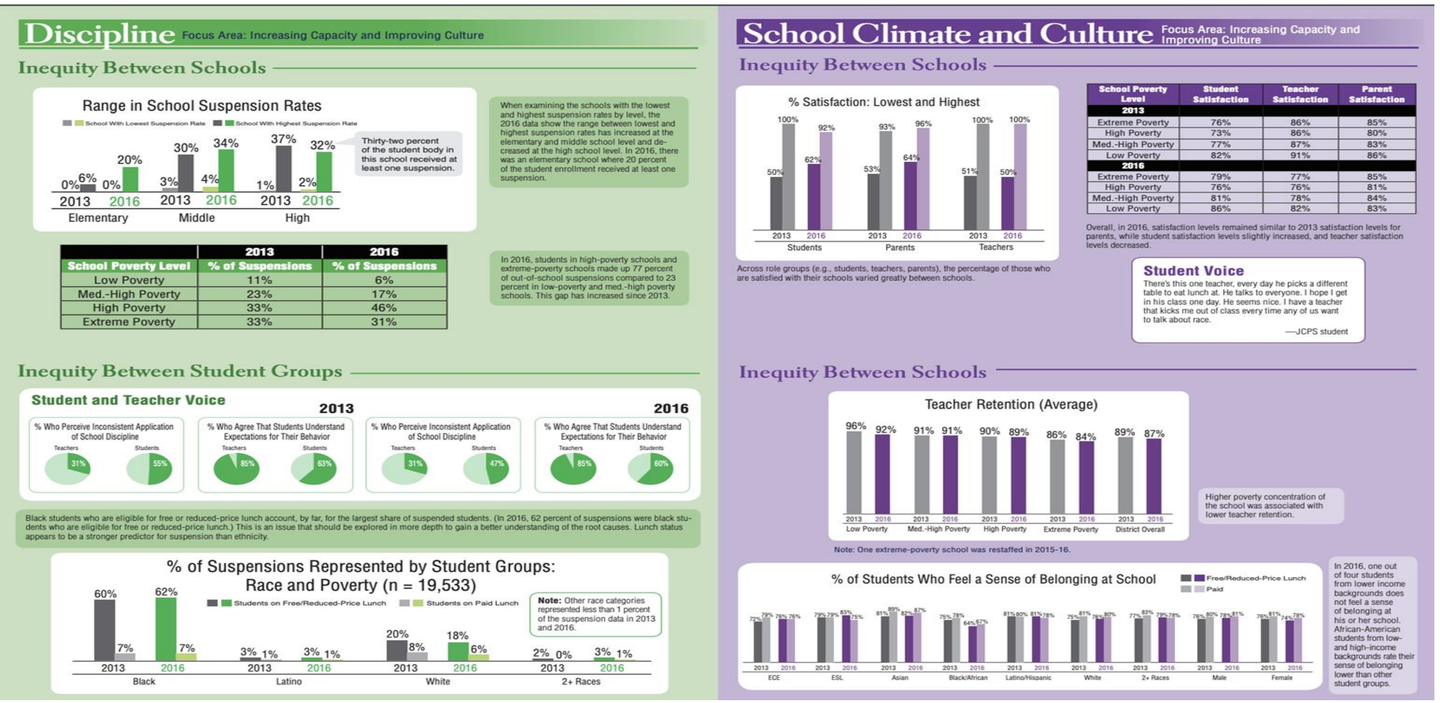
Equity Appendix D: Intangibles Index

Purpose:
Review data and evaluate the outcomes of current school autonomies especially related to socio-emotional learning, restorative practices, mental health supports, and wrap-around services to understand the current landscape related to Whole Child supports in APS schools

