



ANNUAL REPORT

OFFICE OF CHARTER & PARTNER SCHOOLS

JANUARY 2023

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INTRODUCTION

ABOUT APS & THE OFFICE OF CHARTER & PARTNER SCHOOLS

About Atlanta Public Schools (APS) & the Office of Charter & Partner Schools

Atlanta Public Schools (APS) is one of the largest school districts in Georgia. As of August 2022, APS student enrollment is approximately 48,700 students across 87 learning sites, including 58 district-run neighborhood schools, 19 charter schools, 5 partner schools, 2 citywide single gender academies, and 3 alternative programs. Our APS mission is through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life. Our vision is one of a high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

The [APS Office of Charter + Partner Schools](#) originated in 2003 when the district first staffed a team to work with APS's first charter schools. Today the Office of Charter + Partner Schools provides oversight and support for all of the district's charter and partner schools, including operational support, facilitating the process of reviewing and evaluating charter petitions, and ensuring schools are in compliance with federal and state law. The Office of Charter + Partner Schools also supports the sharing and replication of innovative educational practices across charter, partner, and district-run schools. Finally, the Office of Charter

+ Partner Schools manages the Apply APS Charter platform, a central place where families can learn more about schools and complete a quick and easy application for their students to attend an APS charter school if interested.

To learn more about the work of the APS Office of Charter + Partner Schools, please visit our website.



Matthew Underwood,
Executive Director of the Office of Charter + Partner
Schools



ABOUT THIS REPORT

The APS Charter & Partner School Annual Report provides parents, community members, and educators a snapshot of the overall performance of each APS charter and partner school along with basic facts about each school. For each school you will find a profile that includes key information, such as the school's leadership, grade range, enrollment, and demographics. You will also find a summary of the school's performance relative to the district's performance frameworks for charter and partner schools. These frameworks are contained in their entirety in the appendix to this report. Performance is assessed based on contractual goals and requirements across five different domains:

- Academic Performance
- School Climate Performance
- Financial Performance
- Operational Performance
- Governance Performance

Readers of this report are encouraged to look closely at all the data and to analyze information holistically in order to gain a clear picture of each school's performance. Similarly, we caution against making general assumptions based upon individual elements of a school's data profile. In particular, there were limitations on some data from the 2021-22 school year due to the Covid pandemic. Specifically, the Georgia Department of

Education indicated that 2022 Georgia Milestones results should be used to establish a new baseline for evaluating schools' performance, and there were also [changes](#) to the calculation of the state's College and Career Readiness Performance Index (CCRPI) for 2022. As a result, several performance indicators in our frameworks based on Georgia Milestones, CCRPI, or the Georgia School Climate Star Rating were not measured for this year and will resume in 2023.

Table 1: 2021 - 2022 APS Charter School Leadership

Charter Schools	Names	Titles
Atlanta Classical Academy	Matthew Kirby	Executive Director
	Chris Knowles	Lower School Principal
	Josh Andrew	Upper School Principal
Atlanta Neighborhood Charter Schools	Chuck Meadows	Executive Director
	Lara Zelski	Elementary Campus Principal
	Mark Sanders	Middle Campus Principal
Centennial Academy	Tequila Lamar	Head of School
	Stephanie Hodges	Principal
Drew Charter School	Peter McKnight	Head of Schools
	Monishae Mosley-O'Neill	Elementary Academy Principal
	Terrilyn Ali	Junior Academy Principal
	Kendrick Myers	Senior Academy Principal
The Kindezi Schools	Kelly Gunn	Executive Director
	Ryan Free	Principal, Old 4th Ward
	Hyla-Mone't Penn	Principal, West Lake
KIPP Metro Atlanta	Mini'imah Shaheed	Chief Executive Officer
	Tasha Davis	Principal, KIPP SOUL Primary
	Amy Bryson	Principal, KIPP SOUL Academy
	Omy Mair	Principal, KIPP STRIVE Primary
	Michael Bray	Principal, KIPP STRIVE Academy
	Kyla Byas-Smith	Principal, KIPP Vision Primary
	Donald Rucker	Principal, KIPP Vision Academy
	Audrianna Archibald	Principal, KIPP WAYS Primary
	Nathaniel Snyder	Principal, KIPP WAYS Academy
	Authur Washington	Principal, KIPP Atlanta Collegiate
Wesley International Academy	Jason Marshall	Executive Director
	Debbie Satterfield	PYP Principal
	Rachel Goodman	MYP Principal
Westside Atlanta Charter School	Delana Winder Reeves	Principal and Executive Director

Table 2: 2021-2022 APS Partner School Leadership

Partner Schools	Names	Titles
Purpose Built Schools	Nikikta Warfield	Head of Schools
Price Middle School	Luqman Abdur-Rahman	Principal
Slater Elementary School	Donya Kemp	Principal
Thomasville Heights Elementary School	Jovan Miles	Principal
Carver STEAM Academy	Yusuf Muhammad	Principal
The Kindezi Schools	Kelly Gunn	Executive Director
Gideons Elementary School	Tiambi Walker	Principal
KIPP Metro Atlanta	Mini'imah Shaheed	Chief Executive Officer
KIPP Woodson Park Academy	Tara Stifler	Principal, K-4
	Emanuel Mathis	Principal, 5-8

PART 1 AT-A-GLANCE

CHARTER & PARTNER SCHOOLS

Table 3: 2021-2022 Enrollment and Demographics of APS Charters and the District

	Charter Schools	All APS (including charters)
Total Students	9,800	49,449
African American	7,570	35,553
White	1,494	7,892
Multiracial	312	1,459
Hispanic	345	3,872
Asian	54	524
Direct Certification	40%	45%

Table 4: APS Charter and Partner Schools by Cluster

APS Charter/ Partner School	Cluster	School Type
Atlanta Classical Academy	North Atlanta	Charter
Atlanta Neighborhood Charter (Elementary & Middle)	Jackson	Charter
Centennial Academy	Midtown	Charter
Drew Charter School (Elementary & Secondary)	Jackson	Charter
KIPP Atlanta Collegiate	Douglass	Charter
KIPP SOUL Primary & KIPP SOUL Academy	Douglass	Charter
KIPP STRIVE Primary & KIPP STRIVE Academy	Washington	Charter
KIPP Vision Primary & KIPP Vision Academy	South Atlanta	Charter
KIPP WAYS Primary & KIPP WAYS Academy	Washington	Charter
The Kindezi Schools - Old Fourth Ward	Midtown	Charter
The Kindezi Schools – West Lake	Mays	Charter
Wesley International Academy	Jackson	Charter
Westside Atlanta Charter	Douglass	Charter
Gideons Elementary School	Carver	Partner
Price Middle School	Carver	Partner
Slater Elementary School	Carver	Partner
Thomasville Heights Elementary School	Carver	Partner

In the 2021-2022 school year, APS charter and partner schools enrolled over 12,000 APS students from across the district in one of 23 schools. Charter schools represent the diversity of Atlanta's neighborhoods and are in each of the APS clusters except for the Therrell Cluster. APS Charter schools have a slightly larger share of African American students, smaller share of Hispanic students and have fewer students who meet the requirements for direct certification.



CHARTER SCHOOLS



The following section provides a snapshot of each school's student population, programming, and academic performance for the 2021-2022 school year. The profiles are organized alphabetically, and schools managed by the same provider are reported together.



ATLANTA CLASSICAL ACADEMY

ATLANTA CLASSICAL ACADEMY

2021/22 School Year Information

Leadership

Head of School: Matthew Kirby
Principal: Chris Knowles
Principal: Josh Andrew

Founding Year

2014

Grade Span

K-12

Enrollment

708

Economically Disadvantaged Population

5%

CCRPI Score

Elementary: N/A
Middle: N/A
High: N/A
Single Score: N/A

School Website

www.atlantaclassical.org/

Atlanta Classical Academy (ACA) serves students in grades K-12 with a mission “to develop students in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility.”

For school year 2021-22, ACA met all of the measurable performance targets in the charter school performance framework.

A note from the school: Academic highlights for ACA include a 96.1% graduation rate for 2022, the fourth highest of all APS high schools and the third consecutive year the school has posted a graduation rate of 92% or higher. Additionally, the Georgia Department of Education recognized ACA as an AP STEM School, AP STEM Achievement School, and AP Challenge School for 2022.



Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



ATLANTA NEIGHBORHOOD CHARTER SCHOOL (ELEMENTARY)

2021/22 School Year Information

Leadership

ED: Chuck Meadows
Principal: Lara Zelski

Founding Year

2002

Grade Span

K-5

Enrollment

392

Economically Disadvantaged Population

4.3%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://atlncs.org/>

Atlanta Neighborhood Charter School (ANCS) serves students in grades K-8 across two campuses - an elementary (K-5) and a middle school (6-8). Their mission is to:

Build an empowered and inclusive community of students, parents, and educators

Engage the whole child—intellectually, social-emotionally, and physically

Help all students to know themselves and to be known well by their community

Challenge each student to take an active role as an informed citizen in a global society

Collaborate with the larger community to advocate for student-centered school

For school year 2021-22, ANCS met all of the performance targets in the charter school performance framework.

