100 Day

PROGRESS UPDATE

ATLANTA PUBLIC SCHOOLS

ONE DISTRICT. ONE GOAL. EVERY CHILD.

LETTER FROM THE BOARD CHAIR

Dear Atlanta Public Schools Community,

For more than 150 years, Atlanta Public Schools has been a cradle for educating and nurturing individuals from all walks of life. From its humble beginnings as three grammar schools and two high schools, Atlanta Public Schools has evolved into a diverse district that includes 87 learning sites across the city. Each institution weaves vital pieces into the tapestry of the APS story.

At Atlanta Public Schools, we reflect on yesterday, execute today, and prepare for tomorrow. In August 2024, the board unanimously selected Dr. Bryan Johnson as our new Superintendent. We are grateful for his leadership and are excited for the days ahead.

The board looks forward to working alongside him to make Atlanta Public Schools the best urban school district in the country. As we embark on this journey together, we are proud of the positive impact Dr. Johnson has made during his first 100 days at Atlanta Public Schools.

With deepest gratitude and a call to collective action,

Erika Y. Mitchell
Board Chair / District 5 Atlanta Board of Education
Atlanta Public Schools

LETTER FROM THE SUPERINTENDENT

Atlanta Board of Education and Atlanta Public Schools Community:

My first 100 days (of the APS school year; of my serving as the Superintendent of APS) have focused on listening, learning, and engaging with students, parents, teachers, community members, civic leaders, and administrators. This is part of my concerted effort to discover how we ensure our children are poised to lead in the years that lie ahead.

During these first 100 days, I have drawn from many of the leaders on whose shoulders I stand. Two individuals who particularly stand out are Dr. Alonzo Crim, former superintendent of APS, and Dr. Benjamin Elijah Mays, former Atlanta Board of Education Chair and President of Morehouse. These men are giants in education and in the history of Atlanta. In fact, their words and the actions that they lived by inspired our focus for this introduction to the state of the district.

Dr. Mays stated, "It's not failure, but aiming too low, that is life's greatest tragedy."

As our district pursues "Excellence Everywhere," we commit to this mantra being the only option for our children. Dr. Crim aimed for the children of Atlanta to reach their full potential through what he called a community of believers. This meant that civic, philanthropic, and education leaders, parents, and everyone else must be engaged in preparing our children for success.

The district leaned into professional learning in the areas of Reading and Math. They focused on elementary curriculum development and what they called "alternative education planning," emphasizing career preparation. There was intentionality in collaboration between and amongst the schools.

The desire to see APS succeed is evident in our community from all stakeholders. Now, we must lean into what's working and strategically abandon what's not. We need our "community of believers" to excel and ensure every child reaches their fullest potential. I am grateful for your support during my first 100 days and look forward to continuing our collective efforts to enhance the educational experience of every student in Atlanta Public Schools.

Dr. Bryan Johnson
Superintendent, Atlanta Public Schools

Howard Middle School

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ENGAGEMENT
BY THE NUMBERS

Over 1,000
Unique Registrations to
Community Listening Sessions

More than 75
Schools and Programs Visited

2
APS Student Office Hours
High School & Middle School
Students

3
APS All-Staff Office Hours with
at least 200 employees in each one
Questions & Answers

More than 200
Meetings with Individual Stakeholders,
Groups, and Organizations

10
Community Listening Sessions
One in Every Cluster, plus
Spanish-speaking Families

4,738
Let's Talk Dialogues

Approximately 500
Classrooms Visited

461
100-Day Plan Survey Responses

ENGAGEMENT

Community Engagement Themes (Overall)

Student Mental Health and Well-being	**Teacher and Staff Support**	**Equity in Access to Programs**	**Parent and Community Engagement**	**Safety and Security**
Discussions about SEL programs, mental health screening and resources for student well-being.	Need for improved professional development, better pay, and reduced workload.	Uneven access to advanced programs, gifted education, and special education services.	Concerns about communication systems, virtual meeting options, and integration of digital tools like Infinite Campus.	Focus on enhanced safety measures, weapon detection, emergency preparedness, and drug prevention.

> *Our literacy strategy needs to extend to middle and high school students struggling with basic reading.*

> *Special education students often don't receive the resources they need, and parents are left advocating without clear communication from schools.*

> *Instead of punishing students for acting out, we need to understand the underlying issues and provide support, not just consequences.*

Community Engagement Themes (By Community)

Carver	**Douglass**	**Jackson**	**Mays**	**Midtown**
• Lack of Resources & Equity in Schools • Concerns about Teacher & Staff Support • Communication & Accessibility Challenges	• Safety & Emotional Support • Equity in Educational Quality • Family & Community Engagement	• Overcrowding & Facility Challenges • Equity in Access to Programs & Resources	• Employee Compensation & support • Special Education & Inclusive Practices • Curriculum Consistency & Alignment	• Assessment Feedback & Alignment • Special Education & Gifted Support • Safety & Mental Health • School Capacity

North Atlanta	**South Atlanta**	**Therrell**	**Washington**	**Spanish Families**
• Resource Allocation & Budget Concerns • Challenges within APS • Equity in Education & Program Accessibility	• Focused Equity in Student Achievement • Community Engagement & Support	• Parent & Community Engagement • Resource Allocation & Equity	• Community & Student Support Needs • Vocational & Arts Programming • Attendance & Discipline	• Safety & Security • Parent & Community Engagement

> *Nothing compares to the experience of a high school student stepping onto a college campus to take classes.*

> *Our principal and teachers genuinely care about the students, and that makes a big difference in the culture of our school.*

> *My new freshman tells me that the new cafeteria menu is great! Lots of options and food is really good so far…*

ENGAGEMENT

Staff Engagement Themes

Prioritize equity resource allocation	Equity in compensation and stipends	Investment aligned to outcomes	Foster transparent community and feedback platforms	Improve teacher training
Targeted support for exceptional students	Enhance literacy and numeracy initiatives	Address attendance issues	Increase mental health resources	
Discuss enrollment challenges and school mergers	Understand organizational structure and vision	Career growth and leadership development	Seek feedback and advice prior to decision-making	Expand career & vocational opportunities

> *Burnout is a real issue. Teachers and staff need access to wellness programs and better work-life balance.*

Student Engagement Themes

Mental health support	Consistent grading practices	Access to resources and opportunities	Exceptional Education support	Internships & mentorship
Communication to students	Lesson and assessment alignment	Connecting academics to real-life	Address bullying	Lunch process and time

> *Let students have a seat at the table when policies are being made. We know what works and what doesn't in our schools.*

OVERVIEW

1. Current State

Understand the strengths and opportunities throughout the district through data analysis

2. 100-Day Plan Actions

Review what we did and what we learned throughout over 40 actions in the 100-Day Plan

3. Promising Practices

Check out the schools outperforming their peers and the supporting research for their strategies

4. Next Steps

Explore the actions we plan to take over the next 100 days and beyond

ATLANTA PUBLIC SCHOOLS

FOUR PRIORITIES OF 100-DAY PLAN

ACADEMIC ACCELERATION

EQUITY

STUDENT & STAKEHOLDER ENGAGEMENT

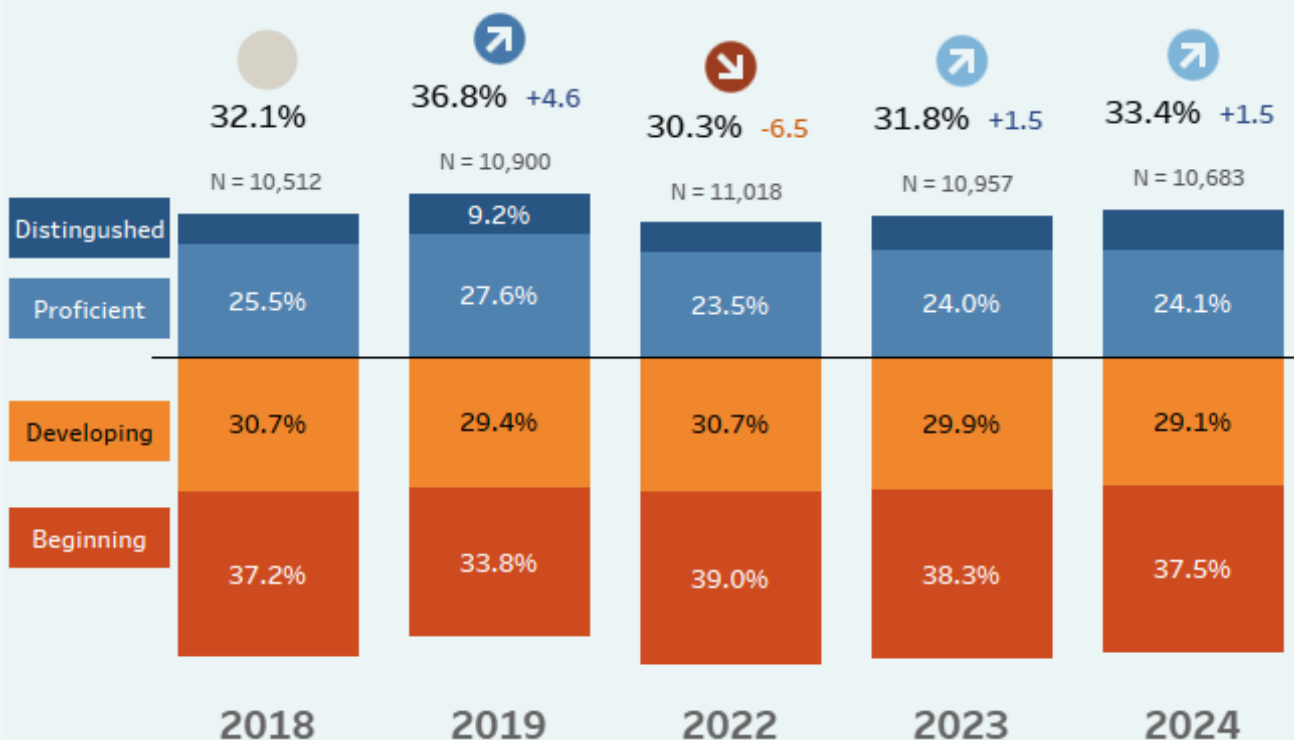**ACCOUNTABILITY & OPERATIONAL EXCELLENCE**

ATLANTA PUBLIC SCHOOLS

OUR CURRENT STATE

ACADEMIC ACCELERATION

% of Elementary Students Scoring Proficient or Distinguished on ELA Milestones

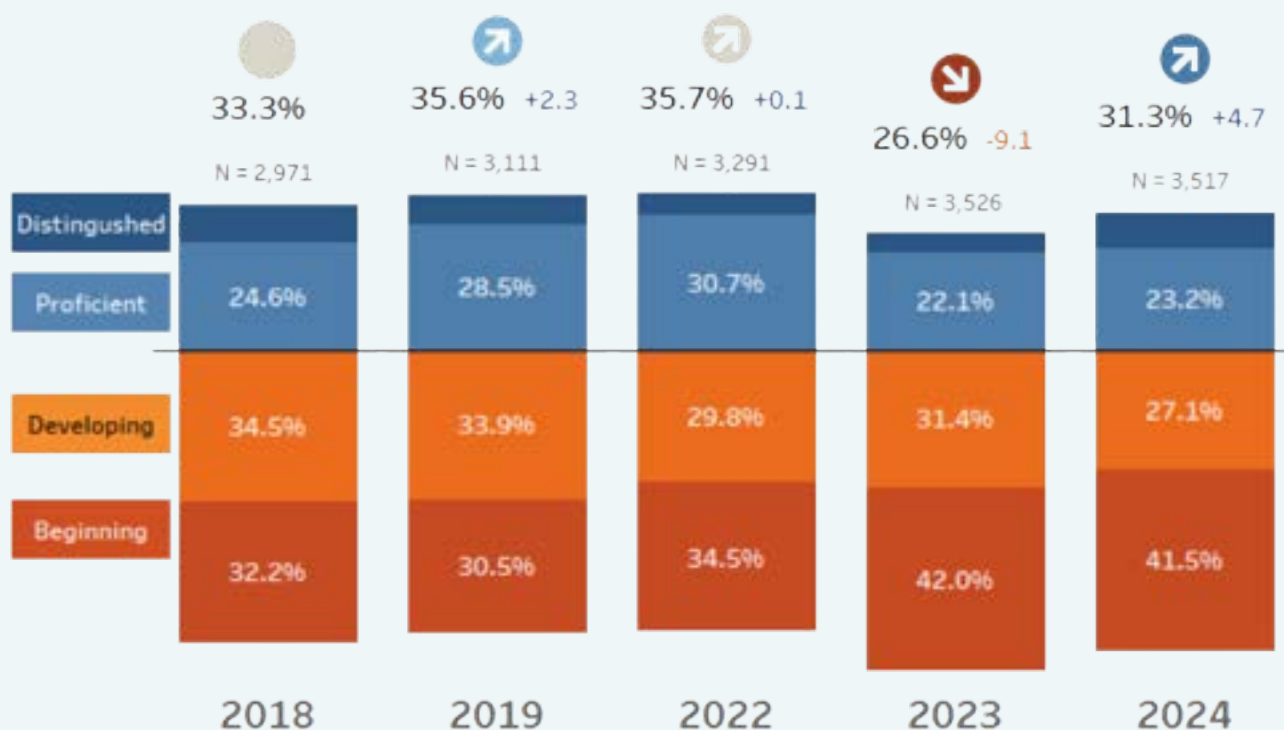|	2018	2019	2022	2023	2024
	34.2%	37.1% +2.9	31.2% -6.0	34.7% +3.5	37.5% +2.8
	N = 13,605	N = 13,608	N = 11,837	N = 11,791	N = 11,763
Distinguished	10.2%	13.2%	10.3%	12.8%	14.4%
Proficient	24.0%	23.9%	20.8%	21.9%	23.1%
Developing	27.9%	26.8%	25.2%	25.0%	23.9%
Beginning	37.9%	36.0%	43.6%	40.3%	38.6%
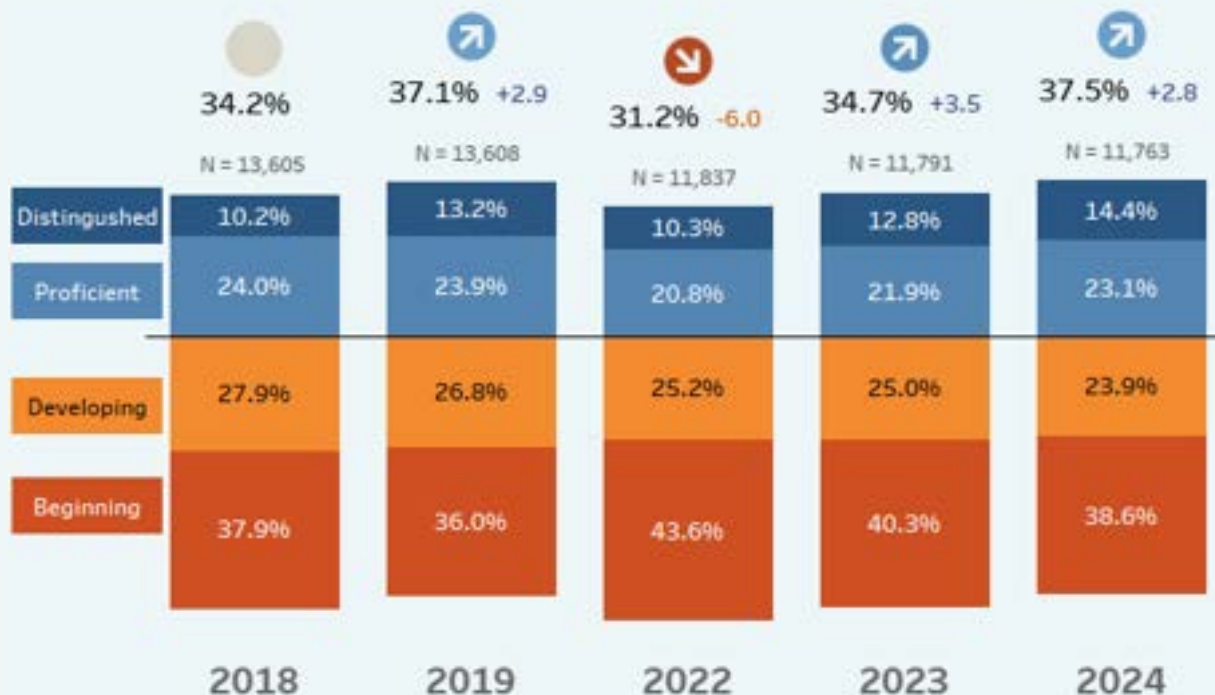
In 2024, the percentage of students scoring Proficient or Distinguished on the Milestones End of Grade exam in grades 3-5 increased 2.8 percentage points from 2023 to 37.5%, exceeding the 2019 high of 37.1% and increasing 6.3 percentage points from 2022. However, the percentage of students in the Beginning category has increased 2.5% since 2022, suggesting additional supports are needed for our lowest-performing students.

% of Middle School Students Scoring Proficient or Distinguished on ELA Milestones

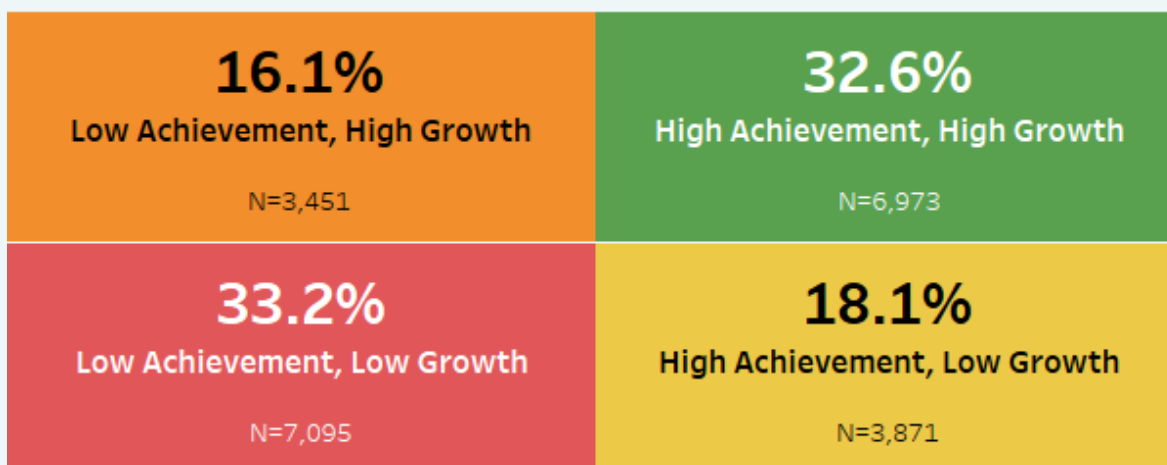|	2018	2019	2022	2023	2024
	32.1%	36.8% +4.6	30.3% -6.5	31.8% +1.5	33.4% +1.5
	N = 10,512	N = 10,900	N = 11,018	N = 10,957	N = 10,683
Distinguished		9.2%			
Proficient	25.5%	27.6%	23.5%	24.0%	24.1%
Developing	30.7%	29.4%	30.7%	29.9%	29.1%
Beginning	37.2%	33.8%	39.0%	38.3%	37.5%

Middle school students' ELA test scores have improved year over year since 2022, but have not yet returned to 2019 levels, and growth is slower than among elementary students. Scores among students in grades 6-8 experienced a 6.4% decrease in proficiency from 2019 to 2022. In 2024, 33.4% of students in grades 6-8 scored Proficient or Distinguished in Milestones End of Grade exams.

