



Atlanta Public Schools Charter System Implementation Timeline

Exploration Year 2013-2014

- Small internal APS team conducted research on current laws and operating model choices.

Application Year (FY 2014-2015)

- APS district staff and stakeholder group representatives reviewed flexibility options and participated in feedback sessions, surveys, and stakeholder group meetings, ultimately recommending the charter system model as the best fit for APS' needs.
- Professional learning for associate superintendents and principals to support the transition, including community engagement, change management, and innovation trainings
- District strategic planning process transitions from self-study/data analysis to development of imperatives and accountability tools for each imperative.
- APS initiates a cluster planning process in the fall of 2014 to unify and align its clusters through the creation of a mission, vision, theme, and priorities. Clusters invite principals, teachers, parents, students, community members, and LSC members to become involved in the cluster planning process through regularly scheduled meetings and community forums. Cluster planning teams formulate a signature academic program to accomplish the cluster goals and vision with consideration for innovations and resources need to adopt these visions.
- Clusters host community meetings to review the proposed charter system transition and design/invite input on decentralized decision-making, as well as disseminate information to school communities about the charter system and cluster planning initiatives.
- Charter Advisory Committee (comprised of representatives from each cluster and diverse stakeholder groups), cabinet, and community leaders meet monthly to review community input and determine the structure/purview, transition plan, and necessary support to transition to new model.
- LSCs and principals participate in training to build capacities needed for LSGT and facilitate outreach to communities, including an LSC Summit (March of 2015) wherein LSC members learn about the charter system, decentralized decision-making, community engagement.
- Complete drafts of the charter system application are circulated online and presented at specially convened community meetings throughout the district for feedback and discussion. Final revisions are based on input from these meetings.
- Principals given increased autonomy over discretionary funds and resource allocations for staffing with input from LSC.

Planning Year (FY 2015-2016)

- Organization of District Support Team with designees from each department who will serve LSGTs and cluster-based coaches who are the primary liaisons for all schools in a given cluster with the district
- Review of student achievement data used to support data-driven decision-making and interventions to schools.
- Charter system training and education initiatives on the charter system model are held throughout the district (district, cluster, school site, and community trainings).
- Cluster planning teams create strategic plans for next three years in alignment with vision, adopt a data-driven approach to goal-setting and progress monitoring, and participate in training to support formation of LSGTs and increased school site decision-making.
- Information sessions are held at all schools in January of 2016; elections are conducted in January - March of 2016; LSGT training is provided through May of 2016; and school-level strategic planning process convenes through August of 2016.

- Principals access more autonomy over annual budget/resource allocation, participate in change management and community engagement training, and participate in coaching program.
- First CAT meeting to set direction for subsequent year

Charter Year 1 (FY 2016-2017)

- CATs participate in training to support implementation of school support protocols developed in planning year.
- LSGTs receive continued training and develop school site strategic plans, budgets, and SBSs in accordance with that training.
- LSGTs submit SBSs for district vetting.
- APS Superintendent and Board of Education approves first SBSs proposals by February 2017.
- LSGTs approve new school budgets and update strategic planning documents accordingly.

Charter Year 2 (FY 2017-2018)

- CATs are now fully seated with one elected LSGT representative and one principal per school in the cluster, meet at least twice per year, provide SBSs support for each school
- All LSGTs participate in annual cycle of training and decision-making
- All LSGTs hold elections for vacancies; new members receive all applicable training
- All LSGTs approve new school budgets and update strategic planning documents accordingly.