A note from the school: Some school highlights include, this school year marking ANCS' 20th anniversary.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met





ATLANTA NEIGHBORHOOD CHARTER SCHOOL (MIDDLE)

2021/22 School Year Information

Leadership

ED: Chuck Meadows

Principal: Mark Sanders

Founding Year

2005

Grade Span

6-8

Enrollment

232

Economically Disadvantaged Population

7.8%

CCRPI Score

Middle: N/A

Single Score: N/A

School Website

<https://atlncs.org/>

Atlanta Neighborhood Charter School (ANCS) serves students in grades K-8 across two campuses - an elementary (K-5) and a middle school (6-8). Their mission is to:

Build an empowered and inclusive community of students, parents, and educators

Engage the whole child—intellectually, social-emotionally, and physically

Help all students to know themselves and to be known well by their community

Challenge each student to take an active role as an informed citizen in a global society

Collaborate with the larger community to advocate for student-centered school

For school year 2021-22, ANCS met all of the performance targets in the charter school performance framework.

A note from the school: Some school highlights include, this school year marking ANCS' 20th anniversary. Also, on average, ANCS' students' national percentile ranking tops the 66 percent mark, and that has remained consistent even over the past few years.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



CENTENNIAL ACADEMY

2021/22 School Year Information

Leadership

Head of School: Tequila Lamar
Principal: Stephanie Hodges

Founding Year

2014

Grade Span

K-8

Enrollment

796

Economically Disadvantaged Population

61.1%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

www.centennialacademycharter.org/

Centennial Academy serves students in grades K-8 with a mission to “provide educational equity through a rigorous STEAM curriculum to all of its scholars.” Centennial Academy’s core values include critical thinking, collaboration, communication, and creativity.

Centennial met on many measures of the performance framework. For the area of “Academic Performance - State & Federal Accountability”, Centennial Academy received a “Does Not Meet Standards” as the school’s performance of students with disabilities based on 2022 CCRPI data placed it on the GaDOE’s list of Targeted Support and Improvement (TSI) Schools.

A note from the school: Centennial’s Boys Basketball Team won APS Middle School Championship and the school received an award from Usher Raymond’s New Look Foundation.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



CHARLES R. DREW CHARTER SCHOOL

2021/22 School Year Information

Leadership

Head of Schools: Peter McKnight
Principal: Monishae O'Neil
Principal: Terrilyn Ali
Principal: Kendrick Myers

Founding Year

2000

Grade Span

K-12

Enrollment

Elementary: 980
Secondary: 909

Economically Disadvantaged Population

Elementary: 24.2%
Secondary: 28.1%

CCRPI Score

Elementary: N/A
Middle: N/A
High: N/A
Single Score: N/A

School Website

<https://www.drewcharterschool.org/>

Charles R. Drew Charter School is comprised of two campuses, an elementary academy that serves students from Kindergarten through fifth grade and a junior/senior academy that serves students from sixth through twelfth grade. Their school's mission is to "educate, nurture and empower all students to achieve their full potential as part of an exemplary, innovative, and equity-centered community".

For school year 2021-22, Charles R. Drew Charter School (K-5) met all of the performance targets in the charter school performance framework.

A note from the school: This year Drew conducted a family equity survey that showed strong support for the equity initiatives currently in place at Drew. All grades exceeded the nationally normed averages for both Reading and Math; more than 61% of students met their Fall to Spring targets for Reading and 69% met their Fall to Spring targets for Math. The Elementary Academy's Helen Ruffin Reading Bowl Team won the region to advance to the state competition for the first time in school history.

For school year 2021-22, Charles R. Drew Charter School (6-12) met all of the performance targets in the charter school performance framework.

A note from the school: *The Senior Academy became the first whole-school STEAM certified high school in Georgia and Drew became the first K-12 STEAM certified school. Drew was recognized with a 2021 Cognia Award of Distinction as a result of our 2020-21 Accreditation Engagement Review. The Senior and Junior Academy Orchestras earned straight Superior Ratings at Large Group Performance Ensemble. The Boys Basketball Team were #1 seed and won the region and state championship. This year, Drew achieved a 98.4% graduation rate for Class of 2022, making it the school with the second highest graduation rate for Black students within Atlanta Public Schools



Drew Elementary

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met

Drew Junior/Senior Academy

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



The Kindezi Schools

THE KINDEZI SCHOOLS OLD FOURTH WARD

2021/22 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Ryan Free

Founding Year

2015

Grade Span

K-8

Enrollment

429

Economically Disadvantaged Population

59%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://kindezi.org/>

Kindezi Old Fourth Ward (O4W) is one of two charter schools in The Kindezi Schools network, with a mission to “provide all students regardless of background, need, or identity, a holistic genius-awakening education built on family-sized classrooms, conscious diversity, and scholarly excellence”. Open since 2015, Kindezi O4W serves students in grades K-8.

For school year 2021-22, Kindezi O4W met many of the measurable performance targets in the charter school performance framework. There were two measures on which the school was not meeting standards. For the area of “Academic Performance - State & Federal Accountability”, Kindezi O4W received a “Does Not Meet Standards” as the school’s performance of students with disabilities based on 2022 CCRPI data placed it on the GaDOE’s list of Targeted Support and Improvement (TSI) Schools. Additionally, Kindezi O4W received an “Approaching Standards” in the area of “Operational Performance - Rights of English Language Learners” because of a compliance issue related to the screening of students for potential identification as English Language Learners. The school did, however, take action to ensure the issue was corrected.

A note from the school: Highlights for Kindezi O4W during the 2021-22 school year include their elementary reading bowl team finishing in first place in the district-level competition, and their middle school team finishing in second place among all district middle schools.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Approached
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met





The Kindezi Schools

THE KINDEZI SCHOOLS WEST

2021/22 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Hyla Penn

Founding Year

2010

Grade Span

K-8

Enrollment

390

Economically Disadvantaged Population

55.9%

CCRPI Score

Elementary: N/A

Middle: N/A

Single Score: N/A

School Website

<https://kindezi.org/>



Kindezi West strives to “provide all students regardless of background, need, or identity, a holistic genius-awakening education built on family-sized classrooms, conscious diversity, and scholarly excellence” and serves students in grades K-8. The school first opened its doors in 2010.

For school year 2021-22, Kindezi West met all of the measurable performance targets in the charter school performance framework with one exception. For the area of “Academic Performance - State & Federal Accountability”, Kindezi West received a “Does Not Meet Standards” as the school’s performance of students with disabilities based on 2022 CCRPI data placed it on the GaDOE’s list of Targeted Support and Improvement (TSI) Schools.

A note from the school: For the past two years, a Kindezi West student has been among the district’s recipients of a Georgia REACH scholarship, a program designed to increase academic persistence and achievement and to increase college access for Georgia’s underserved student populations.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP:SOUL

PRIMARY SCHOOL

KIPP SOUL PRIMARY

2021/22 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Tasha Davis

Founding Year

2018

Grade Span

K-4

Enrollment

356

Economically Disadvantaged Population

74.4%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org>

Founded in 2018, KIPP Soul Primary School was the ninth KIPP Metro Atlanta school to open. In school year 2021-22, the school served students in grades K-3 and plans to grow to grades K-4 by school year 2022-23. KIPP Soul Primary shares a campus with KIPP Soul Academy (5-8).

For school year 2021-22, KIPP Soul Primary met all of the measurable performance targets in the charter school performance framework.

A note from the school: KIPP Soul Primary's symbol, the lotus flower, represents the progression of the soul – secured in the mud, a stem that grows through water, and a flower that lies pristinely above. The school's mascot, the frog, represents the partnership of our entire community working together to support each student's journey – college, career, and beyond – and to have a choice-filled life in which they will powerfully lead the way to transform our current reality.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP SOUL ACADEMY

KIPP SOUL ACADEMY

2021/22 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Amy Bryson

Founding Year

2020

Grade Span

5-8

Enrollment

235

Economically Disadvantaged Population

68.9%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org>

Founded in 2020, KIPP Soul Academy is the newest and 11th KIPP Metro Atlanta school to open. In school year 2021-22, the school served students in grades 5-7 and plans to grow to grades 5-8 by school year 2022-23. KIPP Soul Academy shares a campus with KIPP Soul Primary.

For school year 2021-22, KIPP Soul Academy met all of the measurable performance targets in the charter school performance framework with one exception. For the area of "Academic Performance - State & Federal Accountability", KIPP Soul Academy received a "Does Not Meet Standards" as the school's performance of students with disabilities based on 2022 CCRPI data placed it on the GaDOE's list of Targeted Support and Improvement (TSI) Schools.

A note from the school: KIPP Soul Academy's grade levels are rooted in the school's core values: Fifth Grade – Values, Sixth Grade – Community, Seventh Grade – African Culture, Eighth Grade – Activism. At KIPP Soul Academy, we know our students are on a path of self-discovery and we empower them to use their voices for the issues that matter to them.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP STRIVE

PRIMARY SCHOOL KIPP STRIVE PRIMARY

2021/22 School Year Information

Leadership

CEO.: Mini'imah Shaheed

Principal: Omy Mair

Founding Year

2012

Grade Span

K-4

Enrollment

508

Economically Disadvantaged Population

58.9%

CCRPI Score

Elementary: N/A

Single Score: N/A

School Website

<https://kippmetroatlanta.org>

KIPP STRIVE Primary School opened in 2012 as the sixth KIPP Metro Atlanta school and the first KIPP Metro Atlanta primary school. STRIVE stands for Success Through Rigorous Instruction, Virtue, and Enrichment. KIPP STRIVE Primary shares a campus with KIPP STRIVE Academy (5-8).

For school year 2021-22, KIPP STRIVE Primary met all of the measurable performance targets in the charter school performance framework.