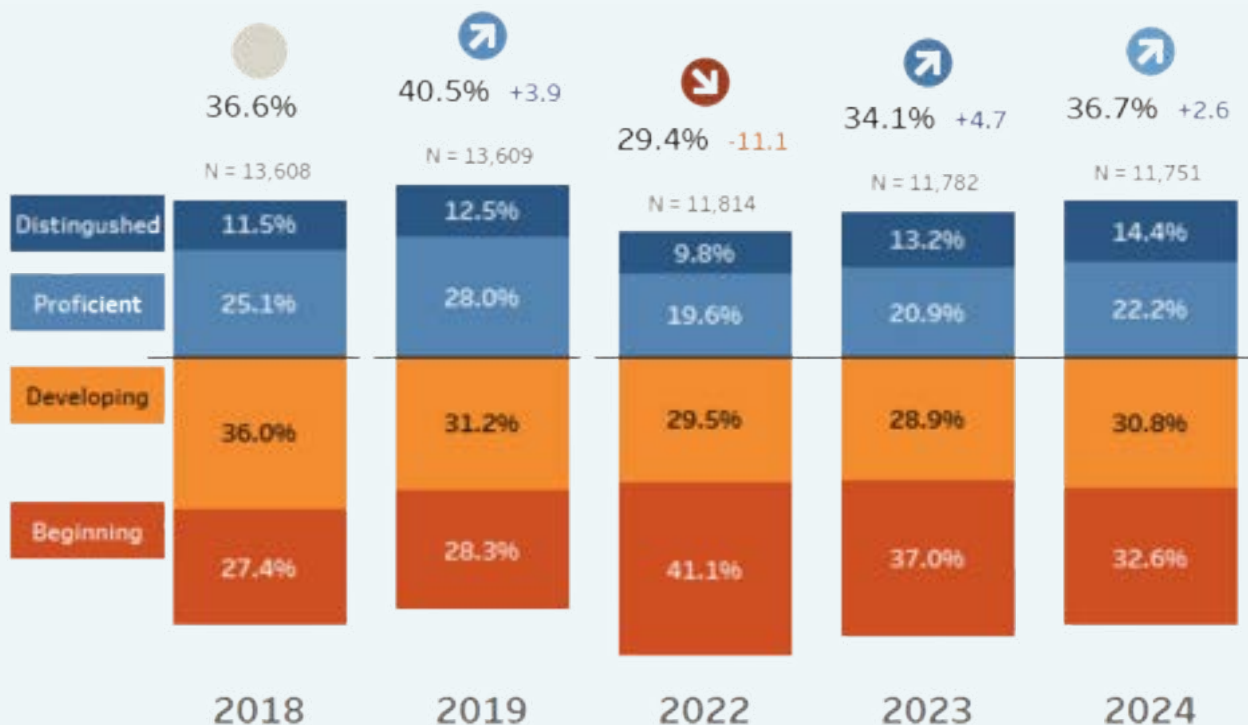**% of High School Students Scoring Proficient or Distinguished on ELA Milestones**

	33.3%	35.6% +2.3	35.7% +0.1	26.6% -9.1	31.3% +4.7
	N = 2,971	N = 3,111	N = 3,291	N = 3,526	N = 3,517
Distinguished / Proficient	24.6%	28.5%	30.7%	22.1%	23.2%
Developing	34.5%	33.9%	29.8%	31.4%	27.1%
Beginning	32.2%	30.5%	34.5%	42.0%	41.5%
	2018	2019	2022	2023	2024

In SY2023-2024, the percentage of students scoring Proficient or Distinguished on the American Literature Milestones End of Course Exam reached 31.3%, an increase of 4.7 percentage points from the previous year. This rate is still lower than rates were in SY2021-2022 and earlier. The majority of American Literature EOC exams are taken by students in grade 11 (over 70% in 2024).

MAP Growth and Achievement Percentile Quadrants, Reading, Fall-Spring SY2023-24

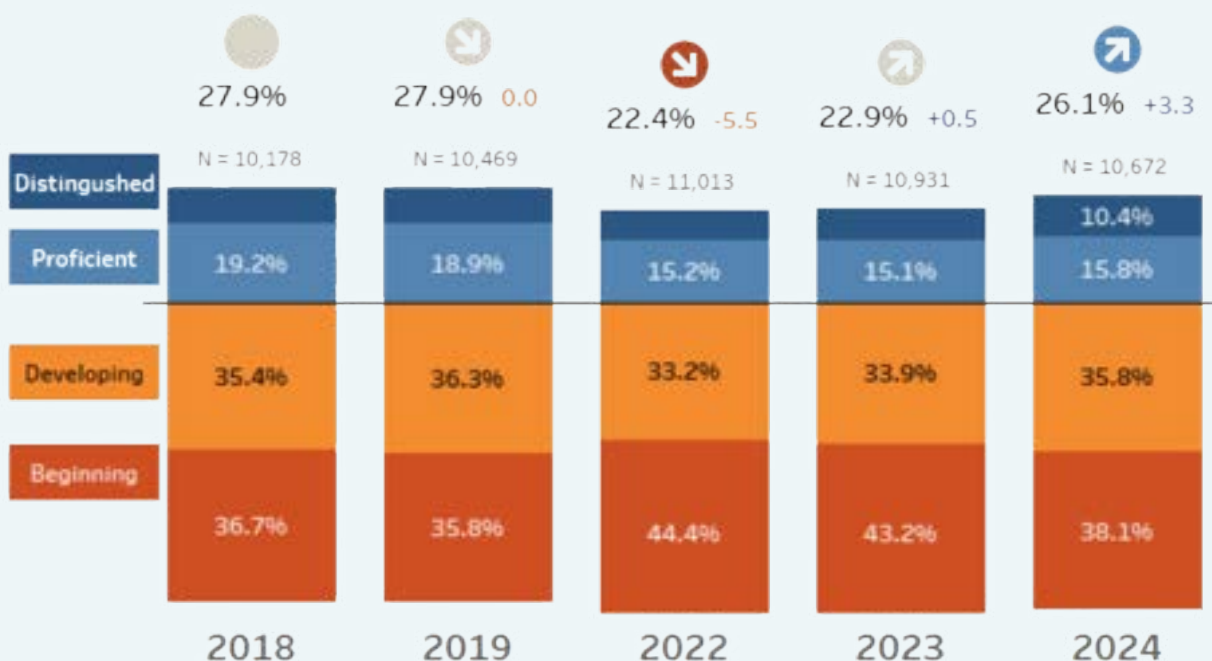| 16.1% Low Achievement, High Growth N=3,451	32.6% High Achievement, High Growth N=6,973
33.2% Low Achievement, Low Growth N=7,095	18.1% High Achievement, Low Growth N=3,871

From Fall 2023 to Spring 2024, 48.7% of elementary and middle school students achieved High Growth throughout the year, meaning they met or exceeded the 50th percentile of growth. 51.3% of students' growth was below the 50th percentile. Growth can be a useful metric for understanding how much students learned throughout the school year. Meanwhile, 50.7% of students met or exceeded the 50th percentile for achievement. Students with High Growth and High Achievement are overrepresented, as are Low Achievement and Low Growth. While higher-achieving students continue to grow, lower-achieving students are not seeing the same benefits.

ACADEMIC
ACCELERATION

% of Elementary Students Scoring Proficient or Distinguised on Math Milestones

	2018	2019	2022	2023	2024
	36.6%	40.5% +3.9	29.4% -11.1	34.1% +4.7	36.7% +2.6
	N = 13,608	N = 13,609	N = 11,814	N = 11,782	N = 11,751
Distingushed	11.5%	12.5%	9.8%	13.2%	14.4%
Proficient	25.1%	28.0%	19.6%	20.9%	22.2%
Developing	36.0%	31.2%	29.5%	28.9%	30.8%
Beginning	27.4%	28.3%	41.1%	37.0%	32.6%

Prior to 2020, Math proficiency rates among elementary students were higher than ELA proficiency rates. However, between 2019 and 2022, students in grades 3-5 showed an 11.5 percentage point drop in math proficiency rates compared to their earlier cohorts, and the 2024 rate remains 3.8 percentage points below the 2019 high. Year-over-year growth since 2022 is trending upward; however, the number of students in the Beginning achievement category has increased more than 5 percentage points since 2018.

% of Middle School Students Scoring Proficient or Distinguised on Math Milestones

|	2018	2019	2022	2023	2024
	27.9%	27.9% 0.0	22.4% -5.5	22.9% +0.5	26.1% +3.3
	N = 10,178	N = 10,469	N = 11,013	N = 10,931	N = 10,672
Distingushed					10.4%
Proficient	19.2%	18.9%	15.2%	15.1%	15.8%
Developing	35.4%	36.3%	33.2%	33.9%	35.8%
Beginning	36.7%	35.8%	44.4%	43.2%	38.1%

Middle school math achievement shows a less dramatic drop in proficiency after 2019, but started at a lower point. Growth from 2023 to 2024 increased 3.5 percentage points, and 8th grade EOG proficiency rates reached their highest level since 2015 in 2024.

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% of High School Students Scoring Proficient or Distinguished on Math
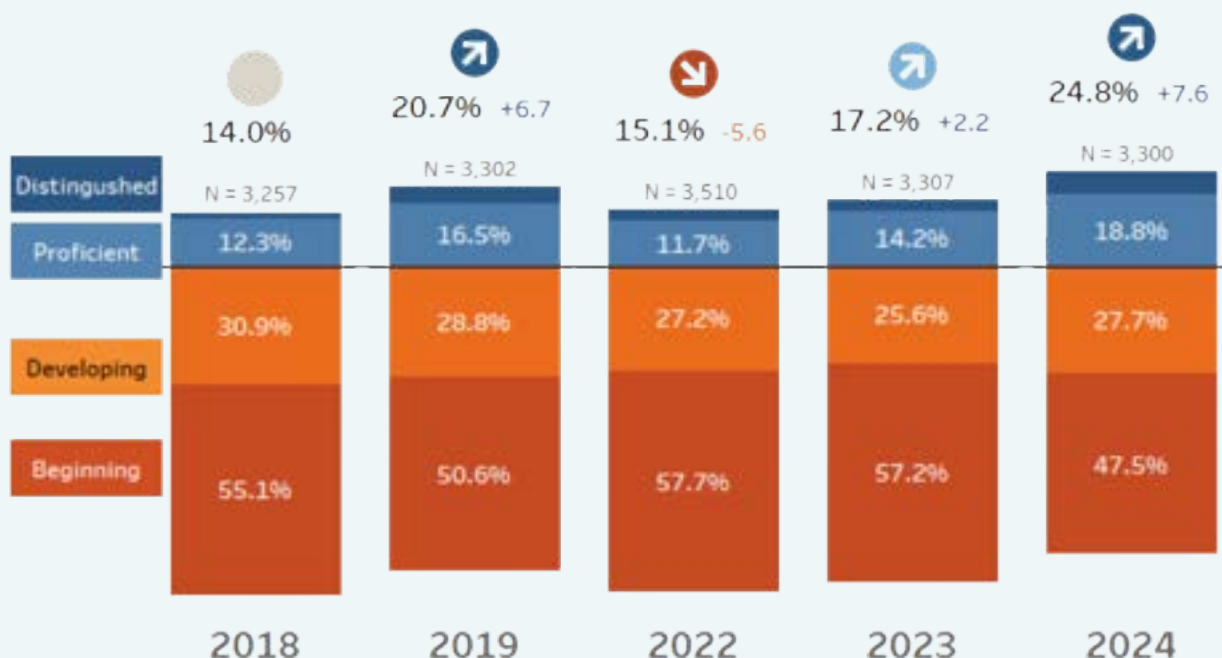
With the 2023-2024 school year came new math standards from GaDoE and the End of Course Milestones Assessment for Algebra (Algebra I prior to 2022-2023, Algebra: Concepts and Connections for the vast majority of students in 2023-2024). Typically completed by students in grade 9, more students achieved scores in the Proficient or Distinguished categories. Although the content is not directly comparable, the increase in proficiency rates is promising even as achievement levels suggest more work to be done.

MAP Growth and Achievement Percentile Quadrants, Math, Fall-Spring SY2023-24
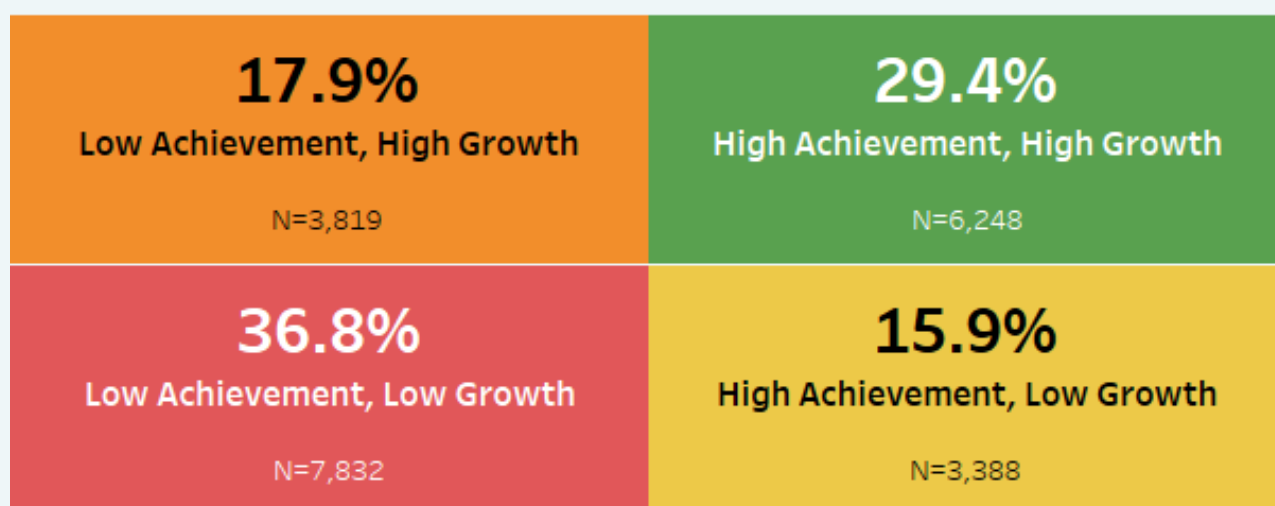
MAP Assessment results show that over 1/3 of students are both achieving and growing below the 50th Percentile.
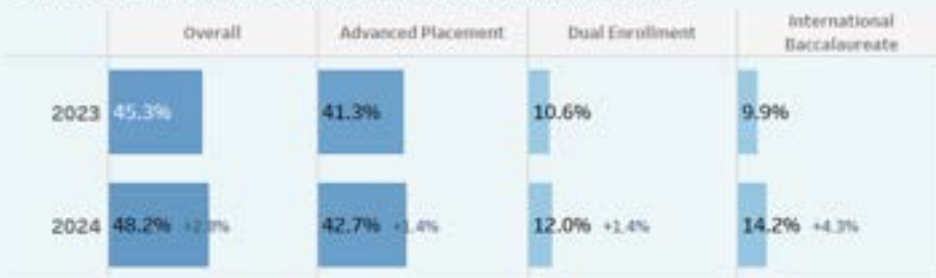
ACADEMIC ACCELERATION

Cohort 2024 4-year graduation rates

School	Rate
Classical	100.0%
Coretta Scott King	100.0%
Drew	98.2%
KIPP Collegiate	94.3%
BEST MS/HS	94.1%
North Atlanta	92.9%
Midtown	92.8%
Carver Early	92.7%
South Atlanta	92.2%
Therrell	91.7%
Jackson High	90.6%
District	87.8%
Mays	85.5%
Douglass	82.1%
Washington	79.7%
Carver STEAM	78.6%
Hank Aaron	0.0%

Graduation rates reached a high of 87.8% for Cohort 2024.

Atlanta Public Schools' 4-year graduation rates have been increasing yearly since 2019 and exceeded the state average in 2023 and 2024.
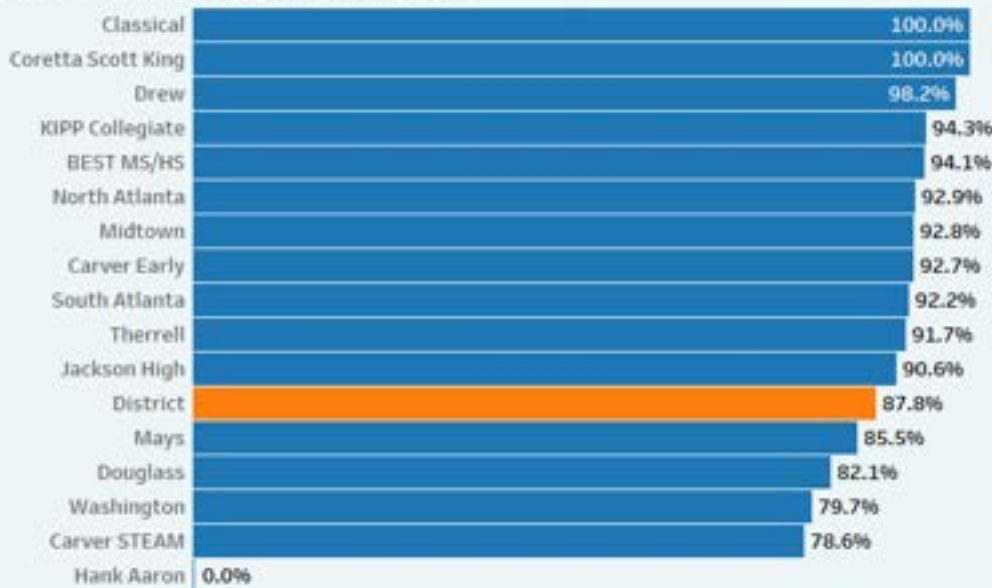
CCRPI High School Readiness Indicators

Over 48% students earned credit in an Accelerated Enrollment course

	Overall	Advanced Placement	Dual Enrollment	International Baccalaureate
2023	45.3%	41.3%	10.6%	9.9%
2024	48.2% +2.9%	42.7% +1.4%	12.0% +1.4%	14.2% +4.3%

Pathway completion increased to 78.7%

	Overall	Advanced academic	CTAE	Fine arts	World language
2023	74.1%	42.6%	41.4%	26.9%	34.5%
2024	78.7% +4.7%	45.8% +3.2%	48.8% +7.3%	28.2% +1.4%	34.2% -0.3%

College and career indicators increased over 9% from the previous year*

	Overall	End of pathway assessment (EOPA)	Entering TCSG / USG without needing remediation	Military readiness score on the ASVAB	Readiness score on the ACT, SAT, AP or IB	Work-based learning
2023	34.1%	7.9%	17.8%	0.1%	18.7%	2.4%
2024	43.3% +9.2%	17.0% +9.2%	20.5% +2.7%	1.3% +1.3%	20.8% +2.1%	2.7% +0.3%

* While other metrics are based on cohort 2024, these metrics are based on cohort 2023

Atlanta Public Schools increased every College & Career indicator from 2023 to 2024. 78.74% of cohort 2024 students demonstrated Readiness by completing a pathway in Advanced Academic, Career, Technical, & Agricultural Education (CTAE), Fine Arts, or World Languages. This is an increase from 2023, when 74.05% of students completed a pathway.

48.15% of cohort 2024 students earned credit for AP, IB, or Dual Enrollment, compared to 45.34% in 2023, compared to the state rate of 47.74% in 2023.

ACADEMIC
ACCELERATION

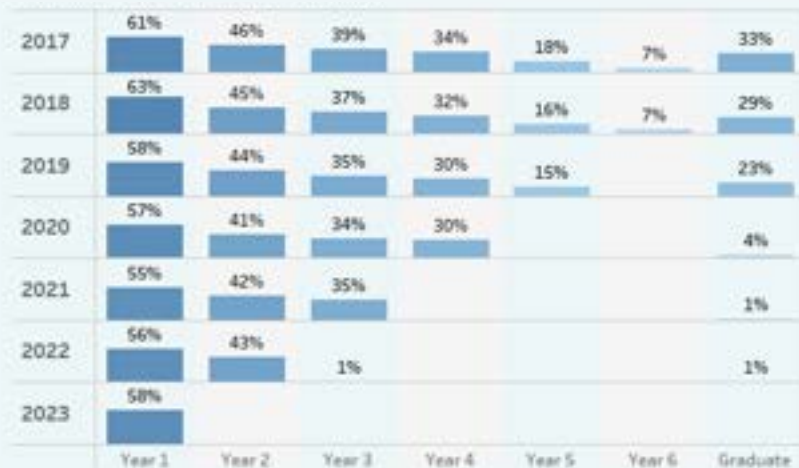**Seamless Post-secondary Enrollment by School**
District-wide, 58% of cohort 2023 students were enrolled in a two- or four-year post-secondary institution as of October 1, 2023.

For more information, see 2023 College Enrollment Trends.
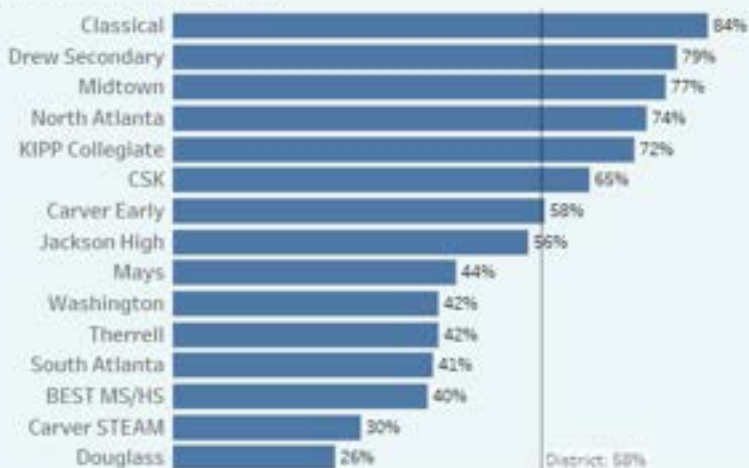
Seamless Post-secondary Enrollment and Persistence
Seamless enrollment rates reached a high of 63% in 2018 and a low of 55% in 2021. Since 2021, seamless enrollment rates have gradually increased. Among cohort 2017 students, 33% graduated with a post-secondary credential within 6 years.