Sample Index Measures

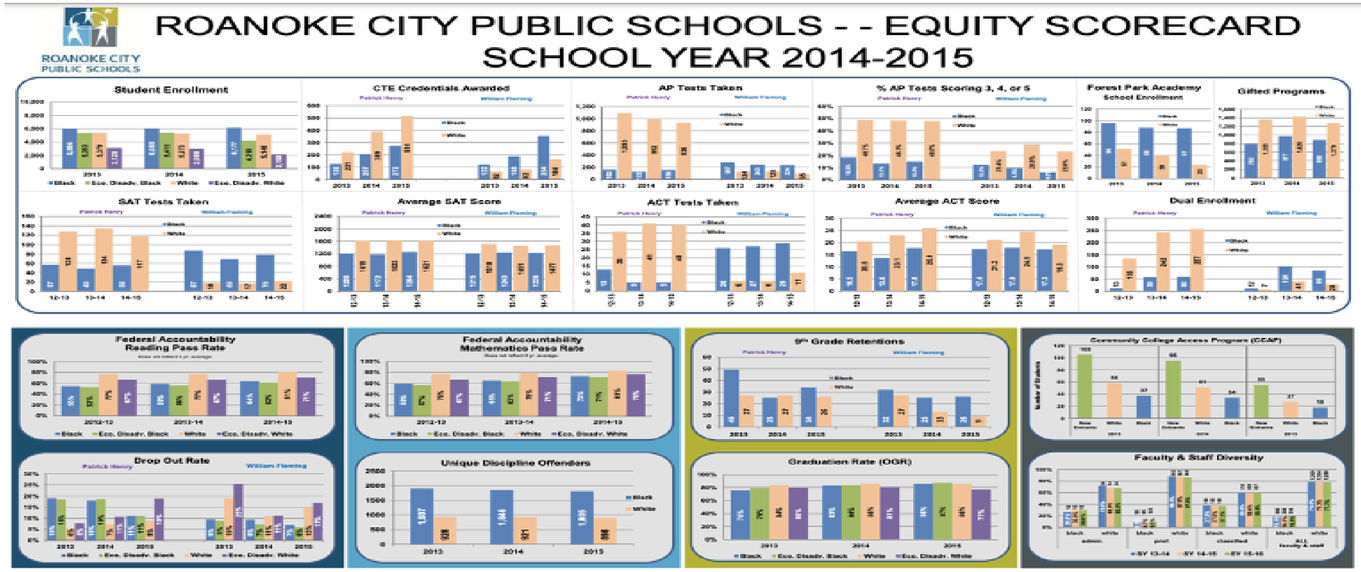


Equity Appendix E: Tangibles & Intangibles Index Examples



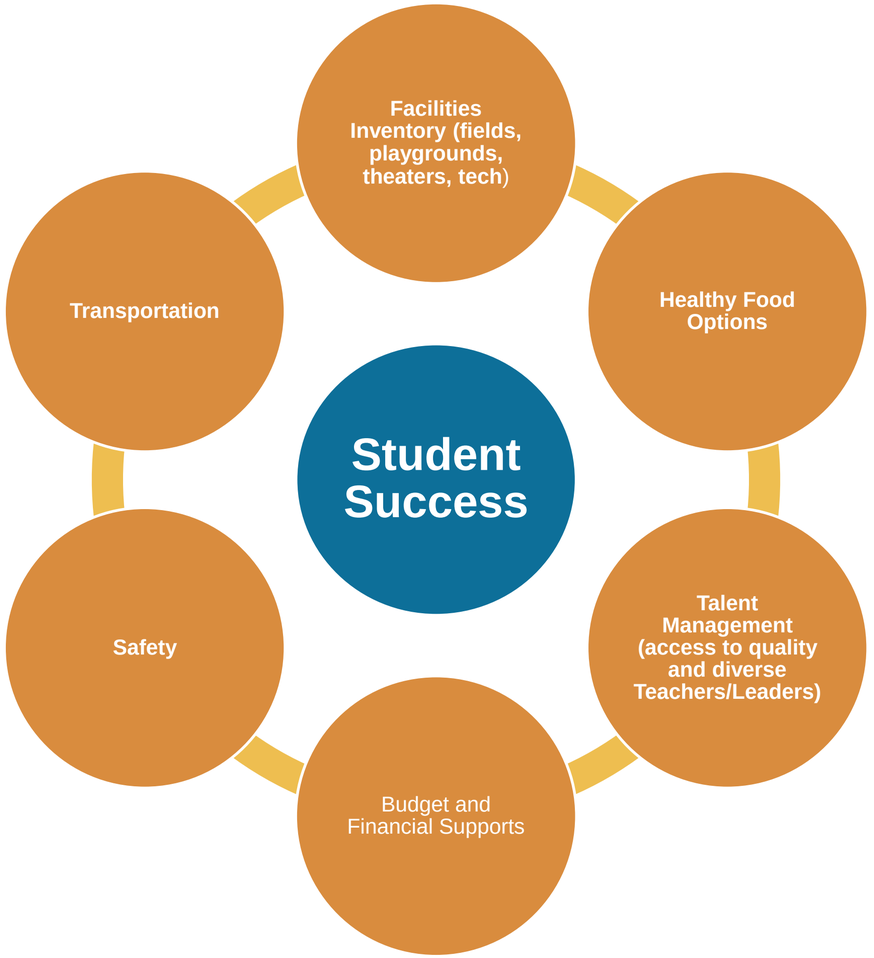
To the left is an example of an Equity Scorecard from Jefferson County Public Schools. We are currently connected to JCPS Office of Equity to learn more about their Equity Scorecard development process. We are looking to build on the Equity Scorecard model. Our Tangibles and Intangibles Indexes will focus our data at the district, cluster and school levels.

To the right is an example from Roanoke City Public Schools. This is an example of many of the indicators used by educational organization in creating an Equity Scorecard. APS's Tangibles & Intangibles Indexes will consider similar indicators, plus more.



Equity Appendix F: School Supports Index

Purpose:

To conduct an assessment of basic school operational needs to ensure the district is not perpetuating systemic inequities through resource allocation and to ensure the district is able to track and monitor our efforts in meeting the minimum expectations as defined by the district -- and other basic needs/conditions that can be used to identify and advance a more equitable future state

Sample Index Measures