

Georgia Disparities

"Creating Child Centered Learning Experiences That Eliminate Education Disparities at TAG Academy"

	Proficient Learner	Distinguished Learner	% On Grade-Level for ELA
ALL STUDENTS 99.66% Participation Rate	31.04%	10.71%	41.75 %
AMERICAN INDIAN / ALASKAN NATIVE 99.61% Participation Rate	30.47%	12.47%	42.94 %
ASIAN / PACIFIC ISLANDER 99.67% Participation Rate	39.29%	31.96%	71.25%
BLACK 99.61% Participation Rate	23.13%	4.62%	27.75%
HISPANIC 99.85% Participation Rate	26.37%	5.61%	31.98%
MULTI-RACIAL 99.57% Participation Rate	35.40%	13.27%	48.67%
WHITE 99.43% Participation Rate	39.24%	16.13%	55.37%
ECONOMICALLY DISADVANTAGED 99.78% Participation Rate	25.16%	5.19%	30.35%
ENGLISH LEARNERS 99.89% Participation Rate	23.23%	4.71%	27.94%
STUDENTS WITH DISABILITY 99.00% Participation Rate	18.24%	2.20%	20.44%



Sophia is a student at TAG Academy. This is her reality.

	Proficient Learner	Distinguished Learner	% On Grade-Level for Math
ALL STUDENTS 99.62% Participation Rate	33.31%	12.24%	45.55%
AMERICAN INDIAN / ALASKAN NATIVE 99.61% Participation Rate	34.81%	12.90%	46.71%
ASIAN / PACIFIC ISLANDER 99.67% Participation Rate	36.88%	43.20%	80.08%
BLACK 99.76% Participation Rate	24.27%	4.38%	28.65%
HISPANIC 99.83% Participation Rate	31.40%	7.46%	38.86%
MULTI-RACIAL 99.69% Participation Rate	36.84%	14.53%	51.37%
WHITE 99.39% Participation Rate	41.96%	18.16%	60.12%
ECONOMICALLY DISADVANTAGED 99.74% Participation Rate	28.26%	6.11%	34.37%
ENGLISH LEARNERS 99.88% Participation Rate	29.35%	8.03%	37.38%
STUDENTS WITH DISABILITY 98.92% Participation Rate	21.23%	3.50%	24.73%

This data was taken from the GADOE 2018 Milestone results.

**Problem Solver
Design Thinker
Critical Thinker
Creative Thinker
Collaborator
Great Communicator
Technology Literate
Flexible
Content Master**



Sophia's Learning Wishes

- ▶ I wish I could be responsible for the majority of my thinking, speaking, and doing in the classroom
- ▶ I wish I could spend the majority of class time thinking, reading, writing, discussing, analyzing, or problem solving as they complete standards-aligned tasks/prompts.
- ▶ I wish I could regularly make connections to my life, the world around me, and my individual goals and aspirations.
- ▶ I wish I could be challenged regularly by applying learning by solving real-world problems/tasks through multiple standards-aligned assessment opportunities.
- ▶ I wish I could be fully and readily prepared to answer the questions: What are you learning? How does it help you in this class? How is it connected to other areas of study and your daily life?
- ▶ I wish I could respond through work products, and interactions demonstrate mastery and conceptual understanding of the lesson objective and their ability to apply learning through multiple methods
- ▶ I wish I could regularly make connections to my life , the world around me, and my goals and aspirations.