School	Enrollment
Classical	84%
Drew Secondary	79%
Midtown	77%
North Atlanta	74%
KIPP Collegiate	72%
CSK	65%
Carver Early	58%
Jackson High	56%
Mays	44%
Washington	42%
Therrell	42%
South Atlanta	41%
BEST MS/HS	40%
Carver STEAM	30%
Douglass	26%

District: 58%

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Graduate
2017	61%	46%	39%	34%	18%	7%	33%
2018	63%	45%	37%	32%	16%	7%	29%
2019	58%	44%	35%	30%	15%		23%
2020	57%	41%	34%	30%			4%
2021	55%	42%	35%				1%
2022	56%	43%	1%				1%
2023	58%						

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ACADEMIC ACCELERATION

Georgia identifies schools for additional support as required by federal law – releasing lists of Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI) schools, and Additional Targeted Support & Improvement (ATSI) schools.

Below you will find the current list of APS Schools on the CSI Progress List, Title I Reward Schools, Exited TSI schools, CSI, TSI, and ATSI schools.

Comprehensive Support and Improvement (CSI) Progress List
To be recognized, CSI schools had to show a 5% increase in the CCRPI Content Mastery component score from 2023 to 2024 and have a score of 80 or higher on one of the other components (Progress, Closing Gaps, or Readiness).
- Continental Colony Elementary School
- Harper-Archer Elementary
- KIPP Soul Academy
- KIPP Vision Primary Charter School
- KIPP WAYS Academy Charter School
- Michael R. Hollis Innovation Academy
- Paul L. Dunbar Elementary School

Reward Schools
Reward Schools are among the greatest-improving 5% of Title I Schoolwide and Title I Targeted Assistance schools when comparing the content mastery scores from the 2021-2022 and 2022-2023 of statewide assessment.
- Parkside Elementary School
- Heritage Academy Elementary School
- William M. Boyd Elementary School
- Emma Hutchinson Elementary School
- L. O. Kimberly Elementary School
- The John Hope-Charles Walter Hill Elementary Schools
- West Manor Elementary School
- William J. Scott Elementary School
- Benteen Elementary School
- F. L. Stanton Elementary School

Exited Targeted Support & Improvement (TSI) status 2024:
- Carver High School Early College

Comprehensive Support and Improvement(CSI) - Identified January 2024 (Based on SY22-23 Data)
Georgia uses a staged identification process to identify CSI schools in three categories: (1) The lowest-performing 5% of all Title I schools, (2) All high schools with a graduation rate at or below 67%, and (3) all schools identified for Additional Targeted Support & Improvement (ATSI) for the same student group(s) for six years.

- Continental Colony Elementary School
- Hank Aaron New Beginnings Academy
- Harper-Archer Elementary School
- Kindezi Old 4th Ward
- KIPP Soul Academy
- KIPP Soul Primary
- KIPP VISION Charter School
- KIPP Vision Primary Charter School
- KIPP WAYS Academy Charter School
- Kipp WAYS Primary Charter School
- Michael R. Hollis Innovation Academy (E)
- Paul L. Dunbar Elementary School
- The Kindezi School

Targeted Support and Improvement (TSI) - Identified January 2025 (Based on SY23-24 Data)
Identifies any school with one or more consistently underperforming subgroups.

- Carver High School
- Emma Hutchinson Elementary School
- Heritage Academy Elementary School
- Judson Price Middle School
- KIPP Soul Academy
- KIPP VISION Charter School
- M. A. Jones Elementary School
- Miles Elementary School
- The John Hope-Charles Walter Hill Elementary School
- William M.Boyd Elementary School

Additional Targeted Support and Improvement(ATSI) - Identified January 2024 (Based on SY22-23 Data)
Among schools meeting the TSI criteria, identifies any school in which any student group, on its own, would be identified as a CSI school.

- Benjamin E. Mays High School
- Booker T. Washington High School
- Centennial Place Academy
- D. M. Therrell High School
- Frederick Douglass High School
- Herman J. Russell West End Academy
- Martin L. King Jr. Middle School
- T. J. Perkerson Elementary School
- Thomas Heathe Slater Elementary School
- Tuskegee Airman Global Academy
- Woodson Park Academy School

CCRPI uses a target structure that expects all subgroups to either improve or maintain high achievement levels. Improvement targets are set at 3% of the gap between a baseline and 90%, with each subgroup receiving targets for each content area.

CCRPI 2024 Closing Gaps by Subgroup

Grade Band	Content Area	ALL Students	Economically Disadvantaged	Students with Disability	English Learners
Elementary	English Language Arts	59.5	40.7	28.2	48.5
	Science	51.0	32.5	23.3	34.4
Middle	English Language Arts	55.3	41.5	27.9	41.0
	Science	38.8	26.4	21.5	25.0
	Social Studies	48.5	36.7	28.5	37.2
High	English Language Arts	51.1	34.2	19.2	22.5
	Science	53.4	37.3	20.0	38.1
	Social Studies	70.4	51.7	29.7	31.1

Economically Disadvantaged (ED) students saw a (+ 4.45 point) gain in ELA, while English Learner (EL) students improved by (+3.77 points) in ELA.

In Middle School, Social Studies scores for Students with Disability (SWD) increased from 21.02 points in 2022–2023 to 28.48 points in 2023–2024.

In High School, although SWD did not meet targets in any content areas, progress was made compared to the prior year. Notable improvements occurred for ED students in Social Studies (+8.15 points) and EL students in Science (+12.29 points).

CCRPI 2024 Closing Gaps by Race/Ethnicity

Grade Band	Content Area	Black	White	Hispanic	Multi-Racial	Asian / Pacific Islander	American Indian Alaskan Native
Elementary	English Language Arts	42.6	100.0	60.8	90.5	100.0	38.5
	Science	34.6	100.0	48.6	84.6	96.2	
Middle	English Language Arts	42.7	100.0	53.7	92.9	100.0	65.8
	Science	27.3	91.9	38.3	71.4	96.4	
	Social Studies	38.0	95.2	50.2	81.5	92.9	
High	English Language Arts	36.2	100.0	52.4	82.5	100.0	80.5
	Science	38.6	100.0	55.3	93.0	100.0	
	Social Studies	54.7	100.0	70.9	99.0	100.0	91.1

In Elementary, notable gains were made by Black students in ELA (+3.65 points) and Science (+3.68 points), as well as Hispanic students in ELA (+3.61 points).

In Middle, White and Asian/Pacific Islander subgroups maintained scores of 90 or above in Science, but Black, Hispanic, and multi-racial subgroups showed no improvement from the 2022-2023 year.

Gains were observed across all racial groups in the High School category, with 14 out of 15 improvement targets met. Subgroups with significant increases (6+ points) included Black students in Social Studies and Hispanic students in both Science and Social Studies.

For more information, see the GADOE CCRPI Reporting System and the 2024 CCRPI Brief.

EQUITY

SY2023-24 CCRPI Attendance by Subgroup

Subgroup	Less than 5%	5% to 9.99%	10% or more
All Students	38.6%	26.9%	34.5%
Female	38.7%	26.9%	34.4%
Male	38.5%	26.9%	34.6%
Black	30.9%	27.5%	41.6%
White	68.5%	23.4%	8.1%
Asian/Pacific Islander	65.9%	21.7%	12.4%
Hispanic	42.2%	28.7%	29.1%
Multi-Racial	52.1%	26.1%	21.8%
American Indian/Alaska Native	31.6%	29.6%	38.8%
Economically Disadvantaged	29.9%	28.0%	42.1%
Not Economically Disadvantaged	65.3%	23.4%	11.3%
Students with Disabilities	31.3%	26.6%	42.1%
Students without Disabilities	39.8%	26.9%	33.3%
English Learners	44.1%	29.0%	26.9%
Homeless	15.3%	19.9%	64.8%

Days Absent

Chronic absenteeism, which is when a student misses 10% or more of their enrolled school days, has decreased annually from a high of 38.5% in 2021 to 33.1% in 2024, but remains higher than the state average and our own.

Subgroup data shows 42% of Black students, 42% of students with disabilities, and 65% of unhoused students are chronically absent in 2024.

Absenteeism increases significantly in middle and high school, rising by 8 percentage points in middle school and continuing to climb through 12th grade.

For more detailed information, visit the Georgia Insights Attendance Dashboard.

Total Incidents
Shows total incident including all resolutions (e.g., ISS, detention, warnings).

SY2022-2023	SY2023-2024
16,664 Incidents	**17,978** Incidents
53,051 Total Students Enrolled	52,649 Total Students Enrolled

The data from Atlanta Public Schools reveals a noteworthy trend: the majority of students have no recorded incidents. In SY2022-SY2023, 82.6% of students had zero incidents, and in SY2023-SY2024, this figure was slightly lower at 82.2%. However, the remaining 17.8% of students account for all reported incidents.

Within this subset, the percentage of students suspended for minor incidents decreased significantly, from 37% in 2023 to 9% in 2024. Additionally, the overall suspension rate dropped slightly, from 0.89 in SY2023 to 0.85 in SY2024, reflecting a reduction in the number of suspension days relative to the total student enrollment.

The total number of days students were suspended also decreased, from 16,361 in 2023 to 15,607 in 2024. This indicates that out-of-school suspensions are being used less frequently as a disciplinary measure, resulting in fewer suspension days overall. However, the total number of incidents increased from 16,664 to 17,978, even as enrollment declined.

Enrollment and Suspension by Race/Ethnicity- SY2023-2024
Students with OSS by Subgroup
Shows total enrollment and the number of students suspended by subgroup. Students are only counted once, if they have received a suspension.

Subgroup	Enrollment	Suspended
Black	71.4% — 37,605 enrolled	15.9% — 5,982 suspended
White	15.2% — 7,994 enrolled	1.4% — 112 suspended
Hispanic	8.4% — 4,447 enrolled	5.4% — 239 suspended
Multi-Racial	3.4% — 1,784 enrolled	4.4% — 79 suspended

Enrollment and Suspension of Students with Disabilities - SY2023-2024

	Enrollment	Suspended
General Ed.	87.0% — 45,811 enrolled	11.2% — 5,142 suspended
SPED	13.0% — 6,858 enrolled	19.0% — 1,306 suspended

There is a notable disparity in suspension rates among different student groups. In SY2023-2024, approximately 16% of Black students were suspended, compared to 1.4% of White students and 5.4% of Hispanic students. Similarly, students with disabilities are disproportionately impacted. Although the special education population represents only 13% of total enrollment, approximately 19% of students with disabilities were suspended, compared to 11% of their general education peers.

20

STUDENT & STAKEHOLDER ENGAGEMENT

Family Engagement Survey Results by Category

In SY2024-2025, APS hosted its fifth annual Family Engagement Conference with the highest attendance so far.

The Family Engagement survey, in its third year, saw its highest participation rate and an increase in the overall percentage of favorable responses from 77.5% in the previous year to 83.0%.

Our area with the highest favorability is "Embracing Warm & Welcoming Environments," while our lowest is "Collaborating with Community."

83.0% Favorable

4,386 Responses

Instructional Level (Instructional Team)

Supporting Student Success
3 Questions
83.4% Favorable

Sharing Power
2 Questions
79.3% Favorable

Strategic Family Engagement
1 Question
84.8% Favorable

Collaborating with Community
2 Questions
76.5% Favorable

School Level (Family Engagement Leadership Team)

Collaborating with Families
2 Questions
79.6% Favorable

Engaging in 1 & 2-Way Communication
3 Questions
85.7% Favorable

Supporting Family Wellness
1 Question
80.3% Favorable

Embracing Warm & Welcoming Environments
5 Questions
86.8% Favorable

COMMUNICATION

First Semester:

Over 135,000 social media engagements

Average open rate of 61% for APS Now Newsletter

57 Direct Messages to Families

Average of 78,000 views of APS website

STUDENT &
STAKEHOLDER
ENGAGEMENT

Student Group	Total N	% Overall Sense of Belonging
All respondents	17,897	63%

		% Point Difference from Average
Black or African American	9,571	-3
Hispanic or Latino	1,482	-1
White	3,402	+8
English Language Learners	1,063	-4
Exceptional Education	2,061	-4

According to the AMP UP Survey, 63% of students reported feeling a sense of belonging at their schools, though disparities persist, with an 11-point gap between White and Black students, and White students scoring 12 points higher than English Learners (EL) and Students with Disabilities (SWD). Similarly, the percentage of elementary students who responded favorably to the statement "I like school" in the Georgia Student Health Survey dropped to 59% in 2024, reflecting a 2-point decline. Meanwhile, positive responses on the Georgia Student Health Survey remained steady from SY2023 to SY2024, with parents and personnel reporting higher satisfaction levels than students (10 to 19 percentage points higher since 2019).

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

Overall Staff Retention

Staff retention within the district increased by 2 percentage points, to 86.4% compared to 84.1% the prior year. This means that 86.4% of staff employed in the SY2023-24 school year returned in SY2024-25.

	Stayed in the District	Left the District
2023-24	86.4% / 5,873	13.6% / 922
2022-23	84.1% / 5,433	15.9% / 1,026
2021-22	82.1% / 5,242	17.9% / 1,144
2020-21	87.6% / 5,418	12.4% / 765
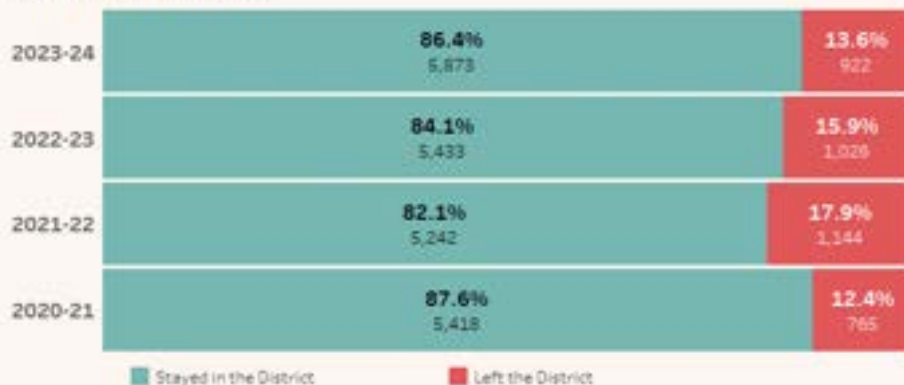
Teacher Retention

Retention in the same school or department increased by nearly 4 percentage points. Specifically, teacher retention within the same school increased by 6.6 percentage points, to 80.8% from 74.2% the prior year.

	Stayed in Same School	Moved within District	Left the District
2023-24	80.8% / 2,469	4.5% / 137	14.7% / 450
2022-23	74.2% / 2,205	7.1% / 211	18.7% / 556
2021-22	75.6% / 2,253	4.3% / 127	20.1% / 600
2020-21	83.6% / 2,450	3.9% / 114	12.5% / 367
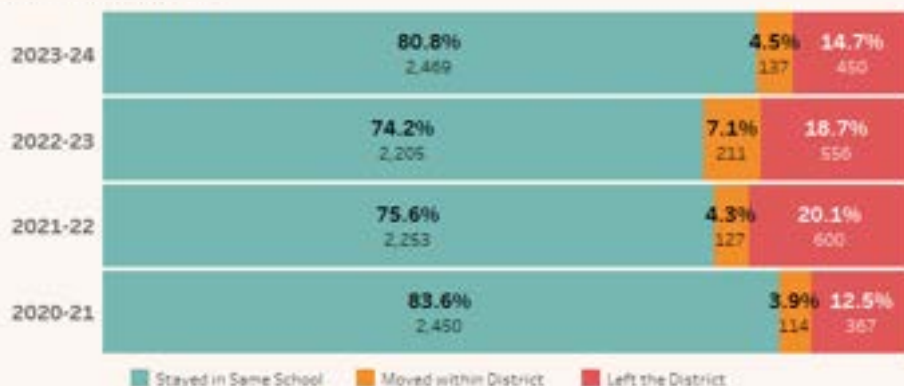
Teacher Salary with Bachelor Degree by Years of Experience in SY2024-25
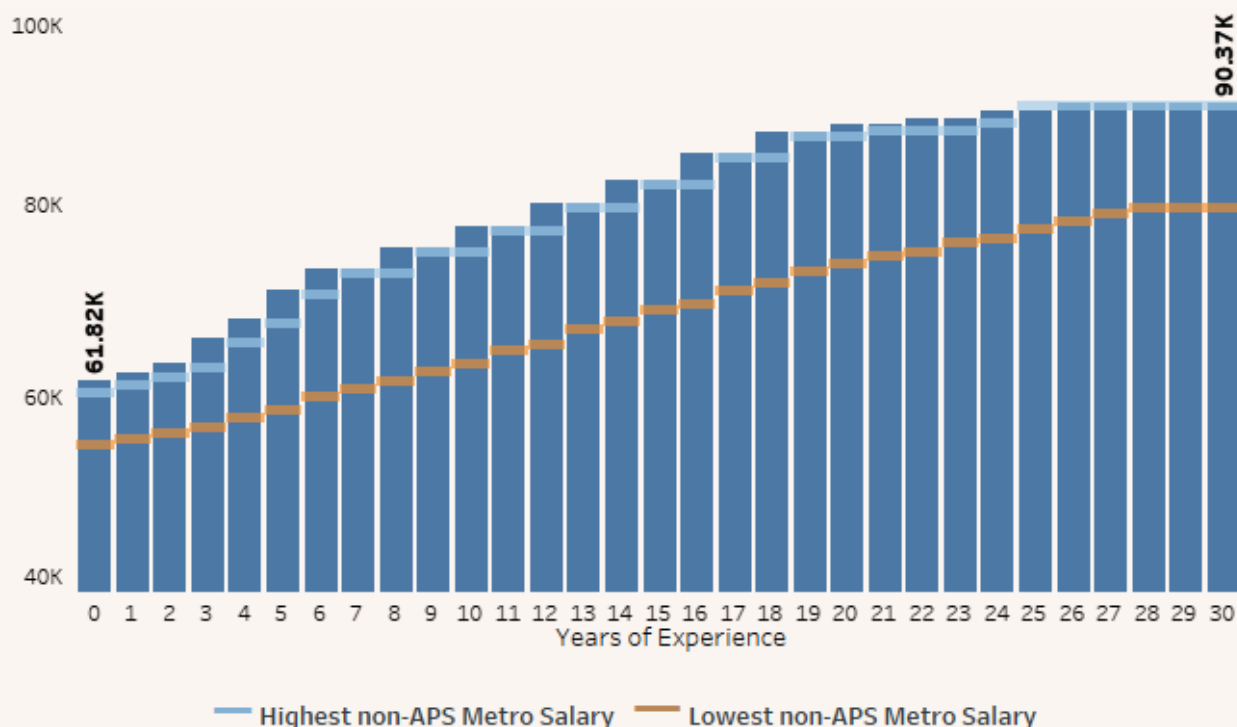
As of December 2024, Atlanta Public Schools is the highest payer for teachers in metro Atlanta across all education levels, with the exception of step 25 on the T4 (bachelor) scale where Fulton County Schools exceeds APS by $622.

Schools in Utilization Categories by Cluster

Cluster	Red (>100%, 2 of 3 years)	Yellow (>95%, 1 of 5 years)	Green (80-95% over 3 years)	Blue (65-80% over 3 years)	Purple (<65% in 2 of 3 years)	Total
Carver				3	5	8
Douglass			2		7	9
Jackson	2	2		1	4	9
Mays		1		2	4	7
Midtown	1	1	5		1	8
North Atlanta		1	2	4	5	12
South Atlanta					7	7
Therrell				3	3	6
Washington				1	4	5
Single-gender					2	2
District	**3**	**5**	**9**	**14**	**42**	**73**

- 42 of 73 School Facilities have <65% utilization
- 33 of 73 School Facilities have enrollments below the target (ES: 400, MS & K-8: 600, HS & 6-12: 800)
- 8 of 73 School Facilities are at or approaching capacity
- Rezoned to reduce overcrowding at Woodson Park Academy

NUTRITION

Key Performance Indicator Metrics	SY23-24	SY24-25
Meal Participation (Breakfast)	32%	32%
Meal Participation (Lunch)	51%	55%

SY25 Total Lunch Meals
2,005,016
As of 12/31/2024

Needed for Goal, 2,319,250, 54%
SY25 to Date, 2,005,016, 46%

SY25 Total Breakfast Meals
1,188,931
As of 12/31/2024

Needed for Goal, 1,356,241, 53%
SY25 to Date, 1,188,931, 47%

ACCOUNTABILITY & OPERATIONAL EXCELLENCE
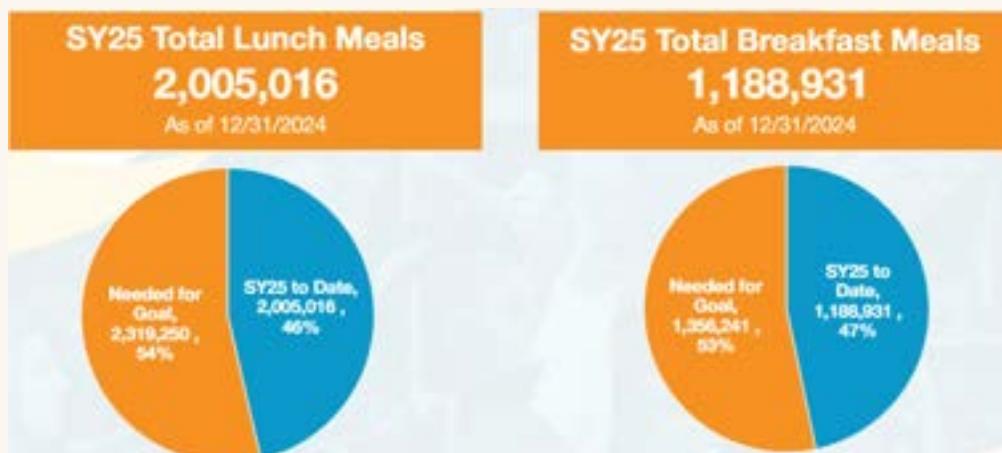
97.3% AM on-time arrival rate for the Fall 2024 semester.