A note from the school: Our school was built on the foundation of love – love for ourselves, love for our teammates, and love for our community. We value family partnerships and believe that our school team, families, and students each play an integral role in our community. Every year, our scholars focus on one value and add a new value each year: First Grade – Believe, Second Grade – Grow, Third Grade – Achieve, and Fourth Grade – Lead.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP STRIVE ACADEMY

2021/22 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Michael Bray

Founding Year

2009

Grade Span

5-8

Enrollment

384

Economically Disadvantaged Population

51.8%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

Founded in 2009, KIPP STRIVE Academy was the third KIPP Metro Atlanta school to open. KIPP STRIVE Academy connects Atlanta's Historic West End and Westview neighborhoods and seeks to build on the enduring legacy of education and activism in the community. STRIVE stands for Success Through Rigorous Instruction, Virtue, and Enrichment – a vision shared by scholars and staff alike.

For school year 2021-22, KIPP STRIVE Academy met all of the measurable performance targets in the charter school performance framework.

A note from the school: Holding fast to the belief that education comprises both academics and character, KIPP STRIVE is grounded in its REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work). The school's commitment to world-class instruction raises academic expectations to a higher level of teaching and learning. The belief in a calm and positive environment lays the foundation for relationships that empower with love and joy, grant mutual respect and dignity, and instill trust that extends for a lifetime. Scholars are further enriched through the arts, sojourns to landmarks of the civil rights movement across the South, and literacy initiatives that lift their voices and elevate their stories. KIPP STRIVE Academy proves that all scholars can thrive beyond measure as change-agents for a better tomorrow.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP:VISION

PRIMARY SCHOOL

KIPP VISION PRIMARY

2021/22 School Year Information

Leadership

CEO.: Mini'imah Shaheed
Principal: Kyla Byas-Smith

Founding Year

2013

Grade Span

K-4

Enrollment

489

Economically Disadvantaged Population

73.6%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

Founded in 2013, KIPP Vision Primary School was the seventh KIPP Metro Atlanta school to open. The school serves students in grades K-4 on the same southeast Atlanta campus as KIPP Vision Academy (5-8).

For school year 2021-22, KIPP Vision Primary met all of the measurable performance targets in the charter school performance framework.

A note from the school: Each of our school's core values aligns with our grade levels: Kindergarten – Love, First Grade – Teamwork, Second Grade – Honor, Third Grade – Excellence, and Fourth Grade – Leadership. We believe that each of our scholars should take pride in who they are, their culture, and their community, in addition to knowing their history, and empowering themselves to know that their voices and actions matter. At KIPP Vision Primary, we learn, we teach, and we grow.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP VISION ACADEMY

2021/22 School Year Information

Leadership

CEO.: Mini'imah Shaheed
Principal: Donald Rucker

Founding Year

2010

Grade Span

5-8

Enrollment

371

Economically Disadvantaged Population

68.7%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

Founded in 2010, KIPP Vision Academy serves students in grades 5-8 on the same southeast Atlanta campus as KIPP Vision Primary (K-4).

For school year 2021-22, KIPP Vision Academy met many of the measurable performance targets in the charter school performance framework. There were two measures on which the school was not meeting standards. For the area of "Academic Performance - State & Federal Accountability", KIPP Vision Academy received a "Does Not Meet Standards" as the school's performance of students based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools. Additionally, KIPP Vision Academy received an "Approaching Standards" in the area of "Operational Performance - Rights of All Students" because of a student disciplinary hearing that did not initially comply with student discipline requirements. The school did, however, take action to ensure the issue was corrected.

A note from the school: KIPP Vision Academy founded on five core African values: Respect (Bi-Nka-Bi), Unity (Nkonsonkonson), Reflection (Sankofa), Diligence (Aya), and Fun (Dono). We cultivate our scholars' inherent genius in order for them to be builders of their communities, change agents of the social challenges of their time, and socially responsible leaders of the future. The design of our classrooms and hallways embrace the aspect of community and reflect African huts and villages. Additionally, in October 2020, the KIPP Vision campus opened a health clinic that serves families and friends in our community.

huts and villages. Additionally, in October 2020, the KIPP Vision campus opened a health clinic that serves families and friends in our community.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Ap-proached
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met

KIPP WAYS Primary

KIPP WAYS PRIMARY

2021/22 School Year Information

Leadership

CEO: Mini'imah Shaheed

Principal: Audrianna Archibald

Founding Year

2014

Grade Span

K-4

Enrollment

456

Economically Disadvantaged Population

76.1%

CCRPI Score

Elementary: N/A

Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

KIPP WAYS Primary School opened in 2014 as the eighth KIPP Metro Atlanta school. WAYS stands for West Atlanta Youth Scholars and we are proudly rooted in our West Atlanta community. The school shares a campus with KIPP WAYS Academy (5-8).

For school year 2021-22, KIPP WAYS Primary met all of the measurable performance targets in the charter school performance framework.

A note from the school: At KIPP WAYS Primary we ensure that "Pioneer Pride" lives throughout our school with a designated time block on Fridays that allows students to do activities that are important to who they are as individuals. We are also committed to educating our scholars about Black empowerment and the pioneers from our community. The WAYS campus building is named after an Atlanta pioneer, Alonzo Herndon, who was one of the first Black millionaires in the United States.



Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



KIPP:WAYS

ACADEMY

KIPP WAYS ACADEMY

2021/22 School Year Information

Leadership

CEO.: Mini'imah Shaheed
Principal: Nathaniel Snyder

Founding Year

2003

Grade Span

5-8

Enrollment

371

Economically Disadvantaged Population

70.6%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

Founded in 2003, KIPP WAYS Academy was the first KIPP Metro Atlanta school to open. WAYS stands for West Atlanta Youth Scholars and we are proudly rooted in our West Atlanta community. The school shares a campus with KIPP WAYS Primary (K-4).

For school year 2021-22, KIPP WAYS Academy met all of the measurable performance targets in the charter school performance framework with one exception. For the area of "Academic Performance - State & Federal Accountability", KIPP WAYS Academy received a "Does Not Meet Standards" as the school's performance based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: KIPP WAYS Academy is centered around Afrocentric teaching and values and we empower ourselves through community service and activism. Our values are: Umoja (Unity), Ujima (Collective Work and Responsibility), Kujichagulia (Self-determination), Nia (Purpose), and Imani (Faith). African village practices and cultures are incorporated throughout our school and each school year, we establish "villages" composed of a mix of fifth through eighth-graders.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Did Not Meet

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met





KIPP ATLANTA
COLLEGIATE

KIPP ATLANTA COLLEGIATE

2021/22 School Year Information

Leadership

CEO.: Mini'imah Shaheed
Principal: Authur Washington

Founding Year

2011

Grade Span

9-12

Enrollment

768

Economically Disadvantaged Population

54.3%

CCRPI Score

High: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

Since 2011, KIPP Atlanta Collegiate (KAC) has served students in grades 9-12 and is the only KIPP high school in Atlanta. KAC is located in the Henry McNeal Turner High School building, formerly a segregated public school that opened in 1951. The building's namesake, Henry McNeal Turner, was an influential Black political and religious leader in Georgia.

For school year 2021-22, KAC met all of the measurable performance targets in the charter school performance framework with the exception of the area of "Operational Performance - Rights of All Students". For this area, KAC received an "Approaching Standards" because of a student disciplinary hearing that did not initially comply with student discipline requirements. The school did, however, take action to ensure the issue was corrected.

A note from the school: KAC celebrated a 92.1% high school graduation rate in 2022, making KAC one of only six APS high schools with a rate of over 90%. The 7 point increase in the school's graduation rate from 2021 marked the second-largest increase among all APS high schools.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Ap- proached
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met





WESLEY INTERNATIONAL ACADEMY

2021-22 School Year Information

Leadership

Executive Director: Jason Marshall
Principal: Debbie Satterfield and Rachel Goodman

Founding Year

2006

Grade Span

K-8

Enrollment

790

Economically Disadvantaged Population

49.2%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://www.wesleyacademy.org/>

Wesley International Academy is an international baccalaureate school that serves students in grades K-8 with a mission to “develop the whole child through an international lens, focused on academics, language acquisition, equitable (and diverse) learning, and a better understanding that personal wellness is integral to student success”.

For school year 2021-22, Wesley International Academy (K-8) met all of the measurable performance targets in the charter school performance framework.

A note from the school: The school has celebrated some highlights including:

Developing an ongoing partnership with Georgia State University providing student teachers opportunity to complete their internship hours for the Urban Education Program.

The creation of a DEI Team that examines and reflects on diverse and equitable instructional practices
Students placing 2nd in both APS District Bee and Science Fair

Winning the 2021 Flag Football Team Championship
Recognition as a PBIS Installing School.

Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met





WESTSIDE
ATLANTA CHARTER SCHOOL

WESTSIDE ATLANTA CHARTER

2021/22 School Year Information

Leadership

Principal and ED: Delana Reeves

Founding Year

2013

Grade Span

K-8

Enrollment

328

Economically Disadvantaged Population

34.8%

CCRPI Score

Elementary: N/A

Middle: N/A

Single Score: N/A

School Website

<https://wacs.us/>

Westside Atlanta Charter School is a K-8 school with a mission to “foster a diverse, tight-knit community of lifelong learners, giving each child an excellent academic experience that builds curiosity, critical thinking, and character.”

For school year 2021-22, Westside Atlanta Charter School (K-8) met all of the measurable performance targets in the charter school performance framework.

A note from the school: Westside celebrated the first cohort of 8th grade graduates in May 2020. These students began with us in second grade when the school first opened in 2013. Our past graduating class of 2022 was our first "Cornerstone" class. These are students who began at Westside in kindergarten and matriculated through the eighth grade. We are also excited to announce that we will celebrate our 10th Anniversary during the 2023-24 school year.