Tuskegee Airmen Global Academy

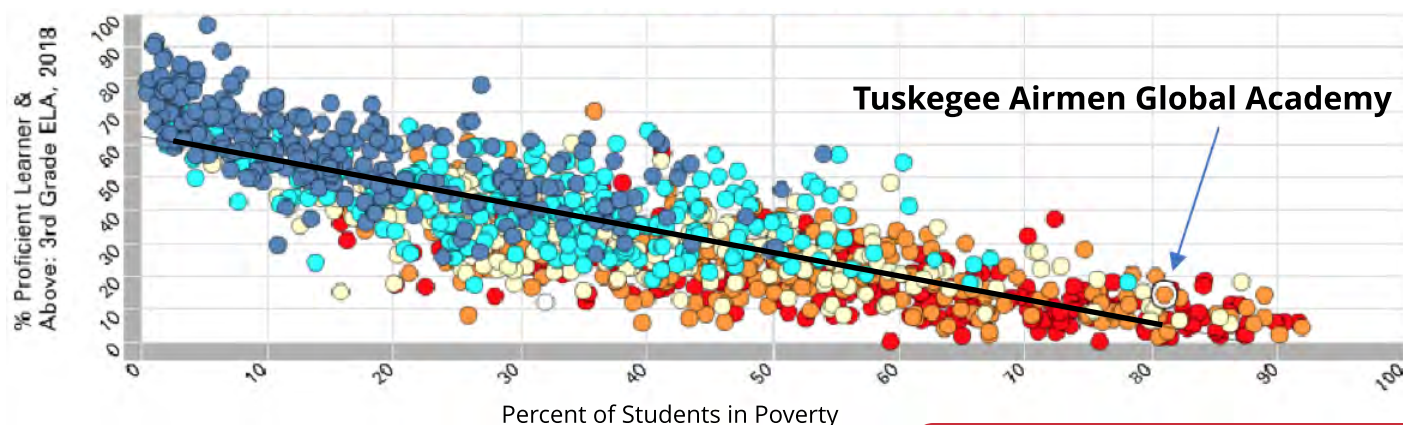
1654 S Alvarado Terrace SW, Atlanta, GA 30311

STRONG COMMUNITIES SCHOOLS

Tuskegee Airmen Global Academy is a 6.7 million dollar organization located in the Cascade Avenue Community. Our aim is to provide best practices and innovative solutions to educate children aged 5-12. We have a 10 member advisory board (GO TEAM), approximately 646 students, and over 60 staff members.

According to the Governor's Office of Student Achievement, Tuskegee Airmen Global Academy performed higher than similar schools on the College and Career Ready Performance Index (CCRPI). The beating the odds designation states TAG performed better than predicted based on school characteristics, such as make-up of student body, grades served and enrollment.

BEATING THE ODDS



Academic Barriers

- ~ 97% of our students are economically disadvantaged
- ~ 12% of our students have learning disabilities
- ~ 43% student mobility rate
- ~ School size: 646 students

Literacy is Tuskegee Airmen Global Academy's main priority. Students Lexile measures a student's readability and comprehension of grade level text. This is measured annually by the Georgia Milestones End Of Grade Assessment.

FACING OUR CHALLENGES

25% of our students are reading below grade level.



follow us @APSTAGAcademy

Yolanda Weems, Principal ~ Nechelle Sharpe, Assistant Principal ~ Marco Pitts, Assistant Principal
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Research | Analytic | Policy

A Data Science Professional Learning

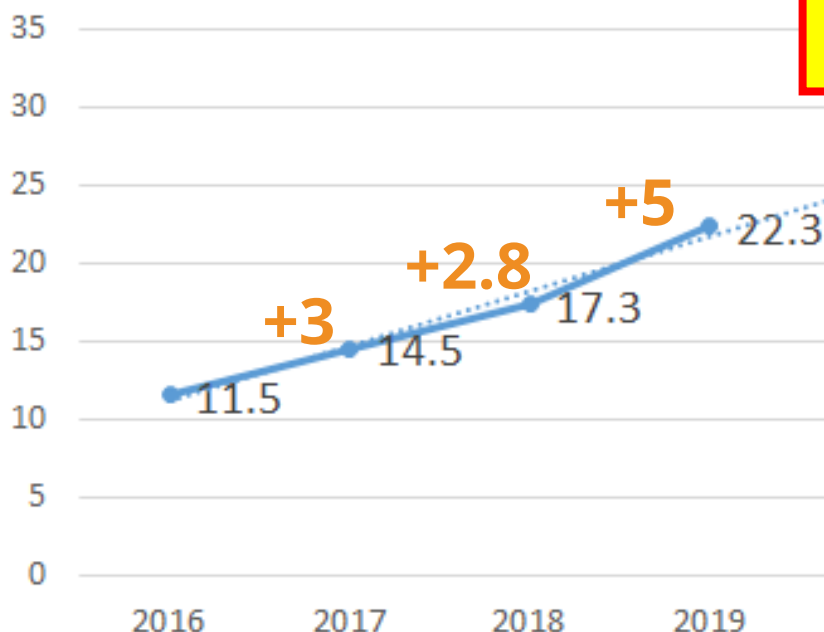
R.A.P. PLC will be implemented through a Data Science process.