Retention decreased this year, but rates are consistently over 80% and bus driver vacancies decreased to 8 from 57 at the same time in the previous year.

Overall Bus Driver Retention

2023-24	82.4% 291	17.6% 62
2022-23	86.4% 280	13.6% 44
2021-22	82.5% 278	17.5% 59
2020-21	87.4% 306	12.6% 44
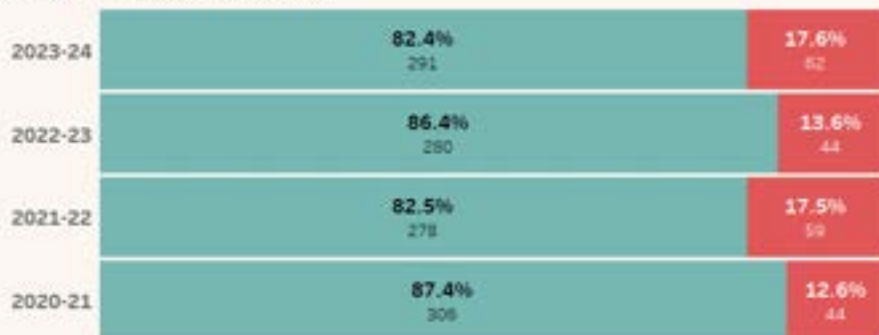
Average miles between preventable accidents

2023	41,765 miles
2024	119,778 miles
2025	97,856 miles

2,961
Total Calls Handled (9/24)

Average hold time has reduced by one minute

SAFETY & SECURITY

71% of elementary students and
65% of middle/high school students **stated they felt safe at school.**

Cases are down more than 28%

Assault & Battery Charges down 25%

Confiscated firearms down 25%

Restorative practices are up 19% overall

3,000
Elementary School Check-ins (Fall 2024)

100-DAY PLAN ACTIONS

ACADEMIC ACCELERATION

1.1 Academic Structure
Review academic organizational structure to identify areas of success and opportunity.

What did we do?

A review of the academic organizational chart was conducted upon Superintendent Johnson's arrival. This was part of the entry plan as well as in response to July 2024 listening sessions.

Special Education
- Due to the important focus of Special Education, we updated the department to the asset-based name, Exceptional Education, created the role of Assistant Superintendent; and placed that role on the Senior Leadership Team to ensure response to needs are timely.

Teaching and Learning
- The senior level vacancy was filled with a Chief of Teaching and Learning.
- To reduce the duplication of services and streamline support, a department reorganization was conducted to align with state accountability focus areas; creating three new leadership roles: Executive Director of Elementary, Executive Director of Secondary, and Executive Director of College and Career.

Schools and Academics
- In addition, we created strong collaborative structures and meetings to ensure our Schools and Academics teams work hand-in-hand for our schools and students.

What did we learn?

- Special Education was identified as an area of intense focus based on community feedback.
- Teaching and Learning was identified as a critical area needed to increase student achievement; however, key senior leadership roles were vacant or did not exist.
- An internal review of positions indicated service duplication in some areas and service gaps in other areas.
- The duplication and gaps are felt at the school level, leading to confusion about who to call for services or no support available for certain areas.

ACADEMIC ACCELERATION

1.2 Academic Data
Review student academic data to identify academic deficits and areas of opportunity.

What did we do?

Reviewed and analyzed Key Performance Indicators on the following topics to identify promising practices, challenges, and focus areas: ELA, Math, College and Career Readiness, Subgroups, etc.

What did we learn?

English Language Arts
- The percentage of students in grades 3-5 scoring Proficient or Distinguished on the Milestones End of Grade exam rose to 37.5%, surpassing the 2019 high of 37.1%.
- While middle school ELA scores have not returned to pre-pandemic levels (36.8%), there was an improvement from 31.8% in 2023 to 33.4% in 2024.
- In SY 2023-2024, 31.3% of students scored Proficient or Distinguished on the American Literature Milestones End of Course Exam, an increase of 4.7 percentage points from the previous year. However, this is below both the SY 2021-2022 rate and the state average of 41.8%
- 48.7% of elementary and middle school students achieved High Growth on the MAP exam (Fall 2023 to Spring 2024). However, 33.2% of students were classified as having Low Achievement and Low Growth.

Math
- Year-over-year proficiency rates increased from 34.1% in 2023 to 36.7% in 2024 (Grades 3-5), but the percentage of students in the "Beginning" category is still 5+ points higher than in 2018 (32.6% vs. 27.4%).
- The 2023-2024 introduction of new GaDoE math standards showed improvement:
- Middle School proficiency Increased from 22.9% to 26.1%. High school algebra: increased from 17.2% to 24.8%. Despite progress, performance remains below state proficient and above rates (37.23% for Middle School Mathematics and 43.98% for Algebra,).
- 8th grade EOG proficiency rates reached their highest level since 2015 in 2024 (28.7%).
- 47.3% of elementary and middle school students showed high growth on the MAP exam (Fall to Spring); however, 36.8% remain in the low achievement and low growth category.

College and Career Readiness
- Performance 2024 increased versus the prior year in all but one College and Career Readiness indicators on CCRPI.
- 4-year graduation rates have been increasing yearly since 2019 and exceeded the state average in 2023 and 2024. In 2024, there was an 87.8% APS graduation rate.
- Over 48% of Cohort 2024 students completed at least one AP, IB, or Dual Enrollment course.

1.3 Special Education
Begin implementation of recommended improvements in special education based on recent audit.

What did we do?

- Revised Audit action steps to include impactful and measurable responses.
- Engaged Special Education Advisory Committee to review and advise on updated responses to findings.
- Participated in Superintendent Listening Sessions to identify stakeholder concerns and possible trends.
- Reoriented School Based Leadership on correct policies and procedures for accessing, monitoring, and implementing special education resources and supports.

What did we learn?

- While the audit focused on compliance, the Department of Exceptional Education sees a need to reorient the focus toward the quality of writing and implementing IEPs.
- Structured professional learning for instructional and support staff is a priority.
- There is a major need to review and restructure special education practices districtwide.

ACADEMIC ACCELERATION

100-DAY PLAN

1.4 Accelerate Literacy

Accelerate Phase 1 of Literacy plan and begin curriculum review of core content areas.

What did we do?

- HB 538 (The "Georgia Early Literacy Act" aims to improve K-3 literacy through universal screeners, professional learning, instructional materials, etc.) Teaching and Learning central office staff regularly monitors the number of teachers on track to meet the July 1st HB 538 deadline. Additionally, in school support is provided to coaches and teachers in the Science of Reading. Stipends are provided to teachers as an incentive for course completion.
- To comply with HB 538, APS implemented the use of the Georgia Learns Cox Campus Modules to ensure all teachers in grades K-3 meet the July 1, 2025 deadline.
- Established a Literacy Taskforce comprised of high performing school leaders and central office staff to provide guidance on literacy materials, training and support.
- Conducted listening sessions at all levels.
- In November 2024, APS partnered with TNTP to design and facilitate stakeholder focus groups to capture feedback and perspectives about literacy from a diverse group of leaders, educators, and community members to support the implementation of the APS Accelerate Literacy Initiative. From November 19 through December 5, TNTP facilitated 15 focus groups with 111 APS central office staff, principals & assistant principals, school-based staff, and family liaisons ("GO Teams").
- The focus groups solicited stakeholder feedback on the following topic areas:
  - Vision
  - Curriculum, Instruction & Assessment
  - Diverse Student Populations
  - Professional Learning
  - Family Partnerships
  - Diversity, Equity & Inclusion
  - Barriers & Opportunities

What did we learn?

The district literacy work was largely focused on elementary grades only.
The district literacy work did not address the concerns or provide solutions for reading proficiency challenges for students in grades 6-12.
The district does not have a common comprehensive curriculum for English Language Arts/Literacy Tier I instruction that meets the diverse needs of APS students.

TNTP found common themes across all stakeholder groups:
- APS lacks a clear and consistent vision for literacy instruction across the district.
- Instructional materials and the modification of instructional materials vary widely at the school level.
- Teachers need more support and knowledge to differentiate instruction to meet the needs of diverse learners.
- Teachers and leaders request that professional learning opportunities be tailored and differentiated to be more relevant to the needs of their individual roles.
- There is optimism about Georgia's new K-12 ELA standards, but awareness that a great deal of training and support will be required to implement them effectively.

ACADEMIC ACCELERATION

1.5 Annual Targets

Work with the school board on annual targets for strategic focus areas leveraging exemplars, national benchmarking, or comparable/aspirational districts to determine the measurement for success for the strategic plan.

What did we do?

- Provided monthly Student Outcomes Focused Governance (SOFG) reports to the APS Board of Education.
- Consistently updated those reports to focus on the Administration's strategies and next steps, while also calling out the subgroup performance disparities identified in the data.
- Worked with the Board to support the process of updating SOFG goals driving our next strategic plan.

What did we learn?

- Current SOFG targets for Goals 1 & 2 require gains in student achievement that are well above what most urban and Atlanta Metro districts have achieved based on Georgia Milestones and NAEP historical data.
- There is a need to update the level, language, and interim indicators within the SOFG Goals, Guardrails, and Targets.

1.6 Strategic Plan

Support implementation of strategic plan through development of a formal monitoring/review process which ends in 2025 and begin establishing plan for development of strategic plan.

What did we do?

- We completed Phase I of the Strategic Planning Process (Assess & Understand).
- We developed a Process, Timeline and Engagement Plan to provide a roadmap for how we will develop the strategic plan.
- We completed a Needs Assessment based on the previous strategic plan, outlining data through successes and challenges.
- We completed a 100-day plan that outlines tasks to be completed during the first 100 days of Dr. Johnson's tenure.

What did we learn?

- Data findings, both quantitative and qualitative can be found in our Needs Assessment and throughout the 100-day plan.

ACADEMIC ACCELERATION

1.7 Assess Programs

Assess academic programs and instructional quality of programs to ensure coherence to district and state expectations, as well as alignment with the district's profile of an APS graduate.

What did we do?

- As part of our commitment to providing high-quality education and meeting the diverse needs of our students, we conducted a comprehensive review of curriculum documents for the core curriculum. This initial assessment focuses on the "Academically Prepared" component of APS' Profile of a Graduate.

What did we learn?

- The Teaching and Learning team created additional opportunities to accelerate coursework for students in 6-8.
- There is a need for coherence in academic programs and curriculum.
- There is a lack of consistency and structure in district curriculum documents across content areas and grade levels.
- There are noticeable gaps and inconsistencies in the current curriculum and instructional materials in effectively supporting subgroups.
- Limited cross-collaboration among district departments and stakeholders.
- There are inconsistencies in curriculum adoption process and curriculum implementation cycles.
- Science has not had a districtwide formal curriculum adoption since 2008, resulting in varied resources and instructional practices.
- ESOL has not had a districtwide formal adoption since 2017, resulting in disconnects with content standards.
- Mathematics recently adopted Big Ideas for grades 9-12 to align with the rollout of new state math standards two years ago. However, grades 6-8 have not undergone a formal adoption process since the implementation of the updated standards.
- Social Studies (grades 6-12) had a formal adoption last year, but it is being implemented on a rolling basis due to limited funding, delaying the procurement of textbooks for required courses such as Government, Personal Finance, and Economics.
- K-12 English Language Arts will have new state standards beginning August 2025 as well as HB 538 mandated curriculum requirements for grades K-3.
- Identified fragmentation in how families and students receive services from APS.

ACADEMIC ACCELERATION

1.8 Leadership Framework
Review or identify leadership framework for all school level leaders to accelerate student achievement.

What did we do?

- We grounded our principal support/coaching in Relay/GSE's Leverage Leadership Practices.
- We provided principals with playbooks to communicate effective instructional leadership practices.
- We are looking ahead to McRel's Balanced Leadership Model to expand and strengthen the support of principals and principal supervisors.
- You can find the leadership framework here.
- We are currently building out a roll-out and training plan on this framework.

What did we learn?

- Principals appreciated having the playbooks as a common tool/guide of effective practices to use across the district.
- Implementation/usage of the playbooks was impeded by not having the Cluster Superintendents in place until late November.
- Leverage Leadership is narrowly focused on instructional leadership, there is a need to broaden the development of principals and cluster superintendents which is why we are looking to McREL's Balanced Leadership Model.

1.9 Assessments (New)
Analyze current assessment efforts and develop cohesive assessment strategy.

What did we do?

- Established an Assessment Task Force comprised of internal and external stakeholders was created.
- Internal Task Force force met in November 2024, December 2024 and January 2025. External Task Force comprised of parents met in November 2024.

What did we learn?

- The district needs to bring "balance" to the assessment system.
- There is a need for clear and consistent communication around the purpose and use of district assessments.
- Providing professional learning opportunities for teachers and leaders on effective assessment practices and data analysis is essential. This helps in identifying learning gaps and creating informed action steps.

2.1 Equity Advisory Committee
Conduct meetings with the district Superintendent's Community Equity Advisory Committee to understand the recent progress and determine current barriers to equity within APS and areas of need.

What did we do?

- Original meeting scheduled for September 26, 2024 (Rescheduled due to storm).
- In-person meeting held November 19, 2024.

What did we learn?

To continue to build the efficacy of equity within Atlanta Public Schools, the Equity Advisory Committee has identified several areas for growth including:
- Open, honest, and direct communication that is timely, relevant, and important - 1) concrete standard language 2) clear feedback loop.
- Clarity and focus about the work of Equity +Social Justice.
- Buy-in on all fronts.
- Change management: 1) create the culture/conditions for change, and ensure leaders are aligned 2) understand the changes to the equity landscape and what that means for the district.

2.2 Engage
Engage parent and community groups to determine what the perceived barriers to instructional quality and student achievement are in APS.

What did we do?

- APS hosted 10 Superintendent Listening Sessions across 9 clusters and one for spanish-speaking families.
- APS posted individual and collective materials from these sessions here: https://www.atlantapublicschools.us/APSConnects
- APS released a 100-day Plan survey to better understand satisfaction and focus areas (461 responses).
- Attended community events organized by individuals, small groups of concerned stakeholders, neighborhood organizations, and topic-specific conversations.
- Met with the Faith-based Community, civic organizations, non-profit partners, philanthropy, and corporations.

What did we learn?

Some themes varied by stakeholder group, organization, or cluster, but here are the major themes related to instructional quality and student achievement:
- Academic Consistency and Focus
  - Clarity on expectations and connection across curriculum, assessments, resources, leadership, and professional learning.
- Equity in Access to Programs
  - Uneven access to advanced programs, gifted education, and special education services.
- Parent and Community Engagement
  - Concerns about communication systems, engagement, and data platform integration.
- Teacher & Staff Support
  - Need for improved professional learning, better pay, and reduced workload.
- Student Mental Health and Wellbeing
  - SEL programs, mental health screening, and resources for student well-being.

2.3 Equity Plan
Establish the process and timeline for development of the district's equity plan as required by the Board's Equity Policy and to ensure organizational focus on equity.

What did we do?

Gathered input and reviewed data to identify current and historical inequity trends (i.e. discipline disparities, access to advanced coursework, achievement gaps, etc.
- Stakeholder engagement - Equity Board Retreat, Equity Advisory Committee
- Data Collection - Amp Up APS!
- Equity Diagnostic Synthesis

What did we learn?

Historical trends persist, with the most pressing issue being disparate academic achievement among student groups.
- Relevant key performance indicators need to be developed to assist in consistent tracking of equity measures.

Specific identification of disparities amount students should drive our strategic focus.

2.4 Equity Audit Review
Review relevant equity audit(s) to determine progress and outstanding needs.

What did we do?

Read and analyzed equity diagnostics from the past ten years including:
- Georgia State University, 2014
- The Leadership Academy, 2021
- Educational Resource Strategies, inc. 2022
- TNTP, 2023

What did we learn?

- There is consistent findings among equity diagnostics.
- Qualitative data is particularly useful in supplementing and contextualizing the nature of equity issues in Atlanta Public Schools.
- Enrollment and performance disparities exist in advanced courses. In particular, Black and Latiné students do not have the same access to advanced courses or the same supports in those courses as their peers.
- Knowledge and access to resources, particularly partnerships, is inequitably allocated across schools and clusters. Use of resources in APS is not as strategic as it could be, and stakeholders feel that their input is not encouraged or valued in resource decision making.
- High needs schools are more likely to have lower facility ratings, indicating poorer physical school conditions. They are also more likely to have lower utilization scores, indicating inefficiencies and high maintenance costs.
- High needs schools and schools with a higher percentage of Black students experience more discipline incidents and suspension rates. State CCRPI Climate ratings do not appear to predict discipline incidence rates at schools.
- Black and White students are taught by teachers who match their racial identity. Latiné student identities are not well represented among the APS teaching staff, however schools with more Latiné students tend to have more Latiné teachers.
- High needs schools are more likely to have inexperienced teachers, conversely higher resourced schools are more likely to have inexperienced leaders.

2.5 Equity Commitments
Work with the school board, schools, and community to begin development of an annual report card with new strategic plan that will articulate progress on Equity Commitments within the strategic plan.

What did we do?

- Conducted work sessions and listening sessions to engage stakeholders in understanding the state of equity in Atlanta Public Schools from different perspectives. Work sessions included (1) Board Equity Retreat, (2) Equity Advisory Committee, (3) Senior Leadership Meeting, and (4) Superintendent Listening Sessions (September 2024 - December 2024).

During each work session, stakeholders worked to understand equity issues in the district and helped to identify four (4) key equity commitments that will help to drive district strategic planning and biennial equity planning: Addressing disproportionate discipline practices; Increasing access to effective teachers and leaders; Increasing access to high quality instructional programming and materials; and supporting special populations.

What did we learn?

- There is a need to identify focus areas within the 11 equity commitments to develop key performance indicators.
- There is a need to develop data-driven key performance indicators that clearly correlate to the focal equity commitments.

2.6 Subgroup Achievement
Identify strategies to improve student achievement in subgroups and priority schools in the district.

What did we do?

Reviewed and analyzed Key Performance Indicators on the following topics to identify subgroup disparities (ELA, Math, College & Career Readiness, Subgroups, Culture & Climate, Operations, Talent , Engagement, etc).

What did we learn?
Aligns to 1.2
Attendance
- Chronic absenteeism decreased annually from 38.5% in 2021 to 33.1% in 2024, but remains above the state average.
- Subgroup data shows 40% of Black students, 40% of students with disabilities, and 64% of unhoused students are chronically absent in 2024.
- Absenteeism increases significantly in middle and high school, rising by 8 percentage points in middle school and continuing to climb through 12th grade.

Subgroup Performance
- Substantial disparities in Milestones proficiency rates between Black and White students persist. Results range from 84% proficient for White students to 23% proficient for black students in English Language Arts.
- Students with disabilities met 3 of 8 CCRPI improvement targets, with proficiency rates below the state average: 11.5% vs. 14.4% for end-of-grade exams and 8.9% vs. 5.6% for end-of-course tests.
- APS met its improvement targets for English Language Proficiency among English Learners; 67.87% of students moved one or more bands on the WIDA Access Assessment.

Discipline
- The percentage of students suspended for minor (Level 1) incidents decreased from 37% to 11%.
- Total suspension days dropped from 16,361 in 2023 to 15,607 in 2024.
- Black students and students with disabilities continue to be suspended at rates disproportionate to their enrollment compared to their peers.

2.7 Outcomes
Identify areas that might be addressed to improve specific outcomes in the areas of ELA, Math, SAT/ACT and graduation rate.

What did we do?

Reviewed and analyzed Key Performance Indicators on the following topics to identify bright spots, challenges, and focus areas.(ELA, Math, College & Career Readiness).

What did we learn?

English Language Arts
- The percentage of students in grades 3-5 scoring Proficient or Distinguished on the Milestones End of Grade exam rose to 37.5%, surpassing the 2019 high of 37.1%.
- While middle school ELA scores have not returned to pre-pandemic levels, there was an improvement from 31.8% in 2023 to 33.4% in 2024.
- In SY 2023-2024, 31.3% of students scored Proficient or Distinguished on the American Literature Milestones End of Course Exam, an increase of 4.7 percentage points from the previous year. However, this is below both the SY 2021-2022 rate and the state average of 41.8%.
- 48.7% of elementary and middle school students achieved High Growth on the MAP exam(Fall 2023 to Spring 2024). However, 33.2% of students were classified as having Low Achievement and Low Growth.

