

2020-2021 Charter System Annual Report

The survey should only take approximately 30 minutes to complete.

* Required

* This form will record your name, please fill your name.

Carolyn Barnett

Contact Information

1. Name of Charter System *

Atlanta Public Schools

2. Name of Superintendent *

Dr. Lisa Herring

3. Superintendent Email Address *

suptoffice@atlanta.k12.ga.us

4. Name of Chairperson of your Local Board of Education *

Jason Esteves

5. Chairperson of your Local Board of Education Email Address *

j.esteves@atlanta.k12.ga.us

6. Name and Title of Charter System Liaison

Carolyn Barnett
Director, Charter System and School Governance

7. Charter System Liaison Email Address

cbarnett@apsk12.org

8. Name of Local Governance Team Liaison

Chaundra Gipson/School Governance Coordinator

9. Local Governance Team Liaison Email Address *

Chaundra.Gipson@atlanta.k12.ga.us

10. Name of person completing the Annual Report *

Carolyn Barnett

11. Title of person completing the Annual Report *

Director, Charter System and School Governance

12. Email Address for person completing the Annual Report *

cbarnett@apsk12.org

System Information

13. Number of schools included in your Charter System Contract *

67

14. 2020-2021 System Student Enrollment *

51,012

Local School Governance Teams

Your charter system is required by law to have an engaged Local School Governance Team in each school in the system. The LSGT should have authority over key areas impacting the school's ability to increase student achievement.

15. How many hours of training were offered to your School Governing Team/Council members and administrators? *

20

16. Who provided the training? What is the trainers background in providing supports for Local School Governance Teams and Charter Systems? *

APS Staff:

Chief Strategy Officer, Chief Finance Officer, Executive Director for Budget and Finance, Senior Program Director for Strategy, Charter System and School Governance Director, School Governance Coordinator, School Governance Liaison, Senior Advisor for Policy and Governance

Georgia School Board Association and Council of Great City Schools

17. What topics were covered in the training? *

Required Training:

- New Member Orientation - Blended learning with on-line and virtual components
- New Principal Orientation
- Annual Budget Training for Principals
- Annual Budget Training for GO Team members
- School-Based Solution training for GO Teams requesting flexibility

Offered Online:

- Charter System Overview, GO Team Handbook, Governance vs. Management, Ethics
- Officer Training
- Secretary/Website Maintenance
- Mock GO Team meeting
- Annual Budget Training
- School-Based Solution Primer

For Teams:

- Legislative Workshop
- Strategic Planning Work Sessions

18. What are your Governance Team requirements? How did you meet those requirements? *

Compliance Checks:

Members listed on website

Vacancies Filled

At least 6 Meeting Dates Posted Online

Number of meetings needed to meet 6 meeting requirement

Meetings with Public Comment Indicated

Public Comment Format Posted

Agendas Missing from Website

Meeting Summaries Missing from Website

Minutes Missing from Website

Strategic Plan Posted on Website

Budget Proposal & Presentation Uploaded

How do we monitor for compliance:

- Beginning of each school year, principals must submit first meeting dates
- Office conducts at least 3 website reviews a year for all GO Teams to ensure webpages are updated with – GO Team member names, meeting dates, public comment format, meeting documents and school's strategic plan
- GO Teams must submit budget presentation
- Office checks for GO Team members completing training

19. Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds. *

Atlanta Public Schools used the charter system supplemental funds to support our signature programs throughout the district. Each of our nine cluster schools (elementary, middle and high) are anchored by a signature program which focuses on the vertical and horizontal alignment of academic programs for schools and neighborhoods. These programs provide rigor, structure, focus and accountability across the cluster and ensure alignment through district, cluster and school strategic plans. APS signature programs are: STEM/STEAM, IB and College and Career.

In addition, schools received what APS called flex funds. These funds were provided to support school-based flexibility and autonomy. Clusters also received cluster funds to assist each cluster vertical and horizontal alignment of academic programs, including needed professional development.