Research factors influencing student learning will be collected using quantitative methods such as assessment and attendance and qualitative methods such as student focus groups, interviews, and surveys. The information will be **analysis** through analytic programs such as STAR, Excel, Phoenix 2.0, and Tableau. The results of the data analysis will be communicated in the form of a data story. The data story will be leveraged to determine **policy** (strategies) for improving students learning through intervention, enrichment opportunities and learning experiences.

In 2016, APS initiated the Turnaround Strategy with a focus on the lowest-performing schools.

Between
2016-2019

3 out of the 17 Turnaround Schools had double digit gains.



Total = 10.8

Turnaround Schools	
2016-2019 ALL subject proficient and above	
Towns	+12.7
TAG	+10.8
Hollis	+10.6

Getting Literacy Right...

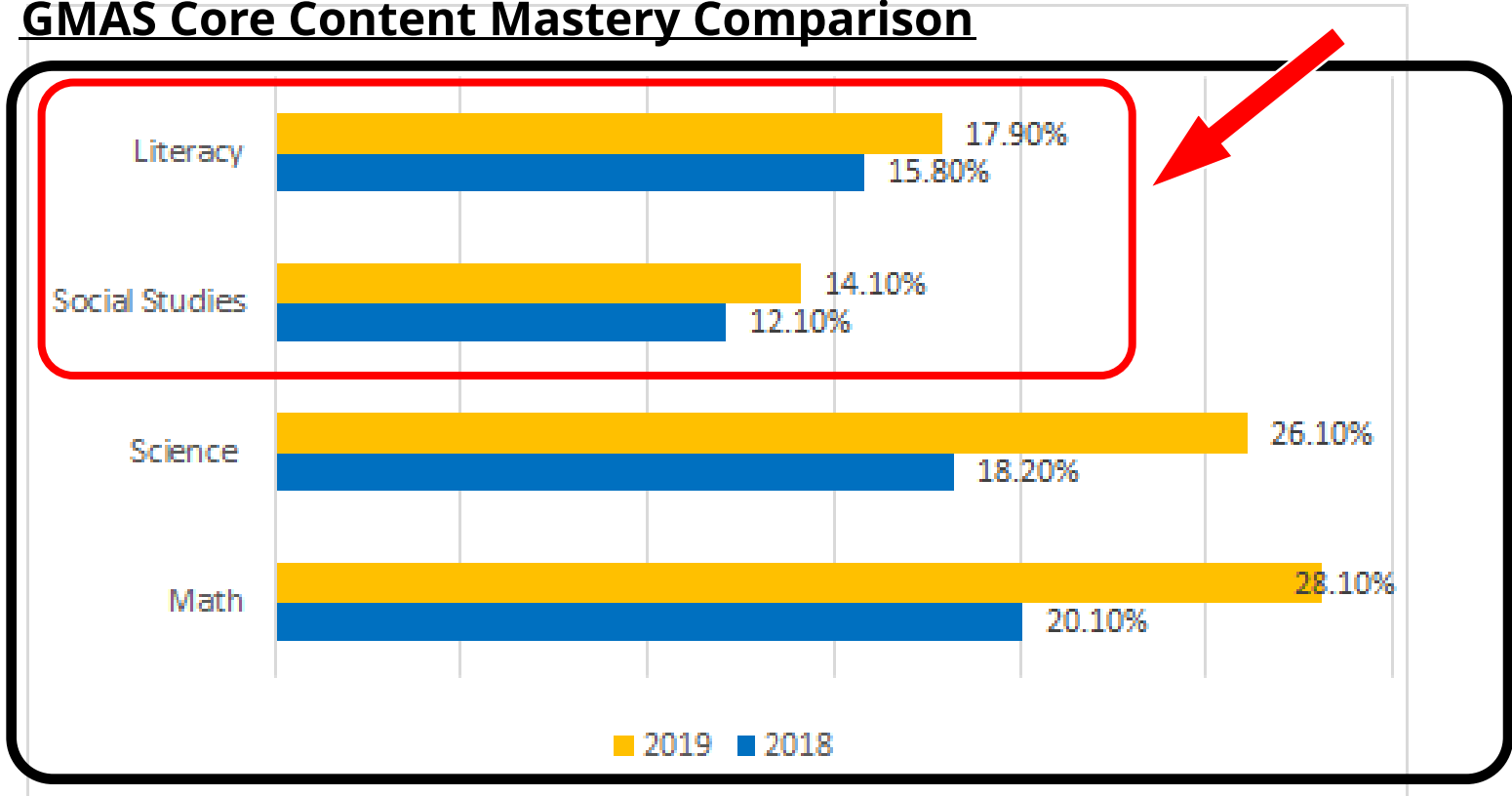
"TAG Will Outwork Yesterday"