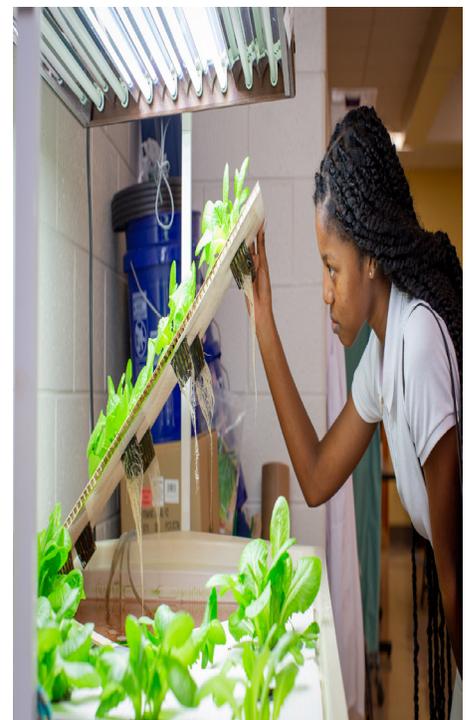
Academic Performance	Rating
Student Achievement & Growth	N/A
State & Federal Accountability Systems	Met

School Climate Performance	Rating
School Climate	N/A
Diversity	Met

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
Open Governance Requirements	Met
Training Requirements	Met
Accountability of Management	Met
Effective Governance	Met
Essential & Innovative Features	Met



PARTNER SCHOOLS



In March 2016, the Atlanta Board of Education unanimously approved the Atlanta Public Schools School Turnaround Plan developed “to address chronic under performance in schools with at least three years of College and Career Readiness Performance Index (CCRPI) scores below 60.” As a part of the approved plan, APS contracted with three organizations--Purpose Built Schools Atlanta, The Kindezi Schools, and KIPP Metro Atlanta Schools--to improve the academic performance of certain schools. These “partner schools” maintain the district’s defined attendance zone for each school and require the partner organization to abide by district policies related to enrollment,

transportation, facilities, and GO Teams, but otherwise allow the partner organizations autonomy in decisions related to hiring, curriculum, and budget in exchange for meeting articulated performance goals. Recognizing that school improvement takes time, APS entered into a multi-year contract with each partner organization--these contracts can be found on the Office of Charter + Partner Schools website.

The following section provides a snapshot of each partner school’s student population, programming, and performance on the APS partner school performance framework for the 2021-22 school year.



KIPP WOODSON PARK ACADEMY

KIPP WOODSON PARK ACADEMY

2021/22 School Year Information

Leadership

CEO.: Mini'imah Shaheed
Principal: Tara Stifler and Emanuel Mathis

Founding Year

2019

Grade Span

K-8

Enrollment

793

Economically Disadvantaged Population

86%

CCRPI Score

Elementary: N/A
Middle: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

KIPP Woodson Park Academy (KWPA) became a partner school beginning in the 2019-20 school year. At that time KIPP assumed operations of Woodson Park, a K-5 school that was a combination of the former Grove Park Elementary School and the former Woodson Intermediate, in the Grove Park neighborhood. KIPP Woodson Park Academy serves grades PreK-7 as the zoned school for any students who live in the neighborhood.

For school year 2021-22, KWPA met all of the measurable performance targets in the partner school performance framework with one exception. KWPA received an "Approaching Standards" in the area of "GO Team Training" because not all of the GO Team training requirements were fulfilled. The school's performance of students based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: The history of KWPA is rich and our school culture is rooted in resiliency and pride in our beloved community. Our students are the legacy of community members who have resided in Grove Park for decades. At KWPA, we are committed to fostering love and openness and ensuring our students receive the academically excellent education and support they deserve.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	CSI List

School Climate Performance	Rating
School Climate	N/A

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Essential & Innovative Features	Met
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
GO Team Governance Requirements	Met
GO Team Training Requirements	Ap- proached





T.H. SLATER ELEMENTARY

2021/22 School Year Information

Leadership

Exec. Dir.: Nikkita Warfield
Principal: Donya Kemp

Founding Year

2017

Grade Span

PreK-5

Enrollment

495

Economically Disadvantaged Population

85.7%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://purposebuiltschoolsatlanta.org/>

Slater Elementary School serves preK-5th grade students in the preK-12th grade pipeline of partner schools operated by Purpose Built Schools Atlanta (PBSA). Slater became a partner school beginning in the 2017-18 school year.

For school year 2021-22, Slater met several of the measurable performance targets in the partner school performance framework. There were also some measures on which the school was not meeting standards. Slater received an "Approaching Standards" in the area of "GO Team Training" because not all of the GO Team training requirements were fulfilled, and the school received a "Does Not Meet Standards" for "GO Team Requirements" because a number of compliance requirements were not met during the 2021-22 school year. The school's performance of students based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: Slater worked to increase access to support and resources for its families, including a partnership with the Urban Recipe Food Program. Together they created a food cooperative to help feed more families in the neighborhood. The Grassroots Growers Alliance grows food specifically for the families of this co-op. Similarly, Slater also launched the "What's Cookin' Cafe?" a new urban garden club. Students made healthy smoothies using fruit, vegetables, grains, protein and dairy.

Academic Performance	Rating
Student Achievement & Growth	Did Not Meet
State & Federal Accountability Systems	CSI List

School Climate Performance	Rating
School Climate	N/A

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Essential & Innovative Features	Met
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
GO Team Governance Requirements	Did Not Meet
GO Team Training Requirements	Approached





THOMASVILLE HEIGHTS ELEMENTARY

2021/22 School Year Information

Leadership

Exec. Dir.: Nikkita Warfield
Principal: Jovan Miles

Founding Year

2016

Grade Span

PreK-5

Enrollment

271

Economically Disadvantaged Population

94.8%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://www.atlantapublicschools.us/thomasville>

Thomasville Heights Elementary School (THES) is an elementary school in the preK-12th grade pipeline of partner schools operated by Purpose Built Schools Atlanta (PBSA). THES was the first APS school to transition to a partner school. As a result of the closure of a major housing development in the community and the relocation of its residents, APS temporarily closed THES following the 2021-22 school year and rezoned students remaining in the attendance zone to Slater Elementary School beginning in the 2022-23 school year.

For school year 2021-22, THES met several of the measurable performance targets in the partner school performance framework. There were also some measures on which the school was not meeting standards. THES received an "Approaching Standards" in the areas of "GO Team Requirements" and "GO Team Training" because some but not all of the relevant compliance requirements were fulfilled during the 2021-22 school year. The school's performance of students based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: The PBSA farm program originated at THES and has since moved to Slater and Price. In the 2021-22 school year, the farms produced over 1,000 pounds of fresh produce that fed over 100 families. A team of educators, including an on-staff farmer, provided standards-based, farm-related lessons to 110 middle school students and 3,000+ hours of hands-on agriculture based instruction to 176 elementary school students. THES and PBSA's partnership with Atlanta Volunteer Lawyers Foundation (AVLF) helped significantly decrease transiency at the school. Additionally, THES and PBSA partnered with AVLF to support and transition Forest Cove families during the traumatic condemnation of Forest Cove and the resulting temporary closure of THES.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	CSI List

School Climate Performance	Rating
School Climate	N/A

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Ap-proached
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Essential & Innovative Features	Met
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
GO Team Governance Requirements	Ap-proached
GO Team Training Requirements	Ap-proached





PRICE MIDDLE SCHOOL

2021/22 School Year Information

Leadership

Exec. Dir.: Nikkita Warfield
Principal: Luqman Abdur-Rahman

Founding Year

2017

Grade Span

6-8

Enrollment

353

Economically Disadvantaged Population

87.5%

CCRPI Score

Middle: N/A
Single Score: N/A

School Website

<https://www.atlantapublicschools.us/price>

Price Middle School is the middle school of the preK-12th grade pipeline of partner schools operated by Purpose Built Schools Atlanta (PBSA). Price is a “positive family learning environment with an empowered, communicative, cohesive, united staff working with mutual respect and collaboratively committed to motivate and encourage students to strive for academic excellence so they can be productive, successful citizens for their global future.” Price became a partner school beginning in the 2017-18 school year.

For school year 2021-22, Price met nearly all of the measurable performance targets in the partner school performance framework. Price received an “Approaching Standards” in the areas of “GO Team Requirements” and “GO Team Training” because some but not all of the relevant compliance requirements were fulfilled during the 2021-22 school year. The school’s performance of students based on 2022 CCRPI data placed it on the GaDOE’s list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: Additional highlights for Price from the 2021-22 school year include sending a team of five students to the US Chess Federation’s National Junior High Championship in Grapevine, TX. The Price players, three of whom were brand new to chess, took home sixth place. Price is also home to a beautiful farm that the school’s Urban Agriculture teacher along with her students and a local urban farmer have established. In addition to a place for learning, the farm will soon become a source of healthy food options for the South Atlanta community.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	CSI List

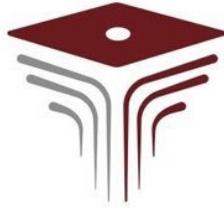
School Climate Performance	Rating
School Climate	N/A

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Ap-proached
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Essential & Innovative Features	Met
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
GO Team Governance Requirements	Ap-proached
GO Team Training Requirements	Ap-proached





CARVER STEAM

CARVER STEAM ACADEMY

2021/22 School Year Information

Leadership

Exec. Dir.: Nikkita Warfield
Principal: Yusuf Muhamad

Founding Year

2018

Grade Span

9-12

Enrollment

410

Economically Disadvantaged Population

75.6%

CCRPI Score

High: N/A
Single Score: N/A

School Website

<https://www.atlantapublicschools.us/Page/13142>

Carver STEAM Academy serves students in grades 9-12 in the preK-12th grade pipeline of partner schools operated by Purpose Built Schools Atlanta (PBSA). Carver STEAM became a partner school beginning in 2018. The school's coursework is intellectually rigorous, offering AP classes and an engaging STEAM curriculum. Carver STEAM is the only high school in Atlanta to offer P-TECH, a free multi-year program from IBM that equips students with a degree from Atlanta Technical College and the technical skills needed to get their dream careers right out of school.