Flexibility and Innovations

20. How has your system addressed the unfinished/interrupted learning for your students?
How did having a charter contract help support
addressing unfinished/interrupted learning for your students? Please provide specific
examples of waivers utilized. *

How has your system addressed the unfinished/interrupted learning for your students?

A. Summer Academic Recovery Academy: June 2021 – June 2023

i. APS implemented the Summer Academic Recovery Academy, where over 11,000 students attended - this provided students the opportunity for academic intervention and enrichment. The Summer Academic Recovery Academy (ARA) is a full-day summer program for all grade levels that includes and math learning each morning (4 hours) and hands-on lessons through PowerUp programming in the afternoon. Students have the opportunity to receive virtual or in-person instruction that will help to address unfinished learning and academic learning loss, hands-on lessons via Power Up programming and high school course credit recovery in a focused and engaging environment with embedded whole-child and social- emotional supports.

ii. Instructional Framework – Literacy/Math Instructional Block – Blended Approach

1. Explicit Instruction: Teacher Directed
2. Differentiated Interactive Instruction
3. Targeted Instruction – Small Group Learning

B. School-Based Intervention Block/Class/Course: August 2021 – May 2024

i. All schools must implement this, using District purchased curriculum

1. Houghton Mifflin Harcourt (HMH)

- a. Do The Math (K-5)
- b. iRead (K-2)
- c. System 44 (3-5)
- d. Math 180 (6-9, Algebra I only)
- e. Read 180 (3-12)

2. Apex Learning (10-11)

- a. Geometry
- b. Algebra II

ii. A minimum of 4 days per week (2 ELA: 2 Math)

1. ES: 30 mins; MS: 45 mins; HS:90 mins

iii. Whole Child Framework is embedded

iv. Workshop Model

1. Whole-group learning
2. Small-group learning
3. Independent Reading
4. Student application

C. Implement K-12 two universal screeners

i. NWEA MAP

1. MAP Reading Fluency (PreK-2 students)
2. MAP Growth (Mathematics & Literacy, K-12 students)
 - a. Computer adaptive assessment in math and reading
 - b. Identify student learning needs at the school level
 - c. Set and monitor school and student goals
 - d. Guides instruction and intervention plans
 - e. Will be able to determine how much students learn and grow throughout the year

ii. BASC-3: Behavioral and Emotional Screening System

1. Our first universal screener for behavior and mental health
2. Offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and areas of growth in children and adolescents in preschool through high school. Analyzes the child's behavior from three perspectives – teacher, parent self-report
3. Allows for quick and efficient assessment of the Behavioral and Emotional risks and overall mental health status of children ages 3:0 to 18:11

D. All elementary schools implementing a 30- minute explicit phonics instruction block

i. Using Foundations: Wilson Language Training for K-2 students

ii. 5 days per week

How did having a charter contract help support addressing unfinished/interrupted learning for your students?

The charter system model has become a vehicle to changing the culture throughout the organization; building an academic program that responds to diverse needs of all students; hiring, retaining, and developing high-quality talent for teaching and leadership roles; and developing the resources and refining the systems to support our academic vision.

As a Charter System, APS has been able to use the seat time waiver to develop intervention blocks and use title funds to support the Summer Academic Recovery Academy. APS will continue implementing changes to the instructional delivery model to improve instructional quality.

- ☐ Blended learning
- ☐ Personalized learning model
- ☐ Teacher and staff professional learning
- ☐ Implement individualized learning plans for each student
- ☐ Flexible Schedules (i.e., extended day, extended school year)

21. What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year? *

Here is a list of formative assessments APS used during the 2020-2021 school year.