Q: Why literacy?

A: Minimal growth.

A: Continues from SY 18-19

GMAS Core Content Mastery Comparison



C H A N G E R A T E

2.0%
| SOCIAL STUDIES

2.1%
| LITERACY

7.9%
| SCIENCE

8.0%
| MATH

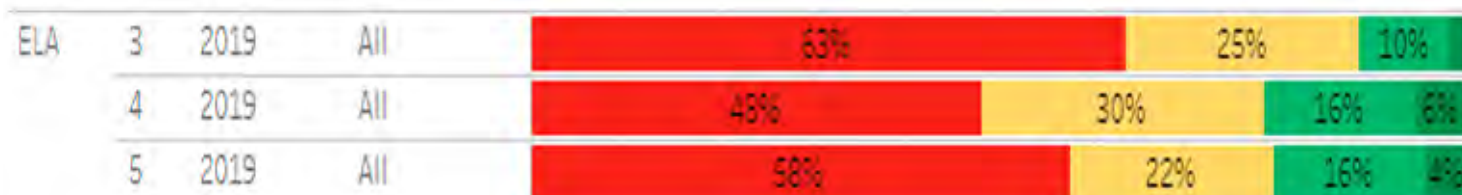


**The largest
year-over-year
increase**

THE CALL TO ACTION :