For school year 2021-22, Carver STEAM met several of the measurable performance targets in the partner school performance framework, including surpassing the graduation rate target in the school's partner agreement with a 2022 cohort graduation rate of 76.3%. There were also some measures on which the school was not meeting standards. Additionally, Carver STEAM received an "Approaching Standards" in the area of "GO Team Training" because not all of the GO Team training requirements were fulfilled, and the school received a "Does Not Meet Standards" for "GO Team Requirements" because a number of compliance requirements were not met during the 2021-22 school year. Finally, the school's performance of students based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: Carver STEAM had a record high in scholarships awarded in the 2021-22 school year. The majority of graduating seniors of the Class of 2022 at Carver STEAM earned a scholarship to continue their education, with a grand total of more than \$4.5 million in scholarships.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	CSI List

School Climate Performance	Rating
School Climate	N/A

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Ap- proached
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Essential & Innovative Features	Met
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
GO Team Governance Requirements	Did Not Meet
GO Team Training Requirements	Ap- proached





The Kindezi Schools

KINDEZI AT GIDEONS ELEMENTARY

2021/22 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Tiambi Walker

Founding Year

2017

Grade Span

PreK-5

Enrollment

312

Economically Disadvantaged Population

78.5%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://kindezi.org/>

Gideons Elementary School is an APS partner school operated by The Kindezi Schools. Kindezi's mission is to "provide all students regardless of background, need, or identity, a holistic genius-awakening education built on family-sized classrooms, conscious diversity, and scholarly excellence". Gideons became a partner school in 2017 and serves students in preK-5.

For school year 2021-22, Gideons met all of the measurable performance targets in the partner school performance framework with the exception of "Academic Performance - State & Federal Accountability". In this area, Gideons received a "Does Not Meet Standards" as the school's performance of students based on 2022 CCRPI data placed it on the GaDOE's list of Comprehensive Support and Improvement (CSI) Schools.

A note from the school: Additional highlights for Gideons from school year 2021-22 include the build out of a new outdoor classroom in partnership with OutTeach as well as the selection of Gideons teacher Ryan Lisbon as the OutTeach Regional Teacher of the Year for the southeast region.

Academic Performance	Rating
Student Achievement & Growth	Met
State & Federal Accountability Systems	CSI List

School Climate Performance	Rating
School Climate	N/A

Financial Performance	Rating
Current Ratio	Met
Unrestricted Days Cash	Met
Enrollment Variance	Met
Debt to Asset Ratio	Met
Cash Flow	Met
Debt Service Coverage Ratio	Met
Financial & Compliance Reporting	Met
Generally Accepted Accounting Principles	Met

Operational Performance	Rating
Essential & Innovative Features	Met
Education Program Requirements	Met
Data Reporting	Met
Rights of All Students	Met
Rights of Students with Disabilities	Met
Rights of English Language Learners	Met
Handling of Student Information	Met
Employee Credentialing	Met
Employment Rights	Met
Background Checks	Met
Handling of Employee Information	Met
Facilities	Met
Health & Safety	Met
Food Service & Transportation	Met

Governance Performance	Rating
GO Team Governance Requirements	Met
GO Team Training Requirements	Met



CHARTER SCHOOL PERFORMANCE FRAMEWORK

Provides an overview of the academic, school climate, financial, organizational, and governance frameworks used to monitor current charter school contracts with the Atlanta Public Schools.

INTRODUCTION

About the Atlanta Public Schools Performance Framework

The Atlanta Public Schools (APS) Office of Charter + Partner Schools, in collaboration with the National Association of Charter School Authorizers (NACSA), developed a comprehensive Performance Framework to ensure that each and every APS-approved charter school is serving students with a high-quality public education. The Performance Framework sets the academic, school climate, fiscal, operational and governance standards by which APS-approved charter schools will be evaluated, informing both APS and individual school officials about school performance and sustainability and enabling APS officials to take multiple factors into account when evaluating public charter schools across the district.

This guide provides a detailed breakdown of the indicators and measures aligned to those performance standards, the sources of data used to monitor performance and compliance against the goals and requirements of the charter contract.

SECTION I. ACADEMIC PERFORMANCE

Indicators and Measures:

Student Achievement & Growth

1. First Look: School Performance Gap Closure
2. Second Look: School-District Comparisons

State & Federal Accountability Systems

1. School Improvement and Turnaround School Eligibility

STUDENT ACHIEVEMENT & GROWTH

1) Are students at the school demonstrating high levels of academic achievement and growth?

First Look – School Performance Gap Closure.

The primary academic outcome this standard seeks to measure is that schools increase their College and Career Readiness Performance Index (CCRPI) score each year until they reach 100. The performance standards that measure CCRPI progress include growth in CCRPI itself and in its two major academic components, Content Mastery and Progress Score. The “First Look” at annual charter school performance is to see if the school has met the standard for any of the following three CCRPI gap-closing measures. These indicators align with accountability requirements in current charter school contracts between charter schools, Atlanta Public Schools, and the Georgia Department of Education.

Meets Standard

The school is meeting the standard in school performance gap closure in a given year if it meets one or more of the following:

1. Increase its CCRPI score by at least 4% of the gap between 100 and the school's previous year CCRPI score in each grade

band served (elementary, middle, and/or high school); or

2. Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school); or
3. Increase its CCRPI Progress score by at least 10% of the gap between 100 and its previous year CCRPI Progress score in each grade band served (elementary, middle, and/or high school).

Does Not Meet Standard

The school is not meeting the standard in school performance gap closure in a given year if it fails to meet any of the indicators described above.

Second Look – School-District Comparisons.

If a charter school does not achieve at least one of the “First Look” School Performance Gap Closure standards, it may still satisfy Student Achievement & Growth Academic Performance Standard requirements in a given year by achieving one of the “Second Look” School-District Comparison standards. The secondary academic outcome this

standard seeks to measure is that schools do better than the district schools to which their students would otherwise attend. Performance standards include whether the school exceeds the CCRPI score (CCRPI, Content Mastery, or Progress) of their authorizing district or of the average of the three district schools to which a majority of the charter school's students would otherwise be zoned ("majority comparison schools").

Meets Standard

The school is meeting the standard in school-district comparisons in a given year if it meets one or more of the following:

1. Exceed the CCRPI single score of the Atlanta Public Schools; or
2. Exceed the CCRPI single score of the district majority comparison schools; or
3. Exceed the CCRPI Content Mastery scores of the Atlanta Public Schools or the district majority comparison schools; or
4. Exceed the CCRPI Progress scores of the Atlanta Public Schools or the district majority comparison schools.

Additionally, if the school serves high school students, the school must also have a higher four-year cohort graduation rate than the Atlanta Public Schools average four-year cohort graduation rate or the four-year cohort graduation rate for district majority comparison schools in a given year to meet standards.

Does Not Meet Standard

The school is not meeting the standard in school-district comparisons in a given year if it fails to meet any of the indicators described above.

STATE & FEDERAL ACCOUNTABILITY

2) Is the school meeting expectations as set forth by state and federal accountability systems?

Meets Standard

During a given year, the school performs at the level required to stay off the list of Tier II (TSI/Targeted Support and Improvement) and Tier III (CSI/Comprehensive Support and Improvement) schools published annually by GaDOE, and the Turnaround Eligible Schools List published annually by the Governor's Office of Student Achievement.

Does Not Meet Standard

During a given year, the school performs at the level placing it on the list of Tier II (TSI/Targeted Support and Improvement) or Tier III (CSI/Comprehensive Support and Improvement) schools published annually by GaDOE, or the Turnaround Eligible Schools List published annually by the Governor's Office of Student Achievement.

SECTION II. SCHOOL CLIMATE PERFORMANCE

Indicators and Measures:

School Climate

1. Climate Star Rating

Diversity

1. Student Body Diversity

SCHOOL CLIMATE

1) Is the school creating a positive school climate?

Meets Standard

- The school achieves a School Climate Star Rating of 4 or more in the given year.

Approaches Standard

- The school achieves a School Climate Star Rating of 3 in the given year.

Does Not Meet Standard

- The school achieves a School Climate Star Rating of less than 3 in the given year.

DIVERSITY

1) Does the school reflect the diversity of its target local schools?

Meets Standard

The school's overall student population in a given year generally reflects the racial and socioeconomic diversity of target local schools, and, if applicable, the school achieves its goal in a given year for educationally disadvantaged students as

defined in its charter agreement.

Approaches Standard

The school's overall student population in a given year generally does not reflect the racial and socioeconomic diversity of target local schools, and/or, if applicable, the school fails to achieve its goal in a given year for educationally disadvantaged students as defined in its charter agreement, however the school has instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

The school's overall student population in a given year generally does not reflect the racial and socioeconomic diversity of target local schools, and/or, if applicable, the school fails to achieve its goal in a given year for educationally disadvantaged students as defined in its charter agreement, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

SECTION III: FINANCIAL PERFORMANCE

Indicators and Measures:

Near Term Indicators

1. Current Ratio: Does the school have the ability to cover short-term financial obligations?
2. Unrestricted Days Cash: Does the school maintain an appropriate balance of cash on hand?
3. Enrollment Variance: Does the school project enrollment in a way that allows for adequate budgeting?
4. Default: Is the school repaying debts in a timely manner?

