



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

<b>PLAN</b>	
<b>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?</b>	
<ul style="list-style-type: none"> <li>The District was selected through a competitive application process to partner 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.</li> <li>The division has completed a data analysis report identifying trends of disproportionality in the identification of economically disadvantaged students and student 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 has begun 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.</li> </ul>	
<b>DO</b>	
<b>Describe the work of your team in achieving your performance objectives. Specifically address your initiatives and action steps.</b>	
<ul style="list-style-type: none"> <li>Six schools have been selected to participate in the Lead Hire program (Cedar Grove High School, Arabia Mountain High School, Southwest DeKalb High School, Dunwoody High School, Druid Hills High School, and Stone Mountain High School). Pre-implementation meetings have been held with the National Superintendent, the DeKalb Superintendent, the principals of the six schools and the Curriculum and Instruction leadership to determine initial steps for program implementation.</li> <li>The data analysis report outlining disproportionalities in gifted eligibility and the identification of economically disadvantaged students and student of color has been completed and shared with the Superintendent.</li> <li>A gifted audit was commissioned by the Superintendent and completed by an external organization. Results of the audit provided the District with recommendations for eliminating existing disproportionalities in DeKalb's gifted education program.</li> </ul>	
<b>CHECK</b>	
<b>Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?</b>	
<ul style="list-style-type: none"> <li>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</li> </ul>	

this time, positive academic outcomes have been noted among students of minority and economically disadvantaged subgroups.

- Currently, significant levels of disproportionalities in gifted education remain in existence; however, recent district initiatives such as My Brother's Keeper and My Sister's Keeper are in the early implementation phase 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 the formulation of a comprehensive, Advanced Placement program course curriculum. Additionally, the District is working toward improving the central leadership and management of advanced academic programs through additional staff.
- The District is working toward the development of additional preparatory programs for college readiness assessments.