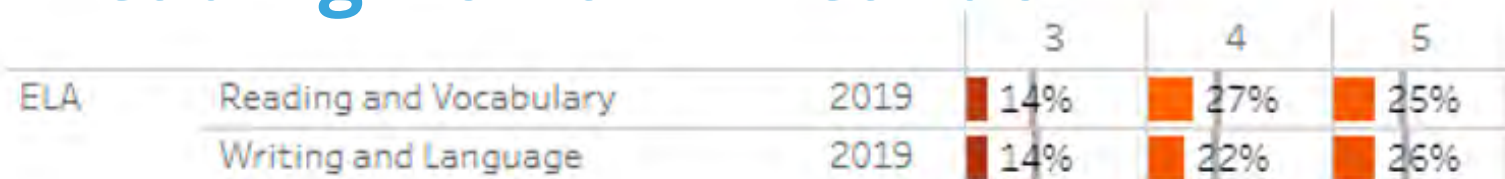
The Tiered Breakdown

Grade-Band Breakdown



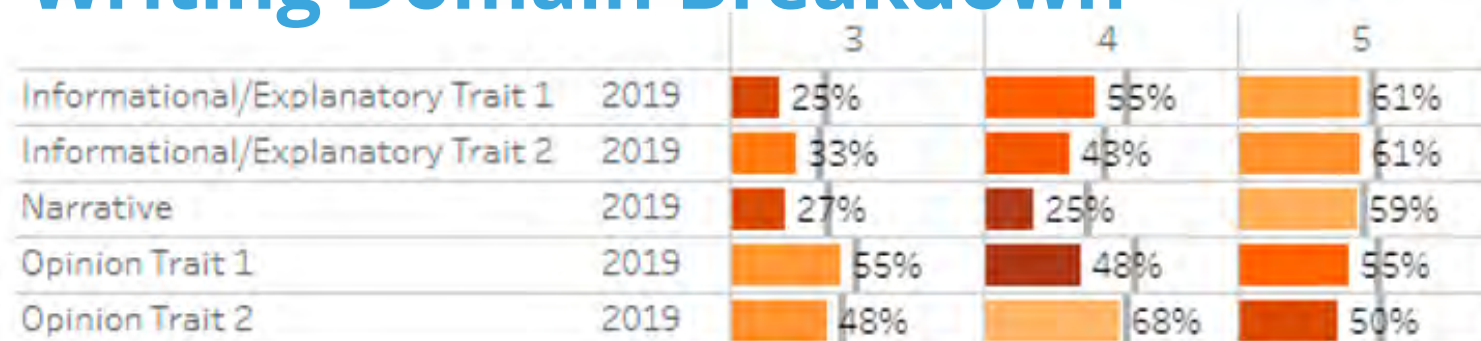
Analysis | More students in grade 3 scored at the beginner level category. The 3rd grade had the least amount of students in the proficient and/or distinguished category. In the 4th and 5th grade there are more students that scored in the proficient and distinguished category.

Reading Domain Breakdown



Analysis | Students in 3rd grade scored similarly in both the reading and writing domains. The 4th grade students had more students that scored higher in the reading and vocabulary domain in comparison to the writing domain. In 5th grade there was a slightly higher score in reading and vocabulary domain in comparison to the writing and language domain.

Writing Domain Breakdown

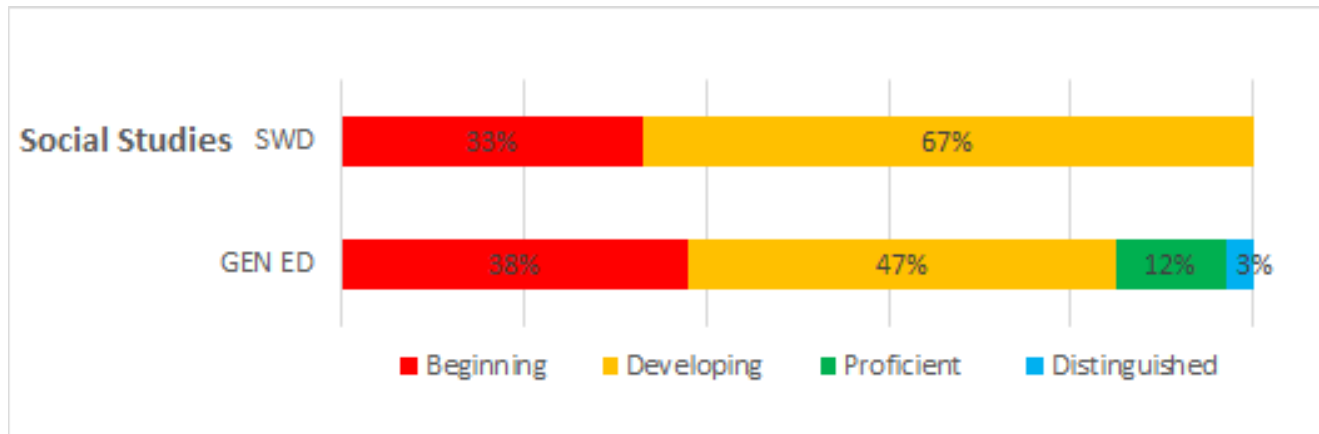


Analysis | Students in 3rd, 4th, and 5th grade performed lower than the benchmark in each domain of writing.

THE CALL TO ACTION :