Sustainability Indicators

5. Debt to Asset Ratio: Does the school maintain an appropriate balance between assets and liabilities over time?
6. Cash Flow: Does the school have a positive cash flow annually?
7. Debt Service Coverage Ratio

Financial Management and Oversight Indicators

1. Financial Reporting and Compliance Reporting: Is the school meeting financial reporting and compliance requirements?
2. Generally Accepted Accounting Principles: Is the school following Generally Accepted Accounting Principles (GAAP)?

NEAR TERM INDICATORS

1) Current Ratio: Does the school have the ability to cover short-term financial obligations?

(Working Capital Ratio): Current Assets divided by Current Liabilities

(Note: For schools in their first or second year of operation, the Current Ratio must be greater than 1.1.)

Meets Standard

- Current Ratio is greater than 1.1, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)

Approaches Standard

- Current Ratio is between 0.9 and 1.0, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is negative

Does Not Meet Standard

- Current ratio is less than or equal to 0.9

2) Unrestricted Days Cash: Does the school maintain an appropriate balance of cash on hand?

Unrestricted Cash divided by (Total Expenses/365)

(Note: For schools in their first or second year of operation, they must have a minimum of 30 days cash.)

Meets Standard

- 60 Days Cash, OR
- Between 30 and 60 Days Cash and one-year trend is positive

Approaches Standard

- Days Cash is between 15 and 30 days, OR
- Days Cash is between 30 and 60 days and one-year trend is negative

Does Not Meet Standard

- Fewer than 15 Days Cash

3) Enrollment Variance: Does the school project enrollment in a way that allows for adequate budgeting?

Actual Enrollment divided by Enrollment Projection in Board-Approved Budget

(Note: For school in their first or second year of operation, Enrollment Variance must be equal to or exceed 95% for each year of operation.)

Meets Standard

- Enrollment Variance equals or exceeds 95% in the most recent year and equals or exceeds 95% over each of the last three years

Approaches Standard

- Enrollment Variance is between 85% and 95% in the most recent year, OR
- Enrollment Variance is 95% or greater in the most recent year but does not equal or exceed 95% each of the last three years

Does Not Meet Standard

- Enrollment Variance is less than 85% in the most recent year
-

4) Default: Is the school repaying debts in a timely manner?

Meets Standard

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard

- School is in default of loan covenant(s) and/or is delinquent with debt service payments

SUSTAINABILITY INDICATORS

1) Debt to Asset Ratio: Does the school maintain an appropriate balance between assets and liabilities over time?

Total Liabilities divided by Total Assets

Meets Standard

- Debt to Asset Ratio is less than 0.9

Approaches Standard

- Debt to Asset Ratio is between 0.9 and 1.0

Does Not Meet Standard

- Debt to Asset Ratio is greater than 1.0

2) Cash Flow: Does the school have a positive cash flow annually?

(Note: Schools in their first or second year of operation must have positive Cash Flow.)

Meets Standard

- Three-Year Cumulative Cash Flow is positive and Cash Flow is positive each year, OR
- Three-Year Cumulative Cash Flow is positive, Cash Flow is positive in two of three years, and Cash Flow in the most recent year is positive

Approaches Standard

- Three-Year Cumulative Cash Flow is positive, but trend does not meet standard

Does Not Meet Standard

- Three-Year Cumulative Cash Flow is negative

4) Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)

Meets Standard

- Debt Service Coverage Ratio is equal to or exceeds 1.10

Does Not Meet Standard

- Debt Service Coverage Ratio is less than 1.10

FINANCIAL MANAGEMENT AND OVERSIGHT INDICATORS

1) Financial Reporting & Compliance Reporting: Is the school meeting financial reporting and compliance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, DE 046, periodic financial reports as required by the authorizer, program and grant budgets, and any reporting requirements if the board contracts with an education service provider
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Approaches Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial reporting requirements; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial reporting requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2) Generally Accepted Accounting Principles: Is the school following Generally Accepted Accounting Principles?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Approaches Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial management and oversight; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial management and oversight; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

SECTION IV: OPERATIONAL PERFORMANCE

Indicators and Measures:

Education Program

1. Essential/Innovative Features
2. Compliance with Education Requirements
3. Data Reporting

Students and Employees

1. Rights of All Students
2. Rights of Students with Disabilities
3. Rights of English Language Learners
4. Employee Credentialing
5. Employment Rights
6. Background Checks
7. Handling of Student and Employee Information

School Environment

1. Facilities
2. Health and Safety
3. Food Service and Transportation

1) Is the school implementing the essential terms of the education program as defined in the turnaround partner agreement?

Meets Standard

The school implemented the essential terms of the education program in all material aspects. The education program in operation reflects the essential terms as defined in the turnaround partner agreement.

Approaches Standard

The school has failed to implement the education program in the manner described above; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt a sufficient movement towards compliance to the satisfaction of the district.

Does Not Meet Standard

The school failed to implement the education program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school complying with applicable education requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and district policies/protocols relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- State assessments
- Implementation of mandated programming as a result of state and/or federal funding.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to education requirements; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to education requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

3) Is the school complying with data reporting requirements?

Meets Standard

The school complies with all applicable laws, rules, regulations and provisions of its turnaround partner agreement and district policies/protocols relating to relevant reporting requirements, including timelines and deadlines, to APS, GADOE and/or federal authorities, including but not limited to:

- QBE/FTE Data Reporting
- Personnel Reporting
- Student Record Reporting
- CCRPI Date Reporting
- Special Education Data Reporting; and
- Required Data Surveys

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to relevant reporting requirements; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to relevant requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

STUDENTS AND EMPLOYEES

1) Is the school protecting the rights of all students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, provisions of the turnaround partner agreement, and its policies relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- Compliance with all aspects of the Migrant Education Program and McKinney-Vento Homeless Assistance Act
- The collection and protection of student information (that could be used in

discriminatory ways or otherwise contrary to law)

- Due process protections, privacy, civil rights and student liberties requirements
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement, or its policies relating to the rights of students; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement, or its policies relating to the rights of students; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school protecting the rights of students with disabilities?

Meets Standard

Consistent with the school's status and responsibilities as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the turnaround partner agreement (including

the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plan;
- Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments and extracurricular activities;
- Discipline, including due process protections, manifestation determinations and behavioral intervention plans;
- Appropriately carrying out student Individualized Education Plans and Section 504 plans; and
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the rights of students with disabilities; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner

agreement relating to the rights of students with disabilities; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

3) Is the school protecting the rights of English Language Learners?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner agreement and other district policies/protocols (including Title III of the elementary and Secondary Education Act (ESEA) and U.S. Department of Education authorities) relating to English Language Learner requirements, including but not limited to:

- Required policies related to the service of EL students;
- Proper steps for identification of students in need of EL services;
- Appropriate and equitable delivery of services to identified students;
- Appropriate accommodations on assessments;
- Exiting of students from EL services; and
- Ongoing monitoring of exited students.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the English Language Learners requirements; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

- **Does Not Meet Standard**

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the English Language Learners requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

4) Is the school meeting teacher and other staff credentialing requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and other district policies/protocols (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to employee certification requirements; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to employee certification

requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

5) Is the school completing required background checks?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and other district policies/protocols relating to required background checks for employees and school volunteers.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to required background checks; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to required background checks; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

6) Is the school handling student and employee information appropriately and securely?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and other district policies/protocols including but not limited to:

- Giving appropriate notices and maintaining the security of providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities;

- Transferring of student records;
- Proper and secure maintenance of testing materials;
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities; and
- Confidentiality of personnel records not subject to open records requirements

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the security of student and employee information; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the security of student and employee information; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

SCHOOL ENVIRONMENT

1) Is the school complying with facilities requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner and/or lease agreements, and its policies relating to facilities, including but not limited to:

- Approvals as necessary from APS regarding facility maintenance, expansion, or other facility changes;
- Compliance with all terms in the lease agreement with APS;
- Fire inspections and related records;
- Viable certificate of occupancy or other required building authorization; and
- Documentation of requisite insurance coverage.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner and/or lease agreements, and its policies relating to facilities; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner and/or lease agreements, and its policies relating to facilities; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school complying with health and safety requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner agreement and other district policies/protocols relating to safety and the protection of student and employee health, including but not limited to:

- Annual updated school safety plan;

- Appropriate nursing services and dispensing of pharmaceuticals;
- Medical management plans;
- Access to auto-injectable epinephrine and automated external defibrillators as appropriate;
- Scoliosis screening; and
- A physically safe and secure environment

as evidenced by School Climate Star Rating of the district.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to safety and the protection of student and employee health; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to safety and the protection of student and employee health; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

3) Is the school complying with food service and transportation requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner agreement, Buy Back Services Agreement and/or MOUs, and other district policies/protocols relating to food service or transportation, including but not limited to:

- The National Lunch Program, School Breakfast program, and/or After-school Snack Program, including nutritional and reimbursement requirements; and
- School bus specifications, bus driver training

and licensing requirements, and transportation survey deadlines (if applicable).

