



Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Provide equitable access to academically rigorous courses and programs

PLAN
Review the goal area, performance objective, initiative(s), performance measures, and action steps that you are working on for this particular area. What have you completed? What can you celebrate?
<ul style="list-style-type: none"> • The District continues its partnership with Equal Opportunity Schools (EOS) through the Lead Higher Initiative to reduce pervasive socio-economic and racial disparity in the identification of, eligibility of and success of economically disadvantaged students and students of color in both Advanced Placement (AP) and International Baccalaureate (IB) programs. Resources for district participation in elimination inequities in AP and IB programs have been awarded by Google, Jack Kent Cook Foundation, the White House, Tableau Foundation, the College Board, the US Department of Education and Harvard University. • The division completed a data analysis report identifying trends of disproportionality in the identification of economically disadvantaged students and students of color. The report has been shared with the Superintendent and as a result, a full disproportionality remediation plan has been ordered by the Superintendent's office. Work continues in this area through refinement of the gifted eligibility handbook and policies associated with identification of gifted students inclusive of bias-free assessments, discrepancy in representation and realignment of the roles and responsibilities of the local school gifted liaisons. • A formal evaluation of current practices and policies associated with both the identification and eligibility of talented and academically gifted students continues by the Office of Research, Assessment and Grants. Particular emphasis will be placed on disproportionalities in the identification and eligibility of students of color and economically disadvantaged students.
DO
Describe the work of your team in achieving your performance objectives. Specifically address your initiatives and action steps.
<ul style="list-style-type: none"> • Six schools returning for Year 2 in the Lead Hire program include Cedar Grove High School, Arabia Mountain High School, Southwest DeKalb High School, Dunwoody High School, Druid Hills High School, and Stone Mountain High School. The process will continue for six additional schools for the 2017-18 school year. Implementation has begun and schools are in the process of using program data to identify and enroll underrepresented students in Advanced Placement Courses. • The data analysis report outlining disproportionalities in gifted eligibility and the identification of economically disadvantaged students and students of color has been completed and shared with the Superintendent. This report is continually updated.

CHECK

Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?

- Noticeable gains in student outcomes on College Readiness Assessments have been observed, namely SAT, PSAT, ACT, and AP. While desired growth targets have not been fully realized at this time, positive academic outcomes have been noted among students of minority and economically disadvantaged subgroups.
- At the present moment, significant levels of disproportionalities in gifted education remain in existence; however, district initiatives such as My Brother's Keeper and Our Sister's Keeper have been implemented and are designed to reduce and/or eliminate disproportionalities in gifted education among students of color and economically disadvantaged students.

ACT

What are the challenges or obstacles you are facing or anticipating? What needs to change and/or improve to reach your performance targets? How will these changes lead to progress?

- The District still faces challenges with identifying and enrolling underrepresented students in Advanced Placement and IB courses.
- Efforts are underway towards bolstering IB and AP course availability inclusive of writing curriculum for select AP and IB courses in Phase 2 of the curriculum development process.
- The District is still working toward the development of additional preparatory programs for college readiness assessments.