

2021-2022 Charter System Annual Report

The survey should only take approximately 30 minutes to complete.

* Required

Flexibility and Innovations

Contact Information

1. Name of Charter System? *

Atlanta Public Schools

2. Charter System ID # *

761

3. Name of Superintendent *

Dr. Lisa Herring

4. Superintendent's Email Address *

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

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

7. Name and Title of Charter System Liaison *

8. Charter System Liaison Email Address *

9. Name of Local Governance Team Liaison *

10. Local Governance Team Liaison Email Address *

11. Name of the person completing the Annual Report *

12. Title of person completing the Annual Report *

13. Email Address for person completing the Annual Report *

Charter System Information

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

15. 2021-2022 Student Enrollment Number for your Charter System? *

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.

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

20

17. Who provided the training? What is the trainer's background in providing support 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, Equity and Social Justice

18. 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
- Ethics

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
- Roles and Responsibilities of the The Office of the Organizational Ombuds
- CARES ACT
- Equity Indexes

19. 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 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

20. 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

Flexibility and Innovations

21. 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.** *

This is a 3 Year Program -

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

22. What formative assessments did your school system utilize to identify and support instruction for the 2021-2022 school year? *

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

1. School-Based Common Assessments
2. District Unit Assessments – 6 -12 (Mathematics, English Language Arts, Social Studies and Science)
3. Curriculum Embedded Assessments
 - a. ELA Curriculum for Grades K-12 (ReadyGEN, Fountas and Pinnell, Amplify, etc.)
 - b. Math Curriculum for Grades K-12 (Eureka, Envision, Amplify, etc.)
 - c. Social Studies Curriculum and Curricular Resources in Grades K-12
 - d. Science Curriculum and Curricular Resources in Grades K-12
 - e. WriteScore – Writing Curriculum for Grades K-2
 - f. FUNdations – Phonics Curriculum for Grades K-3
 - g. Units of Study for Each Content Area for Grades K-12 (Formative assessments are built into the units)
 1. Mathematics
 2. English Language Arts
 3. Social Studies

You can print a copy of your answer after you submit

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