2022-2023 Charter System Report

Name of Charter System	**Atlanta Public Schools**
Date of Initial Charter	2015
College and Career	Yes
Charter System ID #	761
Number of Schools	67
TOTAL_STUDENTS	40,092
White	16%
Black	70%
Hispanic	9%
Asian	1%
Multiple Races	3%
SWD	12%
ELL	5%
Name of Superintendent.	Dr. Danielle Battle - Interim
Superintendent's Email Address.	suptoffice@atlanta.k12.ga.us
Name of the Chairperson of your Local Board of Education.	Eshe' Collins
Email address of the Chairperson of your Local Board of Education.	epcollins@atlanta.k12.ga.us

Name and Title of Charter System Liaison.	Carolyn Barnett, Executive Director, Strategy and School Governance
Email address of the Charter System Liaison.	cbarnett@apsk12.org
Name of Local Governance Team Liaison.	Chaundra Gipson/School Governance Coordinator
Email address of the Local Governance Team Liaison.	Chaundra.Gipson@atlanta.k12.ga.us
Name of the person completing the Annual Report.	Carolyn Barnett
Title of the person completing the Annual Report	Carolyn Barnett, Executive Director, Strategy and School Governance
Email address of the person completing the Annual Report.	cbarnett@apsk12.org
Number of schools included in your Charter System Contract.	67
2022-2023 Student Enrollment Number for your Charter System?	40092

How many hours of training were offered to your School Governing Team/Council members and administrators?	18
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, Executive Director for Strategy and Governance, School Governance Coordinator, School Governance Liaison, Senior Advisor for Policy and Governance, Executive Director for Curriculum & Instruction. All trainers were experts in their area of focus.
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 - Officer Training In Time Training: - Charter System Overview, GO Team Handbook, Governance vs. Management, Ethics - Secretary/Website Maintenance - Mock GO Team Meeting - School-Based Solution Primer for Teams - Strategic Planning Work Sessions G3 Conversations - Legislative Workshop - Math Textbook Adoption

What are your Governance Team requirements? How did you meet those requirements?	Website Compliance Checks:
	Members listed on website
	Vacancies filled
	At least 6 meeting dates posted
	Meeting dates where public comments are allowed (At least 4)
	Public comment format posted
	Agendas posted for meetings
	Meeting summaries on website
	Approved minutes for each meeting on 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

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.	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 and IB. 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.

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? ...	This was 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 Fundations: Wilson Language Training for K-2 students
ii. 5 days per week

21(B). 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

What formative assessments did your school system utilize to identify and support instruction for the 2022-2023 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