Math
- Year-over-year proficiency rates increased from 34.1% in 2023 to 36.7% in 2024, but the percentage of students in the "Beginning" category is still 5+ points higher than in 2018 (32.6% vs. 27.4%).
- The 2023-2024 introduction of new GaDoE math standards showed improvement:
- Middle School proficiency Increased from 22.9% to 26.1%. High school algebra: increased from 17.2% to 24.8%.Despite progress, performance remains below state proficient and above rates (37.23% for Middle School Mathematics and 43.98% for Algebra).
- 8th grade EOG proficiency rates reached their highest level since 2015 in 2024.
- 47.3% of elementary and middle school students showed high growth on the MAP exam (Fall to Spring), however 36.8% remain in the low achievement and low growth category.

College and Career Readiness
- Performance increased from FY23 in all but one College and Career Readiness indicators on CCRPI, including subgroups.
- Atlanta Public Schools' 4-year graduation rates have been increasing yearly since 2019 and exceeded the state average in 2023 and 2024.
- Over 48% of Cohort 2024 students completed at least one Advanced Placement, International Baccalaureate, or Dual Enrollment course.

2.8 Course Offerings
Review course offerings at schools and distribution of career technical, International Baccalaureate, Advanced Placement and dual enrollment offerings.

What did we do?

- Conducted a data analysis of <u>CTAE pathway offerings</u>, <u>Advanced Placement course offerings</u> and <u>Dual Enrollment program enrollment</u> across all high schools.
- Created a <u>Dual Enrollment Taskforce</u> to explore and mediate the challenges and opportunities that have prohibited student participation.
- Met with each High School Principal to discuss Advanced Placement course offerings, challenges and opportunities for expansion.

What did we learn?

- Six traditional high schools have less than 25% of students enrolled in accelerated courses (AP, IB or Dual Enrollment).
- Nine traditional high schools have less than 10% of students currently or previously enrolled in Dual Enrollment courses.
- Advanced placement course offerings vary from 3 to 22 across the district, representing a significant disparity in opportunities to participate.
- Multiple CTAE pathways offerings are available at every high school but there is disparity between "college" pathways and "career" pathways available at each campus.

2.9 Discipline (New)
Identify strategies to address discipline disparities in subgroups.

What did we do?

- Root Cause Analysis conducted by the Discipline Team.
- Examined inconsistent policy enforcement, support gaps, and patterns of overrepresentation in referrals and data by subgroups.
- Collaborated with the Disproportionality Coordinator to analyze data for exceptional students, gender disparities, and discipline data for black and brown students.
- Collaborated with Hanover Research to conduct a review of our Social Emotional Learning (SEL) implementation and practices across Atlanta Public Schools.

What did we learn?

The analysis revealed several key findings:
- Administrators were unintentionally "stacking" student suspension days.
- There was a higher number of suspension days for exceptional students.
- Students were being referred to alternative schools without documented interventions.
- Discipline practices were inconsistent across the district, particularly regarding insubordination, fighting, lack of In-School Suspension (ISS), and no requirement to attend Hank Aaron New Beginnings Academy.
- The data indicates there is a positive correlation between Discipline rates and effective SEL implementation and practices.
- Identified fragmentation in organizational structure that may impact how students benefit.

STUDENT & STAKEHOLDER ENGAGEMENT

100-DAY PLAN

3.1 Identify Barriers (Students)

Work with **student**, employee, alumni, and community stakeholder groups to identify key barriers to excellence within the school system and community.

What did we do?

- Superintendent Office Hours: Provide virtual and in-person opportunities to receive feedback from students (Student Office hours held for HS on January 8, 2025 and MS on January 9, 2025. The goal is to host these sessions with students virtually periodically - cadence to be determined).
- Breakfast with the Board (BWB): A regular yearly event where students and APS Board of Education members engage in meaningful dialogue. This year, we have included 8th-grade students so they can be exposed to student leadership at the high school level. Formats: Whole Group Panel: Moderated discussions on critical topics. Rotations: Board members rotate between small groups for deeper interaction.
- Student Advisory Council (SAC): Continue to attend meetings and engage with the Superintendent's Student Advisory Council. Yearly, SAC delegates report their recommendations to the board and district leaders based on data from BWB and general conversations with their peers. Recommendations are organized, revisited, and tracked monthly and SAC ad hoc committees engage with district leaders to discuss progress and next steps.

What did we learn?

Key themes for HS and MS student office hours in January 2025:
- HS: Mental health, Teachers and grading, Equal access to resources, Improvements with the teaching and learning of exceptional students, Equity in athletics (ie. equal representation), Improving learning resources across the district, Opportunities for internships, Opportunities for student leadership, Communication.
- MS: Lesson and assessment alignment, Gifted and Talented programming, Strategic planning, Bullying, Lunch time processes and time allotted, Equal support and extra time to understand content, Academics connecting to real-life situations, Hands-on learning.

3.1 Identify Barriers (Staff)

Work with student, **employee**, alumni, and community stakeholder groups to identify key barriers to excellence within the school system and community.

What did we do?

Met with staff throughout the district through one-on-one meetings, school visits, teacher/cluster advisory team meetings, open virtual office hours, and additional meetings.

What did we learn?

- Prioritizing equitable resource allocation
- Equity in pay/stipends
- Investment alignment with outcomes
- Fostering transparent communication, and feedback platforms
- Improving teacher training, assistive technology, and targeted support for exceptional students
- Enhancing literacy and numeracy initiatives, aligning curriculum, and supporting secondary literacy gaps
- Addressing attendance issues, increasing mental health resources, and discussions on enrollment challenges and school mergers

STUDENT & STAKEHOLDER ENGAGEMENT

3.1 Identify Barriers (Community & Alumni)
Work with **student**, employee, **alumni, and community** stakeholder groups to identify key barriers to excellence within the school system and community.

What did we do?

- APS hosted 10 Parent Listening Sessions across 9 clusters and one for spanish-speaking families.
- APS posted individual and collective materials from these sessions here: https://www.atlantapublicschools.us/APSConnects
- APS released a 100-day Plan survey to better understand satisfaction and focus areas (461 responses).
- Attended community events organized by individuals, small groups of concerned stakeholders, neighborhood organizations (eg. EMCs, CINS, NAPPS), and topic-specific conversations (eg. Special Education, Safety & Security, Assessment).
- Met with the Faith-based Community (individuals and THEO), civic organizations (eg. Center for Civic Innovation, 100 Black Men, Atlanta Chamber of Commerce, Urban League, GEEARS).

What did we learn?

- Academic Consistency and Focus
- Clarity on expectations and connection across curriculum, assessments, resources, leadership, and professional learning
- Equity in Access to Programs
- Uneven access to advanced programs, gifted education, and special education services
- Parent and Community Engagement
- Concerns about communication systems, engagement, and data platform integration
- Teacher & Staff Support
- Need for improved professional learning, better pay, and reduced workload
- Student Mental Health and Wellbeing
- SEL programs, mental health screening, and resources for student well-being

3.2 Board Members
Develop a cadence to meet with each board member to continue to gain understanding of key priorities for the system.

What did we do?

- Instituted Board/Administration communication protocols
- Created a meeting cadence between Superintendent & Board Chair/Vice Chair, including agenda setting
- Created a meeting cadence between Superintendent & Board Executive Director
- Created a meeting cadence of one-on-ones with each board member
- Developed and implemented a weekly Board Update from the Superintendent to the Board
- Implemented monthly "questions & answers" for Board Meeting agenda and presentations

What did we learn?

- Communication and engagement among the board, superintendent, and senior leadership is key to the effectiveness and efficiency of the school district.
- Creating regular channels of communication and engagement ensure concerns are addressed and collaboration is achieved.

STUDENT & STAKEHOLDER ENGAGEMENT

3.3 School Visits

Visit schools to gain a better understanding of the work taking place within schools to support student achievement.

What did we do?

- Instituted Board/Administration communication protocols
- Created a meeting cadence between Superintendent & Board Chair/Vice Chair, including agenda setting
- Created a meeting cadence between Superintendent & Board Executive Director
- Created a meeting cadence of one-on-ones with each board member
- Developed and implemented a weekly Board Update from the Superintendent to the Board
- Implemented monthly "questions & answers" for Board Meeting agenda and presentations

What did we learn?

- Communication and engagement among the board, superintendent, and senior leadership is key to the effectiveness and efficiency of the school district.
- Creating regular channels of communication and engagement ensure concerns are addressed and collaboration is achieved.

3.4 Cluster Advisory

Host Cluster Advisory meetings to understand local school governance work.

What did we do?

- Attended the kick-off meeting for the Cluster Advisory Teams (September 18, 2024). You can find the agenda, slides, and recording here: https://www.atlantapublicschools.us/domain/9280.
- He talked about his 100 Day Plan and responded to questions from the Cluster Advisory Team members.
- Attended a Booker T. Washington GO Team Meeting.
- Served as the keynote speaker for the G3 School Governance Summit, where he delivered an update on the 100 Day Plan, provided key insights and responded to questions from GO Team members.

What did we learn?

We received feedback on the following:
- Need for enhanced Safety & Security support
- Understanding of the current budget gap and process to close the gap (address central office spending)
- Desire to get authentic feedback from all stakeholders
- Facilities and resource concerns

STUDENT & STAKEHOLDER ENGAGEMENT

3.5 Community Meetings
Host community meetings in each school board district to solicit input on areas of success and areas of opportunity.

What did we do?

- APS hosted 10 Superintendent Listening Sessions across 9 clusters and one for spanish-speaking families.
- APS hosted a virtual recap session outlining the common and unique themes.
- APS posted individual and collective materials from these sessions here: https://www.atlantapublicschools.us/APSConnects.
- APS emailed reminders and recaps to all registrants before and after the sessions (nearly 1,000 unique registrations).
- APS released a 100-day Plan survey to better understand satisfaction and focus areas (461 responses).

What did we learn?

These are the common themes across clusters:
- You can find themes by cluster and survey results here: https://www.atlantapublicschools.us/APSConnects

Safety and Security	Equity in Access to Programs	Parent and Community Engagement	Teacher and Staff Support	Student Mental Health and Well-being
• Focus on enhanced safety measures, weapon detection, emergency preparedness and drug prevention. • Example: Midtown focuses on adding School Resource Officers (SROs), while Carver emphasizes drug prevention.	• Uneven access to advanced programs, gifted education, and special education services. • Example: Jackson, Douglass, North Atlanta and Therrell emphasize access to advanced coursework for all students.	• Concerns about communication systems, virtual meeting options, and integration of digital tools like Infinite Campus. • Example: Midtown and Washington highlight redundant robocalls, while South Atlanta requests more targeted parental outreach.	• Need for improved professional development, better pay, and reduced workload. • Example: Mays cluster emphasizes teacher training in literacy, while bus drivers in Carver demand improved working conditions.	• Discussions about SEL programs, mental health screening and resources for student well-being. • Example: Washington requests better counselor-to-student ratios, and South Atlanta focuses on early SEL integration.

3.6 Community Events

Attend at least one community event within every school board district (i.e. athletic events, faith-based organizations, civic organizations, etc.).

What did we do?

- Attended community events organized by individuals, small groups of concerned stakeholders, neighborhood organizations (eg. EMCs, CINS, NAPPS), and topic-specific conversations (eg. Special Education, Safety & Security, Assessment).
- Met with the Faith-based Community (individuals and THEO), civic organizations (eg. Center for Civic Innovation, 100 Black Men, Atlanta Chamber of Commerce, Urban League, GEEARS), Atlanta Speech School.
- Attended athletic events throughout the district; including: Middle School Football Games at Henderson Stadium; Football State Playoffs First Round: Mays at Lakewood Stadium and North Atlanta at Henderson Stadium; Christopher Bailey, Olympic Gold Medalist Recognition at Carver High School; Baseball Camp at Mays High School.

What did we learn?

- The first 100 days required a lot of internal meetings and focus. We look forward to shifting to additional external engagement for the next 100 days.
- We often hear from those who do not attend formal engagement or advisories by showing up to community events. This practice must continue and expand. Depending on the topic and priority within each group or event, we either addressed it individually in the moment or captured common themes for the strategic plan.
- There are common themes across clusters and groups; however, the nature and potential solution to those themes may vary by cluster or group.
- APS has an opportunity to align and communicate our priorities to our stakeholders, who are willing to partner and champion our students.

3.7 Advisory Structure

Leverage current community input structures to learn more about the school district (i.e. advisory boards, etc.) and ensure all stakeholder groups are represented by an advisory structure.

What did we do?

- APS has three groupings of advisory committees/groups: (1) Governance Structure (2) Stakeholder Focus (3) Topic Focus
- Attended and engaged with the italicized groups:

Governance Structure
District Executive Committee (Spring)
Cluster Advisory Team
School GO Teams

Stakeholder Focus
Principal Advisory
Teacher Advisory
Student Advisory
Multilingual Services Meetings
Special Education Parent Support

Topic Focus
Community Equity Task Force
Special Education Advisory Committee
Budget & Finance Advisory Committee
E-SPLOST Oversight
Athletics Advisory
Safety & Security Task Force
Assessment Task Force

What did we learn?

You can learn about the progress and findings of each group at the links above.

STUDENT & STAKEHOLDER ENGAGEMENT

3.8 Partnerships
Meet with local partners from business, faith, non-profit, etc.

What did we do?

A full list of actions is available here. Overall, there has been strong a focus on expanding APS partnerships, securing funding, and improving student and community support through a series of targeted initiatives and collaborations.

- **Workflow and Financial Process Finalization**: Streamlined processes between the Office of Partnerships and Development and Atlanta Partners for Education (APFE), aligning financial and support workflows.
  - Secured leadership stability: With an executive director in place, we laid a strong foundation for \continuity.
  - Raised initial funds: $1M in 2024 to support strategic priorities.
  - Established operational independence: Finalized processes that enable APFE to operate as a distinct entity
  - Developed a strategic plan: Created a roadmap to focus on academic acceleration, whole child support, teacher development, and college and career readiness.
- **Strategic Partnerships and Community Engagement**:
  - Hosted events like a partner breakfast and gatherings to strengthen relationships with donors, non-profit partners, and key community stakeholders.
  - Participated in national and local events representing APS, such as the Congressional Black Caucus Foundation Legislative Meeting, United Way/Coca-Cola event, and a panel with the TD Jakes Foundation.
  - Established and cultivated partnerships with various organizations including Verizon, Nordstrom, YMCA, College Football Playoff Foundation, and the City of Atlanta.
- **Support for Students and Families**:
  - Planned and supported events like International Day of the Girl, Democracy Fest, school supply drives, and student seminars.
  - Focused on increasing alumni engagement, supporting family and student needs, and organizing school events, including a coat drive and student resources through corporate donations.
- **Funding and Grant Acquisition**:
  - Secured substantial financial support, including grants for APS athletic programs and the Student and Family Support Hub, alongside large donations from organizations like Delta Airlines, Norfolk Southern, and Mercedes-Benz USA.
  - Raised funds for the Back-to-School Bash, and facilitated significant contributions from various partners.
- **Ongoing Collaborations**:
  - Continued support for initiatives like the 21st Century Grant, Sneakers and Scholarships program, and corporate volunteer efforts.
  - Engaged with corporate and community partners for long-term support, including meetings with Georgia Power, the Development Authority of Fulton County, and faith-based leaders.

What did we learn?

There is an opportunity to increase the coherence between APFE and APS Partnerships & Development, and consideration should be given to restructure how we manage partnership for the best interest of our students.

Stewardship: Stewardship and cultivation of partners are key to retention efforts.
Support: Supporting partner events helps to build trust in APS and increase visibility for APS.
Capacity: Capacity is a barrier to building new partnerships and gaining new resources.
Evaluation: Evaluations of partnerships should be part of the end of year process to assess impact.
Leadership matters: Hiring an executive director brought focus, energy, and expertise to drive APFE's mission forward.
Clarity drives effectiveness: Establishing clear roles and processes between APFE and the Partnerships Office.
Strategic planning is foundational: Importance of aligning efforts with long-term goals and stakeholder priorities.
Independence fuels growth: Operating as a distinct entity from APS clarified APFE's purpose and expanded opportunities to innovate and build sustainable partnerships.

3.9 Small Groups

Engage students and employees in small group conversations to learn more about the system and areas of success, touching at least 300 student and staff members (both school-based and district-wide).

What did we do?

Met with students and staff throughout the district through one-on-one meetings, school visits, advisory team meetings, open virtual office hours, and additional meetings. More than 1,000 students and staff were engaged through these first 100 days.

What did we learn?

Students

- HS: Mental health, Teachers and grading, Equal access to resources, Improvements with the teaching and learning of exceptional students, Equity in athletics (ie. equal representation), Improving learning resources across the district, Opportunities for internships, Opportunities for student leadership, Communication.
- MS: Lesson and assessment alignment, Gifted and Talented programming, Strategic planning, Bullying, Lunch time processes and time allotted, Equal support and extra time to understand content, Academics connecting to real-life situations, Hands-on learning.

Staff

Prioritizing equitable resource allocation, equity in pay/stipends, and investment alignment with outcomes. Fostering transparent communication, and feedback platforms. Improving teacher training, assistive technology, and targeted support for exceptional students. Enhancing literacy and numeracy initiatives, aligning curriculum, and supporting secondary literacy gaps. Addressing attendance issues, increasing mental health resources, and discussions on enrollment challenges and school mergers.

3.10 Communication Protocols

Develop and publish communication protocols with the school board, employees, students, and the community.

What did we do?

- Established Board/Superintendent Communication Plan, including cadence of Board Updates and Board support.
- Established two-way Superintendent/Senior Leadership Team Communication Plan.
- Established communication notification cadence.
- Created branding message amplifying "Excellence Everywhere" and "One District. One Goal. EVERY Child."
- Updated Media Tip Sheet Distribution Protocol.
- Created Editorial Board based on "Swiss Cheese Method."
- Created list of media staging sites for every traditional school as part of crisis communications protocol.
- Updated Infinite Campus Spanish translation protocol.
- Communicated communications protocols and processes to principals.
- Established process of content sharing with parent liaisons at schools.
- Added LinkedIn and Next Door communications platforms.
- Conducted surveys/focus groups of parents, staff, and students to direct content review for divisions and schools.
- Created and communicated SharePoint Intranet site, with templates, brand guidelines, logos.
- Produced Spanish version of APS Now newsletter to mirror English version.
- Reinstituted the APS District Events Calendar in Outlook for a streamlined centralized calendar for all staff.

What did we learn?

- Infinite Campus should not continue to be used for emergency notifications due to the bandwidth limitations.
- Repetition is key to embed information for people to mobilize.

4.1 Transparency

Begin development of an Open APS portal on the web that houses key information that the public desires access to and has been perceived as a barrier to transparency.

What did we do?

- We identified common data points that the community and staff are interested in (student data, open records, financial transparency, etc).
- We created a website to post this information: OpenAPS https://www.atlantapublicschools.us/Page/72725.

What did we learn?

- Many data points are currently available but difficult to find.
- Some data points are not currently publicly available, so we are developing dashboards that are public facing (eg. behavior, attendance, etc.).
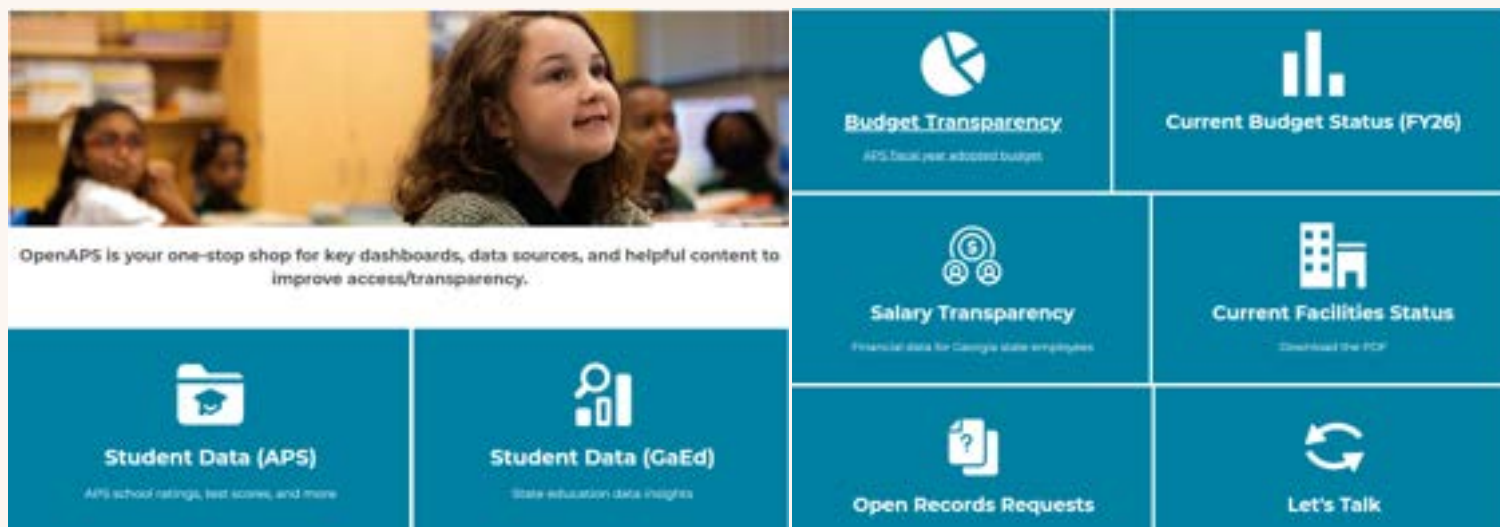
OpenAPS is your one-stop shop for key dashboards, data sources, and helpful content to improve access/transparency.