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement, Buy Back Services Agreement and/or MOUs relating to food service and/or transportation; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement, Buy Back Services Agreement and/or MOUs relating to food service and/or transportation; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

ADDITIONAL OBLIGATIONS

1) Is the school complying with all other obligations?

Meets Standard

The school materially complies with all other legal, statutory, regulatory, or contractual requirements, including those contained in its turnaround partner agreement, that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Adhering to the Department of Early Care and Learning's requirements for before and after school care (if applicable);
- Requirements by other entities to which the partner school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)

Approaches Standard

The school has failed to comply with at least one other legal, statutory, regulatory, or contractual requirements, including those contained in its turnaround partner agreement, that are not otherwise explicitly stated herein; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one other legal, statutory, regulatory, or contractual requirements, including those contained in its turnaround partner agreement, that are not otherwise explicitly stated herein; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

SECTION V: GOVERNANCE PERFORMANCE

Indicators and Measures:

Governance and Reporting

1. Open Governance Requirements
2. Training Requirements
3. Accountability of Management
4. Effective Governance
5. Essential and Innovative Features

GOVERNANCE

1) Is the school complying with general open governance requirements?

Meets Standard

The school's governing board materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to governance including but not limited to:

- Board policies, including those related to oversight of an education service provider, if applicable
- Board by-laws
- State open meetings and open records laws
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules
- Compensation for board members

Approaches Standard

The school's governing board has failed to comply with at least one materially applicable law, rule, regulation, provision of the charter agreement, or its policies relating to board governance; the failure(s) were material, however the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

The school's governing board has failed to comply with at least one materially applicable law, rule, regulation, provision of the charter agreement, or its policies relating to board governance; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s),

the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2) Is the school complying with applicable governance training requirements?

Meets Standard

The school's governing board takes action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter agreement relating to the participation of its governing board in required trainings by approved providers pursuant to O.C.G.A. § 20-2-2084(f).

Approaches Standard

The school's governing board has failed to comply with at least one materially applicable law, rule, regulation, provision of the charter agreement relating to board governance training; the failure(s) were material, however the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

The school's governing board has failed to comply with at least one materially applicable law, rule, regulation, provision of the charter agreement relating to board governance training; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3) Is the Board holding management accountable?**Meets Standard**

The school's governing board materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to oversight of school management, including but not limited to:

Oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

Implementation of Teacher and Leader Keys Effectiveness Systems

Approaches Standard

The school's governing board has failed to comply with at least one materially applicable law, rule, regulation, provision of the charter agreement, or its policies relating to oversight of school management; the failure(s) were material, however the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

The school's governing board has failed to comply with at least one materially applicable law, rule, regulation, provision of the charter agreement, or its policies relating to oversight of school management; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

4) Is the Board following standards for effective governance?**Meets Standard**

The school's governing board and its members act in accordance with the Standards for Effective Governance of a Georgia Nonprofit School Governing Board.

Approaches Standard

The board and its members have failed to act in accordance with at least one materially applicable domain from the Standards for Effective Governance of a Georgia Nonprofit School Governing Board; the failure(s) were material, however the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

The board and its members have failed to act in accordance with at least one materially applicable domain from the Standards for Effective Governance of a Georgia Nonprofit School Governing Board; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5) Is the school implementing the essential and/or innovative features of its program as defined in the charter contract?**Meets Standard**

The school implemented the essential terms of the education program in all material respects. The education program in operation reflects the essential terms as defined in the charter agreement.

Approaches Standard

The school has failed to implement the program in the manner described above; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Provides an overview of the academic, financial, organizational and governance framework used to monitor current turnaround partner schools contracted with the Atlanta Public Schools.

INTRODUCTION

About the Atlanta Public Schools Performance Framework

The Atlanta Public Schools' (APS) Office of Charter and Partner Schools developed a comprehensive Performance Framework to ensure that every district-approved turnaround partner school is serving students with a high-quality public education.

The Performance Framework sets the academic, organizational, fiscal and governance standards by which district-approved turnaround partner schools will be evaluated, informing both APS and individual school officials about school performance and sustainability, and enabling APS officials to take multiple factors into account when evaluating partner schools.

This guide provides a detailed breakdown of the indicators and measures aligned to the performance standards and district and organizational sources of data used to monitor school performance and compliance against the goals and requirements of the partnership agreement.

SECTION I: ACADEMIC PERFORMANCE

Indicators and Measures:

Student Achievement & Growth

1. Target performance standards for elementary and middle schools
2. High school graduation rates

State and Federal Accountability Systems

1. School Improvement and Turnaround School Eligibility

STUDENT ACHIEVEMENT & GROWTH

1) Are students at the school demonstrating high levels of academic achievement and growth?

Meets Standard

Target performance goals for turnaround partner elementary and middle grades are based on the APS Challenge Index and must be met at the end of five (5) years of partner organization operation, as well as at the end of each subsequent five-year period thereafter. Each school must achieve at or above the challenge index trend line or move at least five (5) normal equivalent points closer to the trend line. The school met or exceeded target performance goals by the end of the initial five-year period and has shown significantly high levels of academic achievement and student growth.

Approaches Standard

The school did not meet target performance goals by the end of the initial five-year period but has shown positive gains in academic achievement and student growth since partnership inception.

Does Not Meet Standard

The school did not meet target performance goals by the end of the initial five-year period and has not shown positive gains toward meeting the five-year academic achievement and student growth goal.

2) Is the school's graduation rate meeting or exceeding target performance goals?

Meets Standard

Target performance goals for turnaround partner high school grades are based on the graduation rate published by the Georgia Department of Education. A 75% graduation rate must be achieved by the end of the initial five-year period of partner organization operation. Subsequent five-year periods must reflect graduation growth rates of 82% and 90% respectively, according to the State of Georgia's graduation calculation.

Approaches Standard

The school did not meet graduation rate performance goals by the end of the initial five-year period but has shown positive incremental increases since partnership inception.

Does Not Meet Standard

The school did not meet graduation rate performance goals by the end of the initial five-year period and has shown no incremental increases since partnership inception.

STATE AND FEDERAL ACCOUNTABILITY SYSTEMS

1) Is the school meeting expectations as set forth by state and federal accountability systems?

Although not an accountability goal in current partnership agreements, the APS Partner School Performance Framework does indicate whether the partner school's performance placed it on the list of Tier II (TSI/Targeted Support and Improvement) or Tier III (CSI/Comprehensive Support and Improvement) schools published annually by GaDOE and whether the school moved up or down a tier.

SECTION II: SCHOOL CLIMATE PERFORMANCE

Indicators and Measures:

School Climate

1. Climate Star Rating

SCHOOL CLIMATE

1) Is the school creating a positive school climate?

Meets Standard

The school achieves a School Climate Star Rating of 4 or more in the given year.

Approaches Standard

The school achieves a School Climate Star Rating of 3 in the given year.

Does Not Meet Standard

The school achieves a School Climate Star Rating of less than 3 in the given year.

SECTION III: FINANCIAL PERFORMANCE

Indicators and Measures:

Near Term Indicators

1. Current Ratio: Does the school have the ability to cover short-term financial obligations?
2. Unrestricted Days Cash: Does the school maintain an appropriate balance of cash on hand?
3. Enrollment Variance: Does the school project enrollment in a way that allows for adequate budgeting?
4. Default: Is the school repaying debts in a timely manner?

Sustainability Indicators

5. Debt to Asset Ratio: Does the school maintain an appropriate balance between assets and liabilities over time?
6. Cash Flow: Does the school have a positive cash flow annually?
7. Debt Service Coverage Ratio

Financial Management and Oversight Indicators

1. Financial Reporting and Compliance Reporting: Is the school meeting financial reporting and compliance requirements?
2. Generally Accepted Accounting Principles: Is the school following Generally Accepted Accounting Principles (GAAP)?

NEAR TERM INDICATORS

1) Current Ratio: Does the school have the ability to cover short-term financial obligations?

(Working Capital Ratio): Current Assets divided by Current Liabilities

(Note: For schools in their first or second year of operation, the Current Ratio must be greater than 1.1.)

Meets Standard

- Current Ratio is greater than 1.1, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)

Approaches Standard

- Current Ratio is between 0.9 and 1.0, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is negative

Does Not Meet Standard

- Current ratio is less than or equal to 0.9

2) Unrestricted Days Cash: Does the school maintain an appropriate balance of cash on hand?

Unrestricted Cash divided by (Total Expenses/365)

(Note: For schools in their first or second year of operation, they must have a minimum of 30 days cash.)

Meets Standard

- 60 Days Cash, OR
- Between 30 and 60 Days Cash and one-year trend is positive

Approaches Standard

- Days Cash is between 15 and 30 days, OR
- Days Cash is between 30 and 60 days and one-year trend is negative

Does Not Meet Standard

- Fewer than 15 Days Cash

3) Enrollment Variance: Does the school project enrollment in a way that allows for adequate budgeting?

Actual Enrollment divided by Enrollment Projection in Board-Approved Budget

(Note: For school in their first or second year of operation, Enrollment Variance must be equal to or exceed 95% for each year of operation.)

Meets Standard

- Enrollment Variance equals or exceeds 95% in the most recent year and equals or exceeds 95% over each of the last three years

Approaches Standard

- Enrollment Variance is between 85% and 95% in the most recent year, OR
- Enrollment Variance is 95% or greater in the most recent year but does not equal or exceed 95% each of the last three years

Does Not Meet Standard

- Enrollment Variance is less than 85% in the most recent year

4) Default: Is the school repaying debts in a timely manner?**Meets Standard**

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard

- School is in default of loan covenant(s) and/or is delinquent with debt service payments

SUSTAINABILITY INDICATORS

1) Debt to Asset Ratio: Does the school maintain an appropriate balance between assets and liabilities over time?

