

Charter System Annual Report Survey for 2023-2024 School Year

All charter systems must submit an annual report to the Georgia Department of Education pursuant to O.C.G.A. § 20-2-2067.1(c). Completing the Charter System Annual Report Survey will satisfy the annual reporting deadline specified in O.C.G.A. § 20-2-2067.1(c).

The deadline to submit the completed Annual Report Survey to the Georgia Department of Education is Friday, November 29, 2024, by 11:00 P.M.

BACKGROUND QUESTIONS

Questions 1-11 are background questions regarding the charter system.

1.Name of charter system

Atlanta Public Schools

2.Name and title of person completing this annual report

Carolyn Barnett - Executive Director, Strategy and Governance

3.Official email address of person completing this annual report

cbarnett@apsk12.org

4.Superintendent's name

Dr. Bryan Johnson

5.Superintendent's official email address

bryan.johnson@atlanta.k12.ga.us

6.Name and title of district-level charter system liaison

Carolyn Barnett - Executive Director, Strategy and Governance

7.Official email address of district-level charter system liaison

cbarnett@apsk12.org

8.Local board of education chair's name

Erika Mitchell

9. Local board of education chair's official email address

erika.mitchell@atlanta.k12.ga.us

10. Total number of schools included in the charter system contract

67

11. Total student enrollment for the 2023-2024 school year

49,660

ACADEMIC PROGRESS & ESSENTIAL OR INNOVATIVE FEATURES

Questions 12 & 13 are regarding implementation of Essential Features and progress towards contract goals.

12. Review the performance-based goals in the charter system contract. For the 2023-2024 school year, describe the system's progress towards meeting each goal in the charter system contract. Identify any successes attained or challenges encountered with meeting your performance targets.

Goal 1: 27.1% of APS schools increased their SY20223 Content Mastery or Progress scores by at least 10% of the gap between 100 and the SY2022 score. This is +21.7 percentage points higher than the previous year SY2022. SY2024 CCRPI scores are embargoed until December 6th.

Once the 2024 CCRPI data is released, APS will continue to monitor performance at the district-level and make adjustments to ensure continuous improvement for all schools and students.

Goal 2: The School Climate Star ratings have not been published since 2019. The SY2024 Climate Star Ratings have not yet been released. APS will provide an update after the release of the climate survey

Goal 3: We fully acknowledge the importance of maintaining fiscal responsibility to ensure the Charter System's financial integrity and compliance. Our approach to achieving this goal includes: 1. Adherence to Financial Reporting Standards: We will ensure accurate and timely financial reporting in accordance with state regulations and GAAP (Generally Accepted Accounting Principles). Regular audits and transparent financial statements will be a priority to demonstrate sound fiscal management. 2. Continuous Collaboration with DOAA and GaDOE: We will stay in close communication with the Department of Audits and Accounts (DOAA) and the Georgia Department of Education (GaDOE), utilizing their guidance and feedback to ensure our financial practices remain in compliance with state regulations, thus avoiding the designation as a financial high-risk system. Through these strategies, we are committed to ensuring that our Charter System remains fiscally sound and continues to meet the necessary standards to avoid high-risk financial status as determined by DOAA and GaDOE. Examples of the Charter System's commitment was by receiving the GFOA's Certificate of Achievement for Excellence in Financial Reporting as well as the ASBO's Certificate of Excellence in Financial Reporting.

Goal 4: (A) The Charter System and School Governance Office staff, as well as District-level representatives from specific departments deliver training to governance team members on annual basis. (B) For school year 2023-24, 98.5% of all APS GO Teams met at least 6 times during the school year. (C) The structure of APS GO Teams is 3 parents, 3 instructional staff, 2 community members, and 1 swing member (either a parent, staff or community).

13. Identify the system's progress towards the implementation of each of the Essential or Innovative Features included in the charter system contract.

A. The build-out and developing work of the new Center for Equity and Social Justice:

The Office of Equity and Social Justice core functions are to (1) advance equity in education, (2) support execution of equity-focused, evidence-based

practices, (3) examine policies and practices, to interrupt and eliminate inequities, (4) support the district in equitable problem-solving, decision-making and planning, and (5) create inclusive and just conditions for All students. During SY23-24, the office developed an APS Community Equity Advisory Committee, identified APS Equity Champions, rolled out the Culturally & Linguistically Responsive Practices (CLRP) Pilot and facilitated Nutrition Department Professional Development.