The Tiered Breakdown

Grade-Band Breakdown



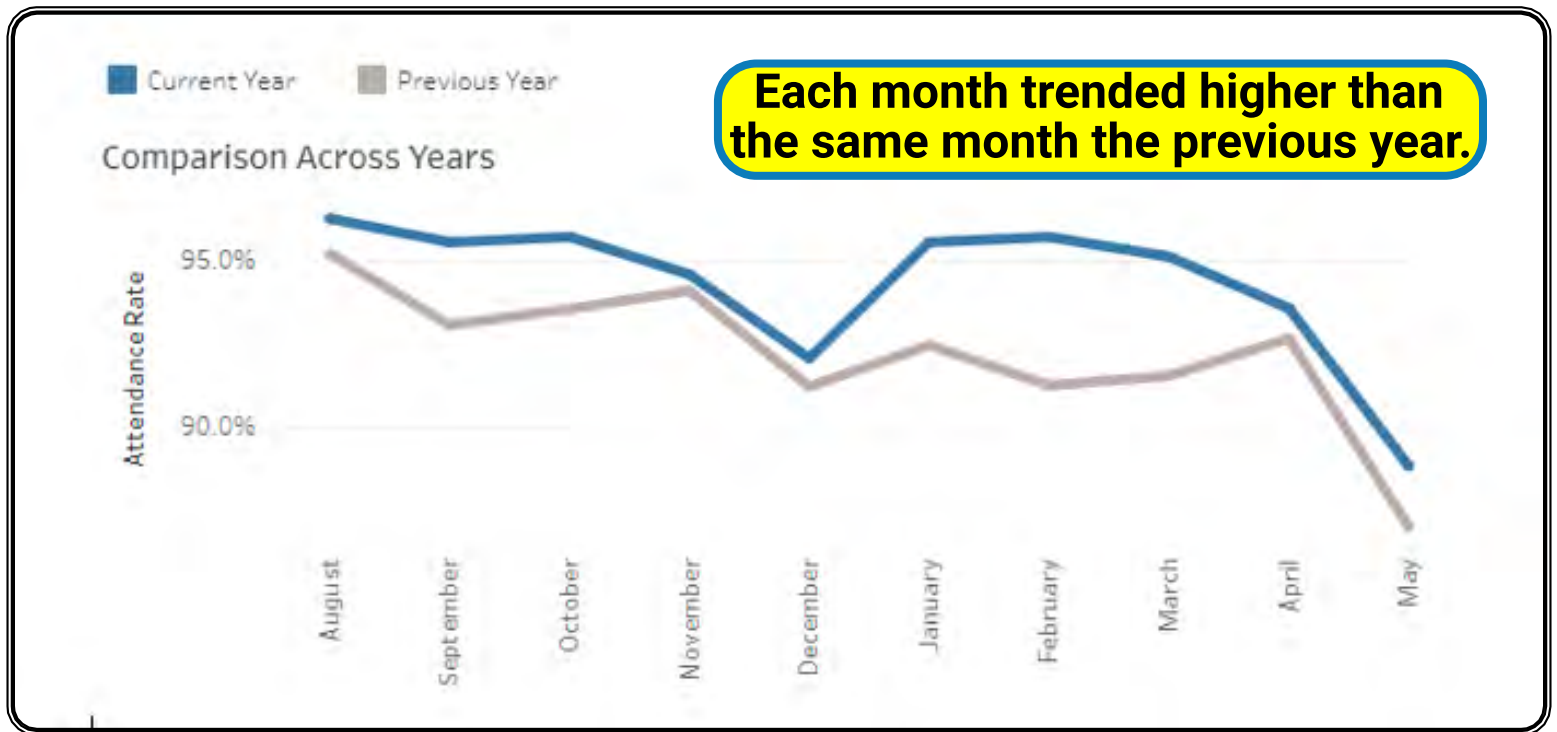
Analysis | Students with disabilities (SWD subgroup) outperformed their GEN ED counterparts on the Social Studies GMAS; less students scored at the beginner level category, while more scored developing 67% in comparison to the GEN ED 47%. There were no SWD scoring proficient and/or distinguished categories.

Social Studies Domain

Soc	Economics	2019						23%
	Geography	2019						27%
	Government/Civics	2019						33%
	History	2019						14%

Analysis | The Social Studies assessment is comprised of 4 domains. Students had performance challenges in the History domain. In comparison Government/Civics domain double the History domain performance and is in line with the district average.

Attendance Matters: Trending Higher



83.3% Meeting CCRPI Criteria

91.36% GA
85.78% APS

The attendance rate for TAG Academy is below the State of Georgia & APS.

Daily attendance rate by grade-level.

* Kindergarten had the lowest daily attendance rate.