Total Liabilities divided by Total Assets

Meets Standard

- Debt to Asset Ratio is less than 0.9

Approaches Standard

- Debt to Asset Ratio is between 0.9 and 1.0

Does Not Meet Standard

- Debt to Asset Ratio is greater than 1.0

2) Cash Flow: Does the school have a positive cash flow annually?

(Note: Schools in their first or second year of operation must have positive Cash Flow.)

Meets Standard

- Three-Year Cumulative Cash Flow is positive and Cash Flow is positive each year, OR
- Three-Year Cumulative Cash Flow is positive, Cash Flow is positive in two of three years, and Cash Flow in the most recent year is positive

Approaches Standard

- Three-Year Cumulative Cash Flow is positive, but trend does not meet standard

Does Not Meet Standard

- Three-Year Cumulative Cash Flow is negative

4) Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Principal

and Interest Payments)

Meets Standard

- Debt Service Coverage Ratio is equal to or exceeds 1.10

Does Not Meet Standard

- Debt Service Coverage Ratio is less than 1.10

FINANCIAL MANAGEMENT AND OVERSIGHT INDICATORS

1) Financial Reporting & Compliance Reporting: Is the school meeting financial reporting and compliance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, DE 046, periodic financial reports as required by the authorizer, program and grant budgets, and any reporting requirements if the board contracts with an education service provider
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Approaches Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial reporting requirements; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial reporting requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

2) Generally Accepted Accounting Principles: Is the school following Generally Accepted Accounting Principles?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Approaches Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial management and oversight; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Does Not Meet Standard

- The school has failed to comply with at least one materially applicable law, rule, regulation, or provision of the charter agreement relating to financial management and oversight; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

SECTION IV: ORGANIZATIONAL PERFORMANCE

Indicators and Measures:

Education Program

1. Essential/Innovative Features
2. Compliance with Education Requirements
3. Data Reporting

Students and Employees

1. Rights of All Students
2. Rights of Students with Disabilities
3. Rights of English Language Learners
4. Employee Credentialing
5. Employment Rights
6. Background Checks
7. Handling of Student and Employee Information

School Environment

1. Facilities
2. Health and Safety
3. Food Service and Transportation

1) Is the school implementing the essential terms of the education program as defined in the turnaround partner agreement?

Meets Standard

The school implemented the essential terms of the education program in all material aspects. The education program in operation reflects the essential terms as defined in the turnaround partner agreement.

Approaches Standard

The school has failed to implement the education program in the manner described above; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt a sufficient movement towards compliance to the satisfaction of the district.

Does Not Meet Standard

The school failed to implement the education program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school complying with applicable education requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and district policies/protocols relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- State assessments
- Implementation of mandated programming as a result of state and/or federal funding.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to education requirements; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to education requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

3) Is the school complying with data reporting requirements?

Meets Standard

The school complies with all applicable laws, rules, regulations and provisions of its turnaround partner agreement and district policies/protocols relating to relevant reporting requirements, including timelines and deadlines, to APS, GADOE and/or federal authorities, including but not limited to:

- QBE/FTE Data Reporting
- Personnel Reporting
- Student Record Reporting
- CCRPI Date Reporting
- Special Education Data Reporting; and
- Required Data Surveys

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to relevant reporting requirements; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to relevant requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

STUDENTS AND EMPLOYEES

1) Is the school protecting the rights of all students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, provisions of the turnaround partner agreement, and its policies relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- Compliance with all aspects of the Migrant Education Program and McKinney-Vento Homeless Assistance Act
- The collection and protection of student information (that could be used in

discriminatory ways or otherwise contrary to law)

- Due process protections, privacy, civil rights and student liberties requirements
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement, or its policies relating to the rights of students; the failure(s) were material, however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement, or its policies relating to the rights of students; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school protecting the rights of students with disabilities?

Meets Standard

Consistent with the school's status and responsibilities as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the turnaround partner agreement (including the Individuals with Disabilities Education

Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plan;
- Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments and extracurricular activities;
- Discipline, including due process protections, manifestation determinations and behavioral intervention plans;
- Appropriately carrying out student Individualized Education Plans and Section 504 plans; and
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the rights of students with disabilities; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the rights of students with disabilities; the failure(s) were material

and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

3) Is the school protecting the rights of English Language Learners?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner agreement and other district policies/protocols (including Title III of the elementary and Secondary Education Act (ESEA) and U.S. Department of Education authorities) relating to English Language Learner requirements, including but not limited to:

- Required policies related to the service of EL students;
- Proper steps for identification of students in need of EL services;
- Appropriate and equitable delivery of services to identified students;
- Appropriate accommodations on assessments;
- Exiting of students from EL services; and
- Ongoing monitoring of exited students.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the English Language Learners requirements; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the English Language Learners requirements; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

4) Is the school meeting teacher and other staff credentialing requirements?**Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and other district policies/protocols (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to employee certification requirements; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to employee certification requirements; the failure(s) were material and

significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

5) Is the school completing required background checks?**Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and other district policies/protocols relating to required background checks for employees and school volunteers.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to required background checks; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to required background checks; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

6) Is the school handling student and employee information appropriately and securely?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and other district policies/protocols including but not limited to:

- Giving appropriate notices and maintaining the security of providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities;

- Transferring of student records;
- Proper and secure maintenance of testing materials;
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities; and
- Confidentiality of personnel records not subject to open records requirements

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the security of student and employee information; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to the security of student and employee information; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

SCHOOL ENVIRONMENT

1) Is the school complying with facilities requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner and/or lease agreements, and its policies relating to facilities, including but not limited to:

- Approvals as necessary from APS regarding facility maintenance, expansion, or other facility changes;
- Compliance with all terms in the lease agreement with APS;
- Fire inspections and related records;
- Viable certificate of occupancy or other required building authorization; and • Documentation of requisite insurance coverage.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner and/or lease agreements, and its policies relating to facilities; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner and/or lease agreements, and its policies relating to facilities; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school complying with health and safety requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner agreement and other district policies/protocols relating to safety and the protection of student and employee health, including but not limited to: • Annual updated school safety plan;

- Appropriate nursing services and dispensing of pharmaceuticals;
 - Medical management plans;
 - Access to auto-injectable epinephrine and automated external defibrillators as appropriate;
 - Scoliosis screening; and
 - A physically safe and secure environment as evidenced by School Climate Star Rating.
- of the district.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to safety and the protection of student and employee health; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement relating to safety and the protection of student and employee health; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

3) Is the school complying with food service and transportation requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations or provisions of the turnaround partner agreement, Buy Back Services Agreement and/or MOUs, and other district policies/protocols relating to food service or transportation, including but not limited to:

- The National Lunch Program, School Breakfast program, and/or After-school Snack Program, including nutritional and reimbursement requirements; and
- School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines (if applicable).

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement, Buy Back Services Agreement and/or MOUs relating to food service and/or transportation; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation or provision of the turnaround partner agreement, Buy Back Services Agreement and/or MOUs relating to food service and/or transportation; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

ADDITIONAL OBLIGATIONS

1) Is the school complying with all other obligations?

Meets Standard

The school materially complies with all other legal, statutory, regulatory, or contractual requirements, including those contained in its turnaround partner agreement, that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Adhering to the Department of Early Care and Learning's requirements for before and after school care (if applicable);
- Requirements by other entities to which the partner school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)

Approaches Standard

The school has failed to comply with at least one other legal, statutory, regulatory, or contractual requirements, including those contained in its turnaround partner agreement, that are not otherwise explicitly stated herein; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one other legal, statutory, regulatory, or contractual requirements, including those contained in its turnaround partner agreement, that are not otherwise explicitly stated herein; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

SECTION V: GOVERNANCE PERFORMANCE

Indicators and Measures:

Local Governance

1. GO Team Governance Requirements
2. GO Team Training Requirements

LOCAL GOVERNANCE

1) Is the school complying with GO Team governance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the turnaround partner agreement and GO Team handbook and its procedures, related to local school governance requirements, including but not limited to:

- GO Team membership – titles, terms and duties
- GO Team meetings – minimum number of annual meetings
- Open meetings and open records laws
- GO Team officers – titles, terms and duties
- Membership code of conduct;
- Advisory committees

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement and GO Team Handbook relating to local school governance; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement and GO Team handbook relating to local school governance; the failure(s) were material and significant to the viability of the school, or regard-less of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.

2) Is the school complying with applicable GO Team training requirements?

Meets Standard

The school takes action to ensure that all GO Team members comply with applicable laws, rules, regulations and provisions of the turnaround partner agreement and GO Team handbook, and its procedures, relating to participation in required trainings by approved providers as defined in the handbook.

Approaches Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement and GO Team Handbook relating to participation in required trainings; the failure(s) were material however the school has instituted remedies that have resulted in compliance or prompt and sufficient movement

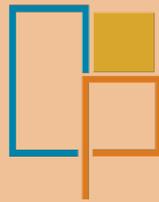
toward compliance to the satisfaction of the district.

Does Not Meet Standard

The school has failed to comply with at least one materially applicable law, rule, regulation, provision of the turnaround partner agreement and GO Team handbook relating to participation in required trainings; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the district.



ATLANTA
PUBLIC
SCHOOLS



Office of Charter
+ Partner Schools

**CHARTER & PARTNER SCHOOLS
ANNUAL REPORT**

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