B. The Atlanta College and Career Academy is fully operational and in compliance with the certification standards and assurances set by the Georgia College and Career Academy. Scholars successfully complete an entire career pathway within a single academic year, gaining valuable employability skills and earning a credential certificate aligned with high-demand careers in the Metro-Atlanta area. Students benefit from hands-on training in a newly renovated, state-of-the-art facility. We offer 14 programs, including both Dual Enrollment and CTAE pathways. Currently, we serve 560 students from the district's traditional and charter high schools.

C. To date, Atlanta Public Schools continues to approach social emotional wellbeing through Positive Behavior supports, Academic Integration, and Restorative Practices strategies. The innovative practice for positive behavior supports is still an ongoing priority. There has been a small shift of moving away from this work through the PBIS model because by 2025, the state will no longer recognize PBIS, as it is moving into the GaMTSS model. Social Emotional Learning continues to serve as the foundation of our district's positive behavior supports and is intentionally infused in both academic and behavioral programming, as well as our district's approach to Restorative Practices. Every new employee receives the foundational SEL training during New Employee Orientation, SEL 101: Harmonizing Hearts and Minds. Each academic year, schools receive SEL professional learning to develop deep awareness of how their roles in education align with CASEL's (Collaborative for Academic, Social, and Emotional Learning) framework to include the five Core Competencies of SEL. Throughout the year, ongoing professional

learning and tiered school support is offer for creating environments with a sense of belonging and community through “Community Gathering” lessons and experiences, as well as professional learning and support for APS’ adopted explicit SEL curriculum (Second Step in PreK-8 and B.R.E.A.T.H.E. in 9-12).

D. Over this past year, with the transition of leadership, we have shifted the District School Accountability Reviews and District Accountability Reviews to intentional work with Principal and Assistant Principal meetings and support. Each meeting focuses on reviewing data on a particular subgroup or topic; discussing high-leverage actions to elevate performance across all schools; and plan for implementation. Additionally, as part of our continuous improvement efforts, we will learn best practices for supporting all staff to grow and thrive in their roles through an ongoing cycle of reflection, improvement, and support.

To support this work, our Schools’ Office provides a Data-Driven School Playbook and School Resource Hub to all school leaders. The Data Driven School Playbook is a resource designed to assist school leaders in reviewing and analyzing data at specific points throughout the school year. It provides essential tools to support informed decision-making at the school level, helping to improve student outcomes and overall school performance. This also includes Data Analysis Protocols.

Waivers

14. The Flexibility table delineates specifically identified state laws, rules, regulations, policies, and procedures that most systems have requested and utilize. For this section of the Annual Report Survey, identify each waiver and variance the system is utilizing (or has utilized) in its current charter system contract.

Complete the Flexibility table by providing the following information:

- a. Indicate whether the waiver aligns with one or more Essential or Innovative Features;
- b. Specify if the charter system supplement is used to implement the waiver; and
- c. Include implementation details explaining the waiver's intended use and the anticipated impact on student outcomes.

Note: The Flexibility table and its directions are included in the PDF version of the Annual Report Survey questions. Email the completed Flexibility table to Flexibility@doe.k12.ga.us.

14. I have sent the Flexibility table to Flexibility@doe.k12.ga.us.

Yes

No

FINANCIALS

Question 15 is regarding charter system additional funding.

15. 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 school governance team or to advance student achievement goals and school level governance training objectives outlined in the charter.

For the 2023-2024 school year, describe how the charter system utilized its additional charter system funding.

Atlanta Public Schools uses 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.

SCHOOL GOVERNANCE TEAMS

Questions 16 - 24 are regarding local school governance teams, their duties, and how they are supported.

16.Explain the responsibilities exercised by local school governance teams in school decision-making.

1. LSGTs shall have input into the recommendation of the principal or school leader for selection by the Superintendent/BOE. 1)Provide annual feedback on principal's performance for incorporation into the evaluation of the principal; 2) Receive reporting on staffing patterns, vacancies, and teacher retention to inform school strategic plan as it relates to hiring. 3) Input into preferred qualifications for principal and for staff positions created through the school-based solutions process.

2. LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs. 1) Provide input on development of requests for funding to support approved LSGT school-based solutions; 2) Monitor use of funds received to support approved

LSGT school-based solutions (if necessary); 3) Monitor school budget; 4) Form standing Budget and Resource Allocation Committee for LSGT.

3. LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract. 1) Approval of instructional delivery innovations that require a waiver; 2) Approval of instructional programs and materials consistent with innovations; 3) Approval of new courses and subjects; 4) LSGTs will have additional authority through the school-based solutions process over: graduation requirements, opportunities for student acceleration/remediation, and other Curriculum and Instruction related solutions; 5) Receive information on student achievement results and the implementation of innovations; 6) Align school's curriculum offerings and modes of delivery to cluster theme.

4. LSGTs shall approve the school improvement plan and provide oversight of its implementation. 1) LSGT development and approval of innovations aligned with the school strategic improvement plan that would traditionally require a waiver of state law; 2) Receive reports from the principal on implementation of school improvement initiatives and progress towards school improvement goals.

5. LSGTs shall have input into school operations that are consistent with school improvement and charter goals. 1) Develop school-community communication strategies and create Parent & Community engagement plan; 2) Provide input on School Board policies and district-wide initiatives under public review to share at Cluster Advisory Team meetings; 3) Provide input and recommendations on school system calendar to share at Cluster Advisory Team meetings. 4) Provide input into dress codes.

17.(a) What are the requirements for a member to serve on the local school governance team in the charter system?

(b) How does the charter system ensure that each governance team is meeting those requirements?

A. Each GO Team candidate and/or GO Team member must meet the following criteria to be considered eligible to serve: a. All GO Team Candidates (for voting positions) and/or voting members of the GO Team are subject to a Level 2 background check in accordance with Board Policy GAK(1)-R(1) Criminal Background Check and must pass the check, as determined by APS District Staff; b. All GO Team candidates and/or voting members of the GO Team must be in good standing with the school and the district; c. Parent/guardian members must be a legal parent/guardian on record of a child attending or who will attend the school during at least the first 1/2 of the term of service; d. A parent/guardian member may not be an employee of the school; e. Non-supervisory instructional staff must hold a position identified by APS Human Resources as non-supervisory and instructional; f. A non-supervisory instructional staff member may also be a parent/guardian of a student at the school; g. Community members are individuals who are invested in the school or the neighborhoods it serves in some way. Community members may be representatives of existing or new partner organizations, alumni, or concerned, engaged citizens. A community member may also be the parent/guardian of a student at the school. Full-time Atlanta Public Schools employees are not eligible to serve in community member seats on GO Teams. There will be no exceptions; h. Only one family member per household may serve on the same GO Team; i. No person may serve on more than one GO Team at any given time; and j. Each GO Team candidate and/or GO Team member must be at least eighteen years of age, with the exception of student representatives.

District staff complete verification of during the annual election declaration process for parent/guardian members and non-supervisory instruction staff. They also verify GO Team members that are appointed to fill open and vacant seats meet eligibility requirements.

18.How many hours of training did governance team members receive?

25

19.What topics were covered in the governance training?

- New Member Orientation
- Principal Trainings: New Principals and Principal Budget Training
- Strategic Planning
- Officer Training
- Budget
- Ethics
- Legislative Priorities
- District Academic Calendar
- District Transportation
- Leveraging AI for Governance Teams
- New Math Standards and Curriculum
- District Literacy Initiatives

20.Who delivered the governance training?

Charter System and School Governance Office staff, as well as District-level representatives from specific departments deliver training to governance team members.

21.Describe the training, if any, received by district-level staff to support school governance teams.

Charter System and School governance staff attended the Charter System Foundation Conference and training events. Team members also attended

Microsoft Power Platform trainings and Simbli training to support governance teams.

22.(a) How do district-level staff stay up-to-date on school governance best practices?

(b) How is this information disseminated to local school governance teams?

A. Large system convening with other charter system districts; Charter System and School Governance Team Office does research on current and potential topics relevant to governance teams, governance team members, and their needs.

B. The Office communicates with GO Team members through email and the monthly newsletter. GO Team members are also able to ask questions using the Let's Talk app.

23.How are school governance team members recruited? Consider both school-based and community-based members.

Governance team members are recruited through wide-ranging outreach, including but not limited to: District level communication channels, school-level communication channels, interest forms available year-round; partnerships, and local media outlets.

24.For the current school year (2024-2025), what steps is the charter system taking to increase school-level governance?

The district facilitates monthly governance conversations on topics relevant to this year's work; offers office hours for principals and GO Team members; meeting document templates, including agendas, presentations, and suggested topics and questions to support GO Team meetings across the district. We also offer individual school governance team training and support

and have increased communications around flexibility in a charter system and the process for school governance teams to request flexibilities.