Student Data (APS)
APS school ratings, test scores, and more

Student Data (GaEd)
State education data insights

Budget Transparency
APS fiscal year adopted budget

Current Budget Status (FY26)

Salary Transparency
Financial data for Georgia state employees

Current Facilities Status
Download the PDF

Open Records Requests

Let's Talk

4.2 Progress

Launch a live weblink where the public can track progress on first 100 day activities: www.atlantapublicschools.us/first100days .

What did we do?

- Created a google sheet for all tasks from the 100 day plan, including owners and expectations.
- Published the google sheet to the 100 day plan website.
- Updated the sheet regularly.

What did we learn?

- Learning depended on each individual task.
- Overall, the community shared appreciation for accountability and transparency in the plan updates.
- We added tasks based on feedback (assessments, discipline, safety and security).

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.3 Build Trust

Identify and develop additional systems and structures to promote transparency and accountability that will continue to build trust with the community.

What did we do?

- Assess: Initiated an internal team to review efficiencies across the district. Began interviews and focus groups with key stakeholders.
- Engage: Engaged with CLL stakeholders and provided follow-up on what we heard and next steps. Superintendent initiated communication and meetings with individuals and groups.
- Transparency: Expanded our transparency efforts through the OpenAPS website and dashboards.
- Follow-up: Continued follow-up with stakeholders on our progress within the 100-day plan.

What did we learn?

Assess: Preliminary insights revealed significant challenges within the Center for Learning & Leadership, including inefficiencies, lack of clear support pathways, and unclear roles and responsibilities:
- Inconsistent central office processes, lacking standard operating procedures, and clear key performance indicators.
- Poorly defined support pathways, causing uncertainty for schools and CLL staff seeking district-level guidance.
- Gaps in compliance and accountability due to leadership autonomy, resulting in uneven support for staff and students.
- Ambiguity in communication and inconsistent SOPs impact the efficiency of cross-divisional workstreams.

Engage: Stakeholders appreciate…
- Multiple opportunities to engage in groups, task forces, public channels, and individual meetings.
- Access to data and information through increased publicly available dashboards.
- Honest and clear responses to questions and concerns from the Superintendent.
- A clear and intentional focus on student achievement.

4.4 Strategic Direction

Ensure the public is clear on strategic direction, the commitments to equity, and related work streams that will be implemented.

What did we do?

- Developed and released a comprehensive 100-day plan focusing on four critical areas: Academic Acceleration, Equity, Student and Stakeholder Engagement, and Accountability & Operational Excellence.
- Conducted a series of community meetings to engage with parents, teachers, and stakeholders.
- Initiated visits to all 87 campuses to gain firsthand knowledge of Atlanta Public Schools.
- Completed the 100-day plan and Needs Assessment.
- Identified timeline and process for Strategic Plan.

What did we learn?

- Stakeholders appreciate communicating a clear focus/priority, returning back to basics, and demonstrating an unapologetic approach to student achievement.
- There is an opportunity to better understand how to communicate to all stakeholders.
- There is a strong community desire for transparency, equity, and accountability in decision-making processes.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.5 Current & Desired Performance

Clarify and connect current performance to strategic plan goals for the community and work with the school board to develop desired state for strategic focus areas.

What did we do?

- As part of the strategic plan process and the 100-day plan, we analyzed data on a variety of topics. That information can be found in our Needs Assessment.

What did we learn?

- This task will be a part of our next 100 days. The Atlanta Board of Education sets the district's Goals and Guardrails. We will begin that process in February, which will ensure we have a desired state for the district's strategic focus areas.

4.6 Ethics

Incorporate areas of opportunity related to ethics into strategic plan focus areas and work streams as appropriate.

What did we do?

- Continued Ethics Programming and Practices.
- Incorporated Ethics Notice in 2024-2025 Employee Handbook.
- Administered the required annual Ethics Training with consequences of disciplinary action up to and including termination if training is not completed by established date.
- Maintain Board Policy GAGC: Employee Ethics.
- Maintain EthicsPoint, the confidential Ethics Hotline and reporting system for ethical concerns.
- Investigated concerns and reported high-level results to the Audit Commission of the Atlanta Board of Education
- Analyzed the EthicsPoint Stats.

What did we learn?

- Employee Relations; Customer Relations; Policy Issues are the top three reported issues.
- 72% of the issues go uninvestigated due to lack of information and/or response; no reports.
- There is still opportunity to strengthen a culture free of fear and intimidation.
- Of 32 issues reported, only four (4) were substantiated.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.7 Recognition (Student)
Enhance and/or develop student and employee recognition programs that support our focus on excellence.

What did we do?

- Student Advisory Council (SAC)
- Student Leadership Symposium (SLS)
- ABOE Student Recognition Ceremony
- ABOE and Superintendent Student Recognition at Board meetings
- Sneakers and Scholarships
- Exceptional Students' Prom (Spring 2025)
- Atlanta Pride Parade (Student Focus and Inclusivity)
- Val and Sal Breakfast
- Breakfast with the Board

What did we learn?

- As key stakeholders, it is imperative that we continue to offer opportunities for students to be positioned in front of adults in order to showcase leadership abilities and talents. In alignment with our mission to prepare students an ensure that they are ready for college, career, and life; structures should continuously be put in place for the perspectives and experiences of students to be actively sought out and acted upon. As a district, we should continue to identify ways to recognize and celebrate students. We continuously seek their engagement and feedback; therefore, we should consider ways to close the feedback loop, ensuring they are informed about the progress of the work.

4.7 Recognition (Employee)
Enhance and/or develop student and employee recognition programs that support our focus on excellence.

What did we do?

- Teacher of the Year/Support Person of the Year
- Birthday/Work Anniversary recognition
- Retiree recognition
- APyeS! Awards/Gala
- HR Summit - Leadership recognition
- Spotlight staff attendance, etc. monthly highlights at principal's meeting
- Stipend based stretch opportunities
- LEADS Awards
- Alumni month
- Bus Driver Elite Program
- Partnerships that provide employees discounts/incentives: Botanical Gardens, LA Fitness,AAA, T-Mobile, etc
- Employee Wellness for all APS employees:: Tellus EAP support, financial resources,monthly wellness newsletter
- InsideAPS Employee Spotlight

What did we learn?

- Opportunity to standardize recognition/customer service with frameworks and train/communicate district wide.
- Evaluate employee demographics data interface with GHR to ensure employee consistently receive praise reports.
- Create a shared Understanding of Recognition for APS - To foster a culture of appreciation, it's essential to establish a common language and shared expectations for what meaningful recognition looks like across the district.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.8 Enrollment

Analyze enrollment projections across the district and review historical decisions and opportunities to balance building capacity and student enrollment.

What did we do?

Each year, the APS Planning & GIS Team (Operations Division) perform an annual review of enrollment projections and utilization (enrollment divided by capacity) for each school in the district. As part of the review, we completed the following:

- Received final FTE counts.
- Updated enrollment projections using historic enrollment trend, number of live births, and residential building permits.
- Developed capacity calculations.
- Received principal feedback.

You can find the full report here: https://www.atlantapublicschools.us/Annual_Review .

What did we learn?

- Total enrollment (PK-12) for the current year (2024-25) is 40,386 – excluding charter and non-traditional schools but including Centennial Academy (conversion charter) – while the district has over 62,000 total seats at these schools. The current utilization for the district is 65% which represents over 21,000 excess seats. Projections indicate that enrollment will fluctuate around 40,000 and utilization rate remains at 65%.
- 42 of 73 School Facilities have <65% utilization.
- 33 of 73 School Facilities have enrollments below the target (ES: 400, MS & K-8: 600, HS & 6-12: 800).
- 8 of 73 School Facilities are at or approaching capacity.

4.9 Efficiency

Assess areas of organization to determine operational efficiency opportunities.

What did we do?

- Initiated a comprehensive review of district-level challenges through Division Chief interviews.
- Conducted interviews and focus groups with key stakeholders, including Executive Directors, Directors, and school leaders.
- Documented and analyzed preliminary insights from these sessions.

What did we learn?

- **Staffing and Resource Limitations**: Challenges in retaining high-quality talent, especially in specialized roles like cybersecurity, IT, and special education.
- **Resource Allocations**: Difficulties in balancing essential services with ongoing budget reductions and equitably allocating resources across schools and departments.
- **Systemic Inefficiencies**: Outdated systems (ERP, payroll, compliance) hindering operational efficiency and data management capabilities.
- **Operational Challenges:** Misalignment between school-level needs and central office support, often due to siloed communication and unclear priorities.
- **Change Management**: Resistance to adopting new processes, mindsets, and systems, limiting strategic changes.
- **Competing Priorities**: Challenges in balancing immediate demands with long-term strategic planning and managing simultaneous large-scale projects.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.10 Budget

Conduct a deep-dive into the budgeting process to ensure and support maximization of resources to improve student achievement.

What did we do?

Reviewed the process for building both school and department budgets.
- Analysis of Central Office historical spend, per pupil spend by school, staffing ratios, and other funding metrics.
- Analyzed the tentative multi-year budgets and drafted Budget Parameters focused on district financial stability/sustainability.

What did we learn?

APS is a well funded district but funding is not tightly aligned to outcomes. There are significant opportunities to gain additional financial efficiencies.
- APS will begin the FY2026 budget year with a $100+ million budget gap.
- School per pupil allocations range from $10,000-$30,000 and are not aligned to student outcomes.
- APS spends nearly $64 million on programming that is not tightly aligned to student outcomes.
- APS staffs between 2,300 and 3,000 more staff members than neighboring districts, with little alignment to student outcomes.
- The central office budgets have increased between 4.63% and 18.55% annually since FY21, even as enrollment has declined or flattened.

4.11 Support

Review department head briefing documents to assess how I can support the work taking place within the system.

What did we do?

- Transition documents and plans were shared by each Division Chief to the Superintendent.
- One-on-one introductory meetings and Division Leadership Team meetings were held the first 3 weeks.
- One-on-one meetings with chiefs continue throughout the year.
- A meeting cadence has been developed with a focus on Schools & Academics and Cluster Superintendents.

What did we learn?

- The 100-day plan outlines a number of areas we focused on based on these initial conversations. Following the launch of the 100-day plan, we added topics that were uncovered with additional research: Assessments, Safety & Security, and Discipline.
- It is essential that those closest to the schools (Cluster Superintendents) are a part of the leadership team meetings and decision-making.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.12.A. Nutrition
Review department head briefing documents to assess how I can support the work taking place within the system.

What did we do?

- Hosted stakeholder engagement for students, staff, and families throughout the summer and semester (TAG Family Engagement, Back to School Bash, Miles Elementary Coat drive, Chew Crew at Mercedes Benz stadium).
- Implemented MealViewer menu display boards in all 72 schools and Nutrition office. 763 profiles were created and a total of 14,876 website views.
- Hired 500+ new Food Assistants and Cafeteria Managers.
- Completed 10 days of State of Georgia Orientation for Nutrition Employees (O.N.E.) training for Cafeteria Managers and Food Assistants which was managed by a team of 16 trainers, totaling 30 hours.
- Conducted 3 weeks of training for 75 Cafeteria Managers and 330 Food Assistants for Back to School Training in July 2024.
- Secured grants over 600K to increase locally grown offerings and Farm to School initiatives.

What did we learn?

- The need for stronger stakeholder engagement was identified during community engagement sessions.
- An external review of cafeterias and kitchens revealed the need for makeovers to be more inviting to students.
- Meeting established Food Service Key Performance Indicators (KPIs) would be critical for a successful transition.
- Continuously test menu items for student feedback and approval.

4.12.B. Transportation
Review department head briefing documents to assess how I can support the work taking place within the system.

What did we do?

- Received feedback on Transportation through the Superintendent Listening Sessions and Virtual Office Hours.
- Hired a new Senior Executive Director of Transportation.
- Monitored driver departure time AM/PM for more timely bus stops and school arrivals.
- Deployed 24 EV buses into the fleet.
- Opened new Northwest Transportation Yard in January 2025.

What did we learn?

- Keeping all staff aware of the importance of On-Time Arrival (OTA) provides more accountability for drivers, supervisors, and maintenance staff on how they play a role in maintaining consistent bus schedules.
- With respect to implementing electric buses into the fleet, we have learned that proper training for all staff and vendor support is critical to the successful rollout of EV buses.
- While opening the Northwest Transportation Yard, we learned the importance of ensuring that all stakeholders are involved in all phases of the planning, construction, and opening process.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.13 Safety & Security (New)
Identify strategies to enhance safety and security efforts

What did we do?

- Created and operationalized a Safety and Security Task Force to include community and student representations and have met three times since September 2024.
- Received feedback on Safety & Security through the Superintendent Listening Sessions.
- Created a taskforce of Office of Safety and Security (OSS) Members to review and standardize our processes and develop key metrics.
- Initiate a district wide safety and security assessment of all schools by an independent firm.
- Implemented district-wide Threat Assessment Protocol including follow-up supports.
- The Safety and Security Task Force Force has identified consensus areas to research and further explore at the upcoming meetings
- The Safety and Security Task Force also met with Safe Havens International during their district assessment.

What did we learn?

- We need an enhanced presence in elementary schools.
- We need to leverage technology to enhance safety at all schools.
- It is important that we maintain and continue to develop relationships with partner law enforcement agencies to provide safety and security for our district.

PROMISING PRACTICES

HOWARD MIDDLE SCHOOL

Exceeded improvement targets for closing gaps in English Language Arts (ELA), Social Studies, and Science

One of the middle schools with the most students taking courses for high school credit

- Vertical team meetings reviewing student data and associated strategies to help students meet targets
- Co-teaching
- Small-group instruction
- Counselors recommend students for high school courses based on data and giving students choice to select courses that interest them

> "We are asking questions like, "What do you wonder? What do you notice about the data specifically? What may have caused the changes from one grade level to another? One subgroup to another? Why isn't a subgroup moving? What initiatives are we implementing in the school that are maybe not productive or effective, that we may need to stop and shift our focus?"
> *Principal Tekeshia Hollis*

Foundational research indicates that reviewing and leveraging **student data** for instructional decision-making can support student learning and achievement.

A meta-analysis of 26 studies in the Educational Research Review on the impact of **co-teaching** revealed a medium positive combined effect of .47 for co-teaching on the academic achievement of students.

According to Hattie's Visible Learning, a synthesis of over 800 meta-analyses, **small-group instruction** showed a mean effect size of 0.49, indicating a moderate effect size on student learning. Notably, conditions that can enhanced this effect include prior group work experience, cooperative learning strategies, and small group size.

A recent study in American Economic Review finds that effective **school counselors** have positive impacts on high school graduation and postsecondary attendance rates, suggesting that investing in school counselors is an effective strategy for improving post-secondary enrollment.

BOLTON ACADEMY

Highest percent of elementary students exhibiting high growth on Student Growth Percentile in ELA and Math

CCRPI Progress score of 100 for English Language Learners

- Awareness and accountability for student needs, school vision, standards
- Building staff capacity (including retention, Professional Learning Communities (PLCs), staff collaboration, and staff appreciation initiatives)
- Positive school culture (including promoting inclusion for students)

"

It's the collaboration between English Language Learner (ELL) support, our coaches who are trained in ELL practices, the General Ed teacher working with ELL support, learning about best practices, and then it's also a culture piece... making sure that we do have inclusive activities and events and we've even met with our Hispanic students about them being language leaders because their Spanish language is a beautiful language.
Principal Shavaun Mincey

Empirical studies find that **PLCs** support improved educator collaboration and improvements to teaching and learning. Staff appreciation initiatives are associated with improved educator productivity, engagement, and retention.

Recent literature indicates a positive relationship between **school climate** and student academic outcomes across a range of achievement measures. Research suggests that strong, supportive, and positive school climates are positively associated with improvements in student grades, test scores, absences, and high school graduation rates.

SYLVAN HILLS MIDDLE SCHOOL

The middle school with the highest score for closing gaps for Students with Disabilities in ELA (score: 34.42)

- Differentiated instruction, based on MAP and IReady data
- Small group instruction (ability grouping), based on MAP and IReady data
- Explicit vocabulary instruction and graphic organizers
- Professional learning for co-teaching

> One of our biggest pushes this past school year and this year as well was differentiated instruction and making sure that we focus heavily on small group instruction and scaffolding instruction, not just for the student with disabilities, but for all students. Because we realize that when we provide that small group time with a teacher, the students have an opportunity to really dive deep into the instruction.
>
> *Principal Larry Guilford*

Research finds positive effects of **differentiated instruction** on student achievement in reading and math. Differentiating instruction ensures that all students can effectively engage with and learn from the curriculum regardless of their abilities or interests.

Small group instruction facilitates differentiation, independent practice, and time for teachers to provide independent interventions.

Research shows that integrating **explicit vocabulary instruction** into all content areas, not just reading and ELA-related subjects, enhances students' ability to acquire vocabulary, especially textbook terms that become progressively difficult as students get older. According to Hattie's *Visible Learning*, vocabulary programs showed a mean effect size of 0.97, indicating major improvements in reading comprehension in students who experienced vocabulary instruction.

A study in the *Journal of the Teacher Education Division of the Council for Exceptional Children* found that **professional development experiences in co-teaching** were related to teacher outcomes, including confidence, interest, and attitude. Teachers with more frequent professional development experiences demonstrated higher confidence in their co-teaching ability.

CORETTA SCOTT KING YOUNG WOMEN'S LEADERSHIP ACADEMY

High % change in proportion of Proficient and Above in American Literature (28.3 percentage points) and Algebra (20.1pp)

100% graduation rate for economically disadvantaged students

- Guided reading, differentiation, and offering students choice
- Use of songs and games to increase student engagement
- Explicit mathematics instruction and zero period
- Review student data and Professional Learning Centers (PLC)
- Building strong relationships with students
- Monitor attendance and home visits
- Promote a positive school culture and climate

> A game changer for us is having a faculty and staff that embraces and loves the whole child. So although our academic outcomes definitely take a high precedence, we are also working to make sure that the whole child is fed and nourished from the social to the emotional to the psychological needs. We are loving our children through whatever obstacles come their way. So the culture and climate is one that's highly conducive to nurturing growth and development.
>
> *Principal Eulonda Washington*

Research finds positive effects of **differentiated instruction** on student achievement in reading and math. Differentiating instruction ensures that all students can effectively engage with and learn from the curriculum regardless of their abilities or interests.

The National Mathematics Advisory Panel, established by the U.S. Department of Education, conducted a 26- study meta-analysis on math instruction, ultimately finding that **explicit instruction** has a positive impact when used for teaching word problems, computation, and less common applications.

Foundational research indicates that reviewing and leveraging **student data** for instructional decision-making can support student learning and achievement.

Recent literature indicates a positive relationship between **school climate** and student academic outcomes across a range of achievement measures. Research suggests that strong, supportive, and positive school climates are positively associated with improvements in student grades, test scores, absences, and high school graduation rates.

A research review of 46 studies published by the American Educational Research Association found that **strong teacher-student relationships** were associated, in both the short- and long-term, with improvements in a variety of areas: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates.

ATLANTA CLASSICAL ACADEMY

The school with the highest percentage of seamlessly enrolled students into college (84%)

- College advising starts junior year, academic advising starts in Grade 8
- Demystifying the college process through early and frequent communication
- Writing and application support

> It's a combination of starting early, being really thorough and helping [students] with their preparation, and also the way that we get to know them and really help them find something that they can be really excited about.
> *Principal Aaron Schepps*

A recent study in American Economic Review finds that effective **school counselors** have positive impacts on high school graduation and postsecondary attendance rates, suggesting that investing in school counselors is an effective strategy for improving post-secondary enrollment.

A report from the U.S. Department of Education's Institute of Education Sciences recommends, based on supporting evidence, **supporting students' college-going aspirations** by encouraging students to explore different careers and postsecondary pathways, and providing hands-on support to assist students in completing steps for college application and entry through **communication and knowledge-sharing**, college visits, and s**upport with college applications**.