- School-Based Common Assessments

Developed assessments for the schools

- ReadyGEN – Literacy K-5
- Fountas & Pinnell Classroom – Literacy K-5
- Units of Study – K-12 – Mathematics, English Language Arts, Social Studies and Science – Formative Assessment are built into the units

District Benchmark Assessment – K-12 - Mathematics, English Language Arts, Social Studies and Science

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 Microsoft Forms

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District	Your Name	Your Title	Your Email Address	Name of Superintendent (if different from above)	Superintendent Email Address	Name and Title of Charter System Liaison (if different from above)
APS	Carolyn Barnett	Director, Charter System and School Governance	cbarnett@atlanta.k12.ga.us	Dr. Lisa Herring	suptoffice@atlanta.k12.ga.us	Angela King-Smith/Chief Engagement Officer

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Charter System Liaison Email Address	Name of Chairperson on your Local Board of Education	Chairperson of your Local Board of Education Email Address	Number of schools included in your Charter System Contract	2019-2020 System Student Enrollment
aksmith@atlantapublicschools.us	Jason Esteves	j.esteves@atlanta.k12.ga.us	67	52,416

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Name and Title of Local Governance Team Liaison	Local Governance Team Liaison Email Address	How many hours of training were offered to your School Governing Team/Council members and administrators?	Who provided the training?
Chaundra Gipson/School Governance Coordinator	Chaundra.Gipson@atlanta.k12.ga.us	25	APS Staff and Charter System Foundation Consultants

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What topics were covered in the training?	How does your system utilize Local Governance Teams?	How has flexibility allowed you to improve the performance of your students? Please provide examples of waivers you may utilize to ensure student success.
<p>Required Training:</p> <ul style="list-style-type: none"> - New Member Orientation - Blended learning with on-line and in-person components - New Principal Orientation - Annual Budget Training for Principals - Annual Budget Training for GO Team members - School-Based Solution training for GO Teams requesting flexibility <p>Offered Online:</p> <ul style="list-style-type: none"> - Charter System Overview, GO Team Handbook, Governance vs. Management, Ethics - Officer Training - Secretary/Website Maintenance - Mock GO Team meeting - Annual Budget Training - School-Based Solution Primer <p>Offered Face to Face:</p> <ul style="list-style-type: none"> - Annual GO Team Summit – GO Team Year-at-a-Glance, Strategic Planning, Data and Analysis, Team Building, Flexibility, and other topics - Understanding Student Success Funding - Strategic Planning Sessions 	<ul style="list-style-type: none"> - Input into the process for selecting the principal or school leader by the Superintendent/BOE - Input into annual feedback on principal's performance/interaction with LSGT - Input into preferred qualifications for principal and for staff positions created through the school-based solutions process - Final recommendation for school budget - Establish/monitor achievement of school improvement goals - Create, maintain, and update the school-level strategic plan - Develop and approve innovations aligned with the school strategic improvement plan - Input into school operations that relate to school improvement goals and/or charter system goals - Develop school-community communication strategies and creation of Parent/community involvement/engagement plan - A GO Team member from each school is elected to sit on their Cluster Advisory - A Cluster Advisory representative is then selected to sit on the District's Executive Committee - GO Team members sit on district advisory teams/task force such as: Special Education, Budget and Finance, Parent Leaders Re-Opening Task Force 	<ul style="list-style-type: none"> - Seat time waivers to create intervention blocks or increase instructional time in a subject area - School day waivers to increase the number of hours students are at school - More funds pushed to schools through the Student Success Funding model, allowing school-level budget decisions - Create cluster signature programs allowing each cluster to develop a signature program plan that responds to the needs and vision of the communities by utilizing flexibility to adopt the curriculum and instructional structures that best serve the cluster - Creation of a College and Career Academy - More funds pushed to schools through the Student Success Funding model, allowing school-level budget decisions <p>Schools are able to:</p> <ul style="list-style-type: none"> - Select curricular and instructional resources that align to their unique student population - Create and implement a local formative assessment system to monitor students' progress and make warranted changes - Design a professional learning system that would target the capacity building needs of their teachers and staff