SCOTT ELEMENTARY

Greatest average daily attendance improvement from 2023 to 2024 (elementary) (11.86 percentage point increase)

- A care team approach of administrators, social workers, counselors, and other support staff, who meet weekly to monitor attendance data and tackle absenteeism issues and causes
- Student-level strategies:
  - Incentive programs and competitions at both the student and class levels
  - Share information on attendance and publicly recognize good attendance
  - Focus on 10-day, tangible and achievable increments with punch cards
- Parent engagement, home visits, and incentives
- Teachers' objectives include attendance goals

" As a committee, we meet weekly and we discuss whatever challenges that may be occurring for any of our students…it may be a medical issue, there may be some homelessness, all of those types of things. When we bring it to the committee, there's multiple people who can service that [challenge].
Principal Langston Longley

Implementing a **data collection system** for tracking student absences can allow district and school leaders to identify trends, understand root causes, and target and monitor the effectiveness of interventions.

While evidence remains mixed, experts suggest that **incentives and rewards** can be an effective strategy to support attendance when selected thoughtfully, considering specific attendance issues, incentive type, implementation details, and evaluation. However, rewards and incentives for perfect attendance may be counterproductive and marginalize certain student groups (e.g., students with health conditions).

A review of the literature on attendance and **family engagement** by the American School Health Association shows that when schools and districts engage and partner with families, students are more likely to attend school and succeed.

H.J. RUSSELL WEST END ACADEMY

One of the largest decreases in suspension rates from last year to this year: Out of School Suspension days decreased approximately 52% from SY22-23 to SY23-24 for students with disabilities. Also decreased the number of suspension days for all students by 26%\.

- Established an Attendance Committee to monitor trends, identify at-risk students, and develop targeted interventions to address chronic absenteeism and tardiness
- Instituted dedicated support staff (Attendance Clerk, Behavior Specialist, and In-School Suspension Monitor)
- Partnered with Big Brothers Big Sisters to provide mentorship for chronically tardy and at-risk students
- Implemented restorative practices

"

By combining proactive attendance and behavior strategies with restorative practices and mentorship, we have created a more supportive and inclusive environment for our students. This comprehensive approach has not only decreased suspensions but has also improved overall student engagement and success.
Principal Tonetta Green

Attendance teams ensure districts have access to the insights and resources necessary to craft comprehensive and supportive solutions to attendance issues. By regularly reviewing data from multiple sources and meeting to bring diverse perspectives together, attendance teams can form ongoing strategies for addressing attendance issues and mitigating barriers.

A study published in the School Community Journal shows that **school-based mentoring programs** can support positive social and behavioral outcomes for middle grade and high school students including reduced unexcused absences and discipline referrals, as well as increased social connectedness.

Restorative justice practices are a powerful alternative approach to managing antisocial or violent behaviors and promoting prosocial behaviors that help students develop healthy and lasting relationships and build strong communities. Studies show implementing restorative justice practices can lower disciplinary referrals and suspensions.

THERRELL HIGH SCHOOL

Highest decrease in suspension rates for high schools: decreased overall out-of-school suspension days by 48% (suspension rate fell by 1.4 percentage points) from SY22-23 to SY23-24, largest decrease in the district

- Restorative practices (including leadership and staff training on RP)
- *Additionally, a change in policy prohibiting suspending students for level 1 infractions reduced the number of overall suspensions.

> It's very easy just to suspend people - restorative practice takes more work and time, and so I am appreciative of the entire admin team to kind of shift [to restorative practices] for the betterment of the students.
> *Principal Dante Edwards*

Restorative justice practices are a powerful alternative approach to managing antisocial or violent behaviors and promoting prosocial behaviors that help students develop healthy and lasting relationships and build strong communities. Studies show implementing restorative justice practices can lower disciplinary referrals and suspensions.

JACKSON HIGH SCHOOL

100% staff vacancies filled

80% or higher first year staff retention rate

- Working with staff to identify upcoming vacancies and then starting hiring for open positions immediately
- Induction support system and mentors for new teachers
- Instructional support (e.g., instructional coaches) for new teachers

> We have an induction support system here at Jackson; a of a group of our veteran teachers who support the new teachers so that they have somebody, they have a mentor, they can go to to help them navigate.
> *Principal Adam Danser*

Starting hiring for new teachers early has many benefits, including recruiting qualified educators, higher candidate quality, and increased retention.

Research indicates that **induction programs** support retention for first-year teachers. A study in the *Review of Education Research* found first-year teachers participating in an induction program were "twice as likely to stay in teaching as those who did not receive early support."

By engaging teachers in **mentorship**, districts can better support and retain new teachers. Mentorship is particularly recommended for supporting retention of male teachers and teachers of color.

BEECHER HILLS ELEMENTARY

Tied for highest average staff scores on the Georgia Health Survey
For the Spring 2024 Employee Engagement Survey, Beecher Hills Elementary

School had the highest grandmean of any school (4.58 out of 5) (94th percentile of all K-12 schools taking the survey)

- Understand and tailor approach based on staff work languages for appreciation
- Care for the staff and ensure they are happy, provide flexibility when needed
- Creates opportunities for staff feedback, involvement in decision-making processes, and buy-in for changes
- Uses Knoster Model of Change to ensure readiness for change and successful outcomes

> " Giving people grace and understanding that everybody has their own unique challenges and how can I help take some of those obstacles away from you so that you can do your very best here.
> *Principal Tiffany Franklin*

The **5 Languages of Appreciation** in the Workplace by Dr. Gary Chapman and Dr. Paul White suggests that individualized approaches to appreciation in the workplace (e.g., acts of service, quality time, words of affirmation, tangible gifts, appropriate physical touch) can have positive impacts on employee morale, engagement, and job satisfaction, resulting in improved work performance and reduced rates of turnover.

Engaging and retaining teachers requires districts to allow teachers to feel their voices and opinions have value and are heard. Districts may positively impact teacher engagement by allowing **teacher input on decisions** that may impact them at the school level.

The Knoster Model, founded by complex change-management expert Dr. Timothy Knoster, indicates that vision, skills, incentives, resources, and action plans are the foundation of successful change within an organization. In the context of districts and schools, the Knoster Model can have similarly effective impacts on supporting system-wide changes, such as the implementation of a Multi-Tiered System of Supports.

MIDTOWN HIGH SCHOOL

Portable Electronic Device (PED) Free Policy (eg. Cell Phones)
PEDs include phones, headphones, earbuds, personal computers, tablets and games.

- Average number of PED confiscations from classrooms has remained steady at an average of three to four per day schoolwide in a school of 1700+ students.
- During the first semester of SY2024-25, 1,100 students had zero PED infractions.

- Every student issued a personal Yondr pouch on the first day of school along with a copy of the new PED-free policy.
- Student phones and earbuds are placed in Yondr pouches and locked by school personnel before students pass through metal detectors each morning.
- Students remain PED-free from 8:30 to 3:30 each day, including lunch and passing periods.
- All students are expected to bring their APS-issued computer each day.
- Teachers who observe a PED during class time text a designated support person who comes to retrieve the device and issue consequences. Parents must come to the school building between 9:00 AM and 3:00 PM to retrieve confiscated devices.

Data highlights a significant **threat to teen mental health** posed by access to smart phones and social media since 2010, including a 60% increase in depression and a 50% increase in suicide attempts among girls.

Recent research suggests cell phone use during class significantly **detracts from student learning** and academic achievements.

Best practice supports the **collection and dissemination of additional data** on cell phone use in schools including perception surveys and secondary research to further educators' understanding of the challenges.

> In short, cell phones pose a significant risk to our students' learning, their mental health, and their safety. Cell phones also present a significant burden on our teaching and non-teaching staff. We polled our teaching staff about the biggest challenges to teaching at Midtown High.
> *Principal Betsy Bockman*

- PEDs are virtually non-existent in Midtown classrooms.
- Teachers report higher levels of student engagement and socialization in classrooms.
- Teachers report much-improved job satisfaction.
- Students report increased socialization with peers and more successful completion of schoolwork during school hours.
- During school weeks, Midtown teens are gaining seven hours per day (35 hours per week) of disconnectivity from social media and other potentially harmful digital applications.

NEXT STEPS

Specific actions and dates may be updated based on the FY26 Budget Process and the Strategic Plan development.

ATLANTA
PUBLIC
SCHOOLS

OVERVIEW

Over the next few months, we will continue our strategic planning process with additional engagement across the district. You will find the opportunity before us is clear:

We will build a solid foundation for every child.

Last year, only 23 percent of black students were proficient in 3rd Grade literacy. For our English Learners only 23 percent were proficient and for students with disabilities only 11 percent were proficient in 3rd Grade literacy. We must intervene throughout the PK-12 continuum and find ways to expand early learning opportunities and the quality of early learning programming. We must invest in and commit to continued training in the Science of Reading and providing high-quality curriculum that prepares our students to succeed. Literacy is a civil right.

We will prepare every child for tomorrow.

While we are proud that APS has increased the percentage of students demonstrating college & career readiness; the access to programming varies across the district. We must also expand career and vocational opportunities for our students. We want our graduates to have a certification or credential, go to a two or 4 year college or university, or directly to the workforce or the military.

We will provide great teachers and leaders for every student.

We must recruit and retain the best and brightest talent to teach and lead our children. The research is clear that teachers effective teachers and leaders rank #1 and #2 respectively in improving student achievement. We must provide our teachers and leaders with high quality training and support. We would love to be one of a few districts in the country and possibly the first in the Southeast to have an average teacher salary of $100,000 by 2030. As Dr. Mays stated, "It's not failing, but aiming too low."

We will develop a holistic approach to every child's growth.

Our children are dealing with unprecedented external challenges that impact their day to day. We must lean in and provide our students with the mental health support necessary to thrive in our society. The pressures they are experiencing require all of us.

We must do all of this in an efficient and effective way as we work to right-size our school district and our budget. There are challenging decisions before us, but our "community of believers" can solve these challenges together.

ACADEMIC ACCELERATION

1.1 Academic Structure
Review academic organizational structure to identify areas of success and opportunity.

Through the FY26 Budget Process, we will review the best way to efficiently and effectively support the core work of the district through our organizational structures, collaborative efforts, and systems and processes.

1.2 Academic Data
Review student academic data to identify academic deficits and areas of opportunity.

We will continue to leverage the Student Outcomes Focused Governance Framework to identify goals, guardrails, and strategies. This focus on data will ensure the district is prioritizing student achievement.

1.3 Special Education
Begin implementation of recommended improvements in special education based on recent audit.

Goal 1: By Summer 2025, Develop a professional learning program for Special Education Lead Teachers (SELT) and instructional support staff to begin implementation.
- Train SELTs to create and evaluate quality IEPs as defined by the GaDoE Quality IEP framework.
- Train District support staff (School Coordinators and Inclusive Practices Specialists) alongside Teaching and Learning Instructional Coaches for alignment in Tier 1 instructional expectations.
- Develop compliance monitoring plans with identified metrics for each school.

Goal 2: By End of 2025, Restructure Central Office Support staff to streamline and clarify school based and caregiver supports.
- Collect and review District Support Staff Impact surveys to identify efficiency, redundancy, gaps in support structure.
- Develop Departmental SOPs and Employee handbook to clarify internal policies and procedures.
- Rename school based program delivery models from being identified by exceptionality (i.e. EBD, MOID, Autism) to better align with profile of student serviced in the program.

ACADEMIC ACCELERATION

1.4 Accelerate Literacy
Accelerate Phase 1 of Literacy plan and begin curriculum review of core content areas.

Goal 1: By Fall 2025, APS will develop a strong vision for effective K-12 literacy systemwide and develop an implementation plan for central office staff, school leaders, instructional coaches, and teachers to internalize and articulate the APS vision for K-12 literacy.
- Adopt a comprehensive curriculum aligned to the Science of Reading for K-5 to ensure a cohesive experience for all students.
- Adopt a comprehensive curriculum for 6-12 that is aligned to the new ELA standards.
- Ensure the adopted curriculum includes support for learners at multiple ability levels to include language learners.
- Track completion of Ga. Learns Courses to ensure all current K-5 staff meet the July 1st deadline by May 2025.

Goal 2: By End of 2025, provide effective ongoing professional learning and development for all of APS instructional coaches to support their understanding of Georgia's new K-12 ELA standards and improve their ability to support teachers with lesson internalization for ELA and interdisciplinary literacy and student work analysis.
- Monitor implementation of comprehensive curriculum to evaluate success.
- Provide direct support to coaches and teachers with the implementation of the new K-1 ELA standards through professional learning and in-class modeling support.

1.5 Annual Targets
Work with the school board on annual targets for strategic focus areas leveraging exemplars, national benchmarking, or comparable/aspirational districts to determine the measurement for success.

By Summer 2025
- The Board will engage the community this Spring to receive feedback on values and goals.
- Propose and approve annual targets that are specific, measurable, realistic, attainable, relevant and time bound.

1.6 Strategic Plan
Support implementation of strategic plan through development of a formal monitoring/review process which ends in 2025 and begin establishing plan for development of strategic plan.

Goal 1: By Spring 2025, develop draft values, goals, and theories of action.
- Review and confirm values/profile
- Draft overarching goals
- Draft theory of action/key drivers

Goal 2: By Summer 2025, finalize our strategic plan.
- Identify high-level strategies/initiatives
- Finalize FY26 Budget
- Create a change management plan
- Begin developing action plans
- Develop a monitoring plan

We will engage stakeholders, internal and external, throughout the process.

ACADEMIC ACCELERATION

1.7 Assess Programs

Assess academic programs and instructional quality of programs to ensure coherence to district and state expectations, as well as alignment with the district's profile of an APS graduate.

Goal 1: To establish district vision for Tier I Instructional Excellence; providing high quality instructional materials aligned to grade level standards for the diverse needs of ALL APS students.
- Align all processes and documents in support of a common vision for instructional excellence.
- Develop and implement a standardized template for curriculum documents across all grade levels and subjects.
- Form committee with teachers, leaders, content coordinators and specialists to review and guide adoption of new templates.
- Create a districtwide adoption schedule, prioritizing subjects with new state standards.
- Update documents to reflect current standards and best practices.
- Train teachers and instructional leaders on the new curriculum structure, and best practices for implementation.
- Create standards of practice that incorporate research based effective strategies for student acceleration to include interventions and enrichment.

Goal 2: To establish a districtwide vision and success metrics for the implementation and evaluation of signature programs.

1.8 Leadership Framework

Review or identify leadership framework for all school level leaders to accelerate student achievement.

Goal 1: By Summer 2025
- Relay/GSE's National Principals Supervisor Academy (NPSA) will be completed.
- Relay/GSE's National Principals Academy Fellowship (NPAF) will be completed.
- McREL's Balanced Leadership Model will launch.

Goal 2: By End of 2025
- Principal support tools (Roadmaps, Playbooks, Professional Learning, Meeting Matrix) will be updated to align with the McREL practices.

ACADEMIC ACCELERATION

1.9 Assessments (New)
Analyze current assessment efforts and develop a cohesive assessment strategy.

Continue to meet with the internal and external <u>Assessment Task Force</u> through March 2025.

By Summer 2025:
- Finalize assessment philosophy based on these Guiding Principles developed by Assessment Taskforce:
  - Focus on student growth and mastery.
  - Encourage student ownership of learning.
  - Support professional development and instructional improvement.
  - Produce meaningful data.
  - Ensure fairness and equity.
  - Prioritize quality over quantity.
  - Communicate results clearly.
- Develop an APS Balanced Assessment Plan.
- Develop a plan to provide clear and consistent communication on assessment use and purpose.

By End of 2025:
- Establish timeline for implementation of assessment plan.
- Develop any district wide assessments required based on assessment plan.
- Develop PL on assessment use to support implementation of assessment plan.

EQUITY

2.1 Equity Advisory Committee

Conduct meetings with the district Superintendent's Community Equity Advisory Committee to understand the recent progress and determine current barriers to equity within APS and areas of need.

Goal 1 (Concrete standard language): By Spring 2025, revise Equity +Social Justice vision to be more student and service focused.
- Work session with Equity Advisory Committee - revision activity.
- Equity +Social Justice Team retreat to finalize revisions.

Goal 2 (Clear feedback loop): By Summer 2025, conduct three (3) meetings with Equity Advisory Committee to:
- Gather feedback for strategic priorities for development of the biennial equity plan.
- Identify current barriers to strategic priorities and develop mitigation plan for barriers.

2.2 Engage

Engage parent and community groups to determine what the perceived barriers to instructional quality and student achievement are in APS.

- The qualitative feedback from this engagement will be incorporated into the Needs Assessment as part of our strategic planning process.
- Our strategic plan will address the themes.
- We will continue to engage parents and community groups to identify these barriers to instructional quality and student achievement.

2.3 Equity Plan

Establish the process and timeline for development of the district's equity plan as required by the Board's Equity Policy and to ensure organizational focus on equity.

Goal 1: By Summer 2025, complete analysis and strategy development.
- Complete pattern analysis to identify systemic barriers and analyze root causes.
- Identify external factors influencing equity to understand limitations.
- Complete goal setting and strategy development - SMARTIE goals that are inclusive, relevant, and sensitive to diverse needs; action plans with clear steps, timelines and resource lists.
- Engage stakeholders in plan refinement (member checking), ensure alignment with district strategic plan.
- Review systems for monitoring progress of equity commitments.

Goal 2: By Fall 2025-----
- Provide implementation plan to all stakeholders clearly communicating goals and actions.
- Provide professional development for teachers, administrators and staff on commitments and related initiatives.

EQUITY

2.4 Equity Audit Review
Review relevant equity audit(s) to determine progress and outstanding needs.

The Office of Equity + Social Justice has read and analyzed each diagnostic and is working to complete a synthesis of the diagnostics.

Goal 1: By Spring 2025, E+SJ will complete Equity Audit Synthesis Report draft.

Goal 2: By Summer 2025, E+SJ will crosswalk Amp Up APS! survey data, OTIS data, and Audit Synthesis report to triangulate district trends in focal commitment areas.

2.5 Equity Commitments
Work with the school board, schools, and community to begin development of an annual report card with new strategic plan that will articulate progress on Equity Commitments within the strategic plan.

During each work session, stakeholders worked to understand equity issues in the district and helped to identify four (4) key equity commitments that will help to drive district strategic planning and biennial equity planning. These four (4) commitments include:

- Addressing disproportionate discipline practices
- Increasing access to effective teachers and leaders
- Increasing access to high quality instructional programming and materials
- Supporting special populations

Goal 1: By Summer 2025, operationalize the four (4) focal commitments by developing:
- Common language and definitions for key terms in each commitment (i.e., what is "high quality?" What is "effective?").
- Key performance indicators based on district data and common understandings of each commitment.

2.6 Subgroup Achievement
Identify strategies to improve student achievement in subgroups and priority schools in the district.

Strategies to improve student achievement and priority schools can be found throughout the 100-day plan:

1.3 Special Education	Begin implementation of recommended improvements in special education based on recent audit.
1.4 Accelerate Literacy	Accelerate Phase 1 of Literacy plan and begin curriculum review of core content areas.
1.7 Assess Programs	Assess academic programs and instructional quality of programs to ensure coherence to district and state expectations, as well as alignment with the district's profile of an APS graduate.
1.8 Leadership Framework	Identify leadership framework for all school level leaders to accelerate student achievement.

EQUITY

The development of the Strategic Plan will outline strategies to address the opportunities identified through this data analysis.

Through alignment with the Profile of an APS Graduate, here are our goals:

Goal 1: By Summer 2025, increase the number of Advanced Placement courses offered and students enrolled as evidenced by course requests and placements through the master scheduling process.
- Identify AP access courses that are designed to increase access and readiness for 9th & 10th grade students and propose options to HS leadership teams.
- Identify students eligible for advanced placement access courses by meeting prerequisite and/or course progression criteria.
- Counselors will communicate course options with eligible students and families.
- Identify and train teachers on new courses and develop Professional Learning cohorts for monthly training on AP access courses.

Goal 2: By End of 2025, implement the recommendations from the Dual Enrollment Taskforce to increase exposure and enrollment in Dual Enrollment courses.
- Taskforce recommendations TBD. Meetings scheduled bi-weekly January-March.

Goal 3: By End of 2025, establish partnerships with industry partners to expand career-ready pathways within traditional high schools.
- Begin preliminary discussions with Industry partners on pathway expansion in traditional high schools.
- Engage in meeting cadence with identified partners to create partnership framework.
- Communicate and promote new pathways to eligible students and families ahead in preparation for SY26-27 enrollment.

In alignment with our Equity Plan and efforts, here are our goals:

Goal 1: By Summer 2025, revise the APS Code of Conduct to include clear, equitable, and consistent discipline practices.
- Establish a Discipline Leadership Committee.
- Review, Revise, and Align policies through the Discipline Policy Review Committee.

Goal 2: By End of 2025, design and implement a district-wide data tracking system for the utilization of restorative practices to reduce suspensions and disciplinary referrals.
- Monitor and provide feedback.
- Implement and Facilitate At-Promise Center Intervention Program.

STUDENT & STAKEHOLDER ENGAGEMENT

3.1 Identify Barriers

Work with student, employee, alumni, and community stakeholder groups to identify key barriers to excellence within the school system and community.

Students:
- Develop a regular cadence for student office hours with Superintendent Johnson.
- Implementation of the Talk It Out mental health text line for students.
- Development and implementation of the Superintendent's Middle School Leadership Alliance (SMSLA).
- Identify ways to engage with special populations (Exceptional students, ESOL, etc.) to enhance the inclusivity of student voice.