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What have you done to ensure academic success with the suspension of the annual state assessments?	What changes, if any, have you implemented during the pandemic to ensure operational excellence?
<p>To launch and monitor learning throughout the year, it is vital that the district continues to implement an assessment system designed to gauge students' academic levels and needs. To that end, APS is employing a balanced approach that incorporates a set of diagnostic tools ((Fountas & Pinnell Benchmark Assessment System, Star Early Literacy, Star Reading and Math, etc.) to verify the identified requisite concepts and skills, classroom and common grade level formative assessments (found in the units of study & curricular guidebooks), as well as district-level benchmark assessments, administered across all grade bands. The triangulation of these data points are used to monitor our students' progress, inform instructional changes, and provide the necessary targeted interventions for designated students.</p>	<p>To ensure operational excellence during the pandemic, the district provided guidance to our administrators, instructional coaches, and teachers as they continued to customize and strengthen the teaching and learning infrastructure designed to support face-to-face and, particularly, virtual environments and interactions. The guidance included social emotional learning strategies/practices; revised scope and sequence documents outlining prioritized content standards and requisite concepts and skills; curricular and instructional resources; assessments; and standards of service, which are a minimum set of expectations for each grade band used to inform planning, scheduling, and staffing of the school's educational program. In addition, being sensitive to your communities, while honoring schools' autonomy, scheduling guidance that reflected the standards of service and addressed both interactive virtual instruction and independent practice or completion of assignments along with direction for facilitating instruction, and sample lesson designs were also provided.</p> <p>Ensured all students/staff had access to a working device and hotspots to students with no devices or connectivity challenges.</p> <p>The Department of Instructional Technology worked to stand up various systems to support virtual instruction in the District. Software integrations were completed to support virtual learning at each local school site to support unique programming at each school. Additionally, there were district-level software integrations that supported the larger district vision for synchronous/live instruction throughout the district.</p>

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<p>Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when and how you plan to fully imple...</p>	<p>How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year? (PLEASE BE SPECIFIC)</p>
<p>The innovative practices for positive behavior supports is mostly implemented. As part of its PBS strategy, the Social Emotional Learning (SEL) department was created and charged with leading the implementation of SEL programming inclusive of PBIS and Restorative Practices. Social Emotional Learning serves as the foundation of the district's positive behavior supports and is infused in both the academic and behavioral programming. Every staff member in the district receives SEL training and support that is framed using CASEL's (Collaborative for Academic, Social, and Emotional Learning) five core competencies. SEL is also at the core of the district's Definitions of Teaching and Leader Excellence and is a key driver for implementing the district's academic framework. As of today, all schools in APS have adopted an explicit SEL curriculum (Second Step in PK-8 and School Connect in 9-12) and have practices grounded in SEL that help to create safe and supportive learning environments.</p> <p>In addition to school-wide SEL programming for students, the district has also committed to building the SEL capacity of all adults and aligning policies and practices that shift from punitive to restorative. One portion of these practices includes Restorative Practices (RP) trainings at both the school and district level. To date, over 700 adults including the Safety and Security office have completed intensive RP training that focuses on the tenets of restorative practices, effective use of circles, and restorative conferencing. Additionally, the district also supports schools in the implementation of PBIS (Positive Behavior Interventions and Supports) and ensures its alignment with SEL practices.</p> <p>As part of the next steps for PBS, the district will continue deepening the work through the academic system and whole child frameworks. This includes aligning practices (trauma-informed, MTSS, instructional practices etc.) to support the capacity of the staff to model SEL skills and implement programming that nurtures a student's ability to make healthy and responsible decisions for both personal and academic choices.</p> <p>Although the other essential/innovative features have been fully implemented, we believe that there is always room for improvements. Therefore, we will look to improve upon all essential/innovative features under our new 2020-2025 strategic plan.</p>	<p>APS uses the state charter system supplement funds on strategies to support our flexible and autonomous model, this includes:</p> <ul style="list-style-type: none"> - Signature Program funds based on grade span and phase of implementation - Cluster funds to address each clusters academic programming needs - Flex funds equivalent to a teacher's salary per school