Staff
- Open Office Hours: Provide virtual and in-person opportunities to receive feedback from staff (continuing on November and January Office Hours).
- Teacher Advisory Committee: Continue to attend and engage with the Teacher Advisory Council.
- School Visits: Intentionally build in staff conversations during school visits.
- One-on-One Meetings: Continue meeting with staff as individual feedback and solutions are identified.

Community & Alumni
- The qualitative feedback from this engagement will be incorporated into the Needs Assessment as part of our strategic planning process.
- Our strategic plan will address the themes .
- We will continue to engage parents and community groups to identify these barriers to instructional quality and student achievement.

3.2 Board Members

Develop a cadence to meet with each board member to continue to gain understanding of key priorities for the system.

We will continue to implement our communications protocols and meeting cadence. As the need arises, we will adjust to fit the need of the board and superintendent.

In addition, we will continue to identify strategies to ensure the Board and Superintendent are seen as One APS vs. two different entities. This may be achieved in our language, our branding, our physical space, but most importantly, through our strategic plan.

STUDENT & STAKEHOLDER ENGAGEMENT

3.3 School Visits
Visit schools to gain a better understanding of the work taking place within schools to support student achievement.

Continue to visit schools and classrooms across the district.

3.4 Cluster Advisory
Host Cluster Advisory meetings to understand local school governance work.

Meet with the Cluster Advisory Teams in Spring 2025 as a follow up.

3.5 Community Meetings
Host community meetings in each school board district to solicit input on areas of success and areas of opportunity.

- The qualitative feedback from the parent listening sessions and the survey will be incorporated into the Needs Assessment as part of our strategic planning process.
- Our strategic plan should address the themes identified during these sessions.
- Cluster specific themes were shared with Cluster Superintendents and Cluster Advisory Teams.

By Summer 2025, we will leverage the feedback from these sessions to inform the new APS Strategic Plan.
- Create Needs Assessment.
- Continue engaging the community.
- Approve aligned strategic plan.

3.6 Community Events
Attend at least one community event within every school board district (i.e. athletic events, faith-based organizations, civic organizations, etc.).

By Summer 2025, we will leverage the feedback from these events to inform the new APS Strategic Plan.
- Create Needs Assessment by January 2025.
- Continue engaging the community.
- Approve aligned strategic plan.

Continue to seek ways to engage our stakeholders where they are and how they wish to connect. Align and communicate our priorities far and wide.

STUDENT & STAKEHOLDER ENGAGEMENT

3.7 Advisory Structure

Leverage current community input structures to learn more about the school district (i.e. advisory boards, etc.) and ensure all stakeholder groups are represented by an advisory structure.

- Continue to leverage our governance structure, stakeholder advisory groups, and topic-specific groups to better understand strengths and opportunities as well as receive feedback on our strategies. Ensure this information is shared publicly.
- Assess gaps in each of our structures (governance, stakeholder, topics) to ensure we are comprehensively addressing the needs of the district.
- Development and implementation of the Superintendent's Middle School Leadership Alliance (SMLSA).
- Development and implementation of a parent advisory group by end of summer 2025 for new SY26.

3.8 Partnerships

Meet with local partners from business, faith, non-profit, etc.

By Summer 2025-----
- Hold at least two training sessions on grants for interested schools for 2024-2025, ensuring that we empower school leaders to obtain funding and steward partners.
- Create an effective standard operating procedure for tracking funding, partner impact and disbursement of funding across the district.
- Convene faith-based partners to share updates and highlight needs of schools.
- Launch the APFE strategic plan: Roll out initiatives to address key strategic priorities.
- Expand fundraising efforts: Aim to increase revenue by cultivating new corporate and philanthropic partnerships.
- Build out our APFE Board of Directors: Recruit corporate C-level board members to help increase corporate fundraising.
- Deepen community engagement: Re-establish the Corporate Advisory Committee and strengthen relationships with stakeholders.
- Enhance collaboration: Align efforts between APFE and APS staff to maximize impact on students and schools.

By End of 2025-----
- Build partnership with WABE to spotlight APS education and excellence in collaboration with Comms Team.
- Cultivate and steward partners to increase the number of effective partners by 10% (and maintain 90%).
- Increase participation in partner events by 15%, ensuring we are stewarding and cultivating strong relationships.
- Track and report impact: Implement metrics to measure the effectiveness of programs and communicate results to donors and partners.
- Grow unrestricted support: Promote the Whole Child Fund to address essential but often overlooked needs in schools.
- Build capacity: Increase the amount of admin fees raised and as a result hire personnel to ensure the APFE is equipped to execute and fulfill its new strategy.

STUDENT & STAKEHOLDER ENGAGEMENT

3.9 Small Groups

Engage students and employees in small group conversations to learn more about the system and areas of success, touching at least 300 student and staff members (both school-based and district-wide).

Students: Throughout 2025, ensure regular touchpoints with students, providing open and honest feedback.
- Open Office Hours: Provide virtual and in-person opportunities to receive feedback from students.
- Breakfast with the Board (BWB): A regular yearly event where students and APS Board of Education members engage in meaningful dialogue.
- Student Advisory Council (SAC): Continue to attend meetings and engage with the Superintendent's Student Advisory Council.
- Enhancing the Voices of MS Students: Development of the Middle School Leadership Alliance (MSLA), a group of diverse MS students to advise and be thought partners with the Superintendent.
- School Visits: Intentionally build in student conversation during school visits.
- One-on-One Meetings: Continue meeting with students as individual feedback and solutions are identified.

Staff:
- Open Office Hours: Provide virtual and in-person opportunities to receive feedback from staff (building on November and January Office Hours).
- Teacher Advisory Committee: Continue to attend and engage with the Teacher Advisory Council.
- School Visits: Intentionally build in staff conversations during school visits.
- One-on-One Meetings: Continue meeting with staff as individual feedback and solutions are identified.

3.10 Communication Protocols

Develop and publish communication protocols with the school board, employees, students, and the community.

Crisis Comms
- Conduct cross-training for Infinite Campus notification process
- Formalize district announcements process with SLT utilizing Excel spreadsheet
- Rollout Say Something "reawareness" campaign
- Restructure Crisis Communications team
- Collaborate with Emergency Manager to train principals
- Purchase dedicated emergency management notification system

Multimedia Design
- Develop Communications Principals Toolkit
- Launch the Student Resources webpage
- Launch redesigned website for district and schools
- Relaunch the district APS Mobile App
- Create web publishing guidelines and policies
- Collaborate with IT to finalize project management software platform
- Continue to develop Communications Standard Operating Procedures
- Promote APS branding and style standard guidelines

District Events
- Share protocol and Quick Tips for the internal-facing APS District Events Calendar via InsideAPS
- Reimagine in-person district events due to budgetary constraints
- Utilize APS Hub and neighboring entities as event spaces

Media Relations
- Utilize Increased student voice in storytelling with reels across social media, amplifying "Excellence Everywhere"
- Coordinate Unified Agency Media Workshops (crisis comms, social media, editorial, website
- Create cadence of media 1:1 and roundtables with Superintendent

Editorial and Video Production
- Assume audio/video staff from IT
- Restructure internal communications by utilizing SharePoint/collaborate with HR regarding employee engagement
- Add video series "Rapping Rudy and Bookmark" to elevate literacy
- Create student-led programming video series

Executive Comms
- Establish a regular cadence for LinkedIn, working with Partnerships & Development

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.1 Transparency
Begin development of an Open APS portal on the web that houses key information that the public desires access to and has been perceived as a barrier to transparency.

Goal 1: By February 2025, publish and communicate the OpenAPS website.

Goal 2 : Throughout 2025, maintain the OpenAPS website with current data and add sources that become important to the community to ensure transparency.

4.2 Progress
Launch a live weblink where the public can track progress on first 100 day activities: www.atlantapublicschools.us/first100days

After publishing updates on every task, we will begin embedding the work of these tasks into the next APS Strategic Plan.

By Summer 2025, we will leverage the feedback from these tasks/actions to inform the new APS Strategic Plan
- Embed the work in the strategic plan
- Approve aligned strategic plan

4.3 Build Trust
Identify and develop additional systems and structures to promote transparency and accountability that will continue to build trust with the community.

Assess:
- Continue internal review with ongoing focus group sessions for deeper understanding
- Finalize analysis of collected data and identify common themes; offer recommendations
- Review and implement recommendations from the internal review team

Engage: Continue to engage groups and individuals with concerns and feedback
Transparency: Continue to provide transparent information and data
Follow Up: Ensure follow-up after engagements

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.4 Strategic Direction

Ensure the public is clear on strategic direction, the commitments to equity, and related work streams that will be implemented.

Accelerated the first phase of a new literacy program to implement it in all elementary schools.
Established a portal for real-time progress tracking of the 100-day plan, promoting transparency and accountability.
Continue listening series with students, parents, staff, and stakeholders.

Goal: In January 2025, launch the State of the District.
- Website (100-day plan, Needs Assessment)
- Intro Video (Superintendent/Board Chair)
- Topic Videos to be launched

Goal: By Fall 2025, communicate the final Strategic Plan.
- Website
- Social Media
- All Stakeholder Communication
- Collateral

4.5 Current & Desired Performance

Clarify and connect current performance to strategic plan goals for the community and work with the school board to develop desired state for strategic focus areas.

This task will be a part of our next 100 days. The Atlanta Board of Education sets the district's Goals and Guardrails. We will begin that process in February, which will ensure we have a desired state for the district's strategic focus areas.

4.6 Ethics

Incorporate areas of opportunity related to ethics into strategic plan focus areas and work streams as appropriate.

Ethics opportunities for the 2025-2030 Strategic Plan
- Proactively address concerns revealed in the employee satisfaction survey.
- Implement a mentorship program to promote ethical leadership.
- Provide additional training for customer-facing staff.
- Relaunch campaign for the Ethics Hotline to all Atlanta Public Schools stakeholders with clear expectations: how to file a report, information needed, etc.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.7 Recognition
Enhance and/or develop student and employee recognition programs that support our focus on excellence.

Student Recognition

- Planning and execution of the Exceptional Students' Prom by Spring 2025.
- Development and implementation of the Middle School Leadership Alliance - a middle school student superintendent advisory group by Spring 2025.
- Identify ways to engage with special populations (Exceptional students, ESOL, etc.) to enhance the inclusivity of student voice by Spring 2025.

Employee Recognition

By Summer 2025,

- Leverage Viva Praise as a Recognition Tool: Implement and promote the use of Viva Praise to facilitate timely and meaningful recognition across all departments.
- Expand the Elite Program to Other Departments: Scale the Bus Driver Elite Program to include Nutrition Services, Custodial Staff, and additional operational departments to foster a district-wide culture of excellence.
- Align Recognition Framework with Core Values: Ensure the recognition framework reflects APS's core values and incorporates targeted customer service and recognition training for staff.
- Finalize and Launch Core Values Training: Finalize APS core values and develop a comprehensive training plan, including in-person and virtual modules, to embed these values in day-to-day practices.

By End of 2025,

- Develop and Share an Employee Recognition Toolkit: Create a practical toolkit by Fall 2025 for managers, including templates, best practices, and strategies for fostering a culture of appreciation.
- Incorporate Recognition into Pulse Surveys: Define and embed targeted questions on recognition in the Pulse Survey to gather actionable feedback on employee appreciation efforts.
- Promote Recognition Culture at the HR Summit: Lead a dedicated session at the November 2025 HR Summit to normalize and elevate employee recognition practices district-wide.
- Introduce Digital Badges for Milestones: Roll out digital badge options for email signatures by December 2025 to celebrate achievements such as service anniversaries, certifications, and other key milestones.

4.8 Enrollment
Analyze enrollment projections across the district and review historical decisions and opportunities to balance building capacity and student enrollment.

With SPLOST 2027 decisions needed in 12 months and FY 26 budget review/preparation including potential right-sizing, this year's annual review and potential decisions will require more engagement and have a broader impact. We plan to engage throughout 2025. We will review dual campuses in Spring 2025 and will engage throughout 2025 to address overcrowding and under-enrollment in APS schools.

By December 2025, we will have an approved plan to address overcrowding and under-enrollment in APS schools.

- Develop and share an engagement plan publicly.
- Review Dual Campuses (Spring 2025).
- Partner district-wide to address overcrowding and under-enrollment in APS schools (Spring - Fall 2025).
- If redistricting, Superintendent presents the recommendation to the Board for their consideration, and receive public comment (November-December 2025).

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.9 Efficiency
Assess areas of organization to determine operational efficiency opportunities.

- Schedule and finalize deployment details for surveys in the Center for Learning & Leadership and schools.
- Conduct additional focus groups and stakeholder interviews.
- Finalize analysis of collected data and identify common themes.
- Develop clear communication protocols and standardized procedures for central office support.
- Continue focus group sessions to deepen understanding of identified themes.

4.10 Budget
Conduct a deep-dive into the budgeting process to ensure and support maximization of resources to improve student achievement.

We will begin the process of building a more sustainable, aligned budget with the FY2026 budget process.

- Build a multi-year financial plan with an emphasis on sustainability to restore fund balance.
- Opt-out of state homestead exemption to protect access to local revenue; work with local legislators to identify more targeted tax relief opportunities.
- Support the facilities-master planning process which seeks to "right-size" the district based on enrollment trends and projections.
- Continue to monitor revenue opportunities/ challenges, including pension liability, district participation in TADS, and potential changes to state and federal funding.
- Develop a budget focused on aligning expenditures with student outcomes.
- Strategically reduce central office budgets.
- Develop a baseline of funding for traditional school budgets and increase accountability with school-based expenditures.
- Review programing such as Turnaround, Signature, Readers are Leaders, etc. to identify opportunities for increased efficiency and effectiveness.

4.11 Support
Review department head briefing documents to assess how I can support the work taking place within the system.

- Continue our leadership team meetings and structure.
- Continue to improve our organizational structure, processes, and procedures based on creating more efficiency and effectiveness across the district.
- Through the feedback from Impact Support Initiative, address silos and cross-functional work across divisions and departments.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.12 Nutrition & Transportation
Review department head briefing documents to assess how I can support the work taking place within the system.

Nutrition

Revenue Goal: By Summer 2025, achieve 65% Lunch program participation and 40% Breakfast program participation.
- On-site reviews for all 72 schools by Feb 1, 2025 for breakfast and lunch.
- Supper and Snack programs are reviewed within the first 4 weeks of start date.
- Implemented Principal Report Card to monitor food quality.
- Implemented "Chew Crew" student engagement program to taste and provide feedback on proposed menu items.
- Provided monthly reports to Nutrition Cluster leaders to conduct deep dives with cafeteria staff.

Cost Goal: By Summer 2025, achieve 42% FC (Food Cost) and 15 to 16 MPLH (Meals Per Labor Hour).
- Bi-Monthly financial meeting with Chief Operations Officer to review Nutrition Services department .
- Provided monthly cost reports to Nutrition Cluster leaders to address with cafeteria staff.
- Review menu quarterly based on reception, cost, seasonal locally grown options and Chew Crew feedback.
- Established payroll review process to monitor overtime and assess.
- Continuous leveling of FTEs based on meal participation and meal programs.

People Goal: By Spring 2025, achieve Gallup Q12 survey participation rate of 75%. What we've done:
- Established an internal feedback process.
- Established weekly onboarding sessions for new hires.
- Implemented Nutrition News and Notes (N3) employee newsletter.
- Coordinated with APS Adult Education for staff seeking GED and ServSafe support.
- Create a Manager in Training (MIT) program for career advancement.

Transportation

By Summer 2025,
- Distribute principal and parent report card and collect results.
- Receive, in-service, and deploy 38 additional new buses.
- Create SOP's for bus driver route bidding and field trip bidding.

By End of 2025,
- Maintain or exceed on-time arrival (OTA) of 95% AM and PM.
- Reduce number of preventable accidents by 10%.
- Maintain or exceed staffing numbers of 96%.

ACCOUNTABILITY & OPERATIONAL EXCELLENCE

4.13 Safety & Security (New)
Identify strategies to enhance safety and security efforts

Goal 1: By Summer 2025, increase daily visibility and presence in Elementary Schools.
- Continue to meet with the Safety and Security Task Force to determine specific actions needed to enhance safety and security.
- Onboard 23 elementary SROs.
- Prioritize the recommendations from the district wide Safety and Security assessment and develop plans to implement those recommendations.

Goal 2: By Summer 2025, see improved school climate survey results.
- Maintain Daily Check-ins and community interactions at Elementary Schools.
- Creating more Positive Police Interactions (PPIs) such as Book & Badges.
- Use external insights from community crime stats to understand and prepare for potential challenges.

Goal 3: By Summer 2025, reduce the number of juvenile cases and charges.
- Increasing the number of SRO led restorative practices.
- Conduct Restorative Conferences as a means to decrease student exposure to the criminal justice system.
- Bi-annual training with SROs and safety staff for restorative practices and de-escalation tactics.

Goal 4: By Summer 2025, increase district-wide safety preparedness.
- Automated External Defibrillator (AED) Inspections and compliance: Inspections to 100% and fully installed AED cameras.
- Maintain and enhance current and develop new scenario-based trainings for emergency response and lockdown procedures.
- Enhancing mobile command post technology and processes.
- Training and implementing Tactical Units.
- Increasing drill reporting and compliance.
- Standardizing dispatch processes and enhancing dispatch data collection.

Goal 5: Enhance employee safety experience.
- Expanding Mobile Credentials Renewals (Fingerprinting) to school/cluster sites for staff and volunteers.
- Conduct Restorative Conferences for school based staff to avoid additional conflict and possible escalation.

GLOSSARY

Additional Targeted Support and Improvement(ATSI): Among schools meeting the TSI criteria, identifies any school in which any student group, on its own, would be identified as a CSI school.

Advanced Placement (AP): AP gives students the chance to tackle college-level work while they're still in high school and earn college credit and placement.

CTAE (Career Technical and Agricultural Education): A program that combines academic knowledge with technical and occupational skills to prepare students for college and careers.

CCRPI: College and Career Readiness Performance Index — this is the score each school receives each year that considers measures like test scores, survey data and attendance to determine how well the school is preparing its students for college and career.

Central Office: Central Office refers to the Divisions and Departments that support schools (eg. Finance, Human Resources, Operations, Communications, etc.)

Charter System: The operating model chosen by Atlanta Public Schools, which affords each school greater decision-making autonomy as well as flexibility to innovate across the district. Atlanta Public Schools was fully transitioned to a charter system in the 2016-2017 school year.

Cluster: APS is organized into nine high school clusters that consist of a high school fed by middle and elementary schools. The cluster model ensures continuity for students from kindergarten through grade 12.

Comprehensive Support and Improvement(CSI): Georgia uses a staged identification process to identify CSI schools in three categories: (1) The lowest-performing 5% of all Title I schools, (2) All high schools with a graduation rate at or below 67%, and (3) all schools ident

English Language Arts (ELA): One of the core subject areas, ELA helps students develop their reading, writing, speaking, listening, and communication skills.

Equity: As defined by the APS Board of Education, equity means the quality or ideal of being just and fair, regardless of economic, social, cultural, and human differences among and between persons.

Fiscal Year (FY): A 12-month period period used for budgeting purposes (July 1 - June 30)

GaDOE: Georgia Department of Education

GO Teams: School-level councils that advise on and make decisions for their school. They are made up of parents, instructional staff, students, and community members.

Individualized Education Program/Plan (IEP): A plan that outlines the educational services a child with a disability needs to succeed in school.

GLOSSARY

International Baccalaureate (IB): IB programs aim to develop inquisitive, knowledgeable and compassionate young people who help to create a better and more peaceful world through intercultural understanding and respect. Participating clusters: Jackson, Mays, North Atlanta, and Therrell.

Milestones: The Georgia Milestones is a comprehensive assessment program 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. The four achievement levels on Georgia Milestones are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner.

Professional Learning Community (PLC): A group of educators who meet regularly to collaborate and improve their teaching skills and students' academic performance.

Seamless Enrollment: A student enrolled in a postecondary institution by October 1st following their high school graduation.

Special Education Lead Teacher (SELT): A SELT assumes responsibility for the knowledge and application of the appropriate curriculum and the instructional programs for students with disabilities and complies with all federal, state, and district due process, policies, and procedures.

STEM: This integrated curriculum coordinates the teaching of Science, Technology, Engineering and Mathematics through problem solving, discovery and exploratory project/problem-based learning. Participating clusters and schools: Carver, Douglass, Midtown, South Atlanta, Washington, BEST Academy and Corretta Scott King Young Women's Leadership Academy

Student Growth Percentile: A student growth percentile (SGP) is a number that shows how much a student's academic performance has improved compared to other students with similar test scores in the past.

Student Outcomes Focused Governance (SOFG): A process that helps school boards improve student outcomes by setting goals, tracking progress, and making changes to policies.

Subgroup: A group of students who share similar characteristics. These characteristics can include race, gender, socioeconomic status, and more.

Targeted Support and Improvement (TSI): Identifies any school with one or more consistently underperforming subgroups.