



ANNUAL REPORT

OFFICE OF CHARTER & PARTNER SCHOOLS

2022-2023 SCHOOL YEAR

Contents

About APS & The Office of Charter & Partner Schools

4

INTRODUCTION

About This Report

5

PART 1 AT-A-GLANCE

Charter & Partner Schools

7

Charter Schools

8

PART 2 CHARTER SCHOOL PROFILES

Atlanta Classical Academy 10

Atlanta Neighborhood Charter School (Elementary) 12

Atlanta Neighborhood Charter School (Middle) 14

Centennial Academy 16

Charles R. Drew Charter School 18

Charles R. Drew Charter School 20

The Kindezi Schools - O4W 22

The Kindezi Schools - West 24

KIPP Soul Primary 26

KIPP Soul Academy 28

KIPP Strive Primary 30

KIPP Strive Academy 32

KIPP Vision Primary 34

KIPP Vision Academy 36

KIPP Ways Primary 38

KIPP Ways Academy 40

KIPP Atlanta Collegiate 42

Wesley International Academy 44

Westside Atlanta Charter 46

PART 3. PARTNER SCHOOL PROFILES

Partner Schools 48

KIPP Woodson Park Academy 50

T.H. Slater Elementary 52

Price Middle School 54

Carver STEAM Academy 56

Kindezi at Gideons Elementary 58

CHARTER SCHOOL PERFORMANCE FRAMEWORK

Introduction 60

Section I: Academic Performance 61

Section II: School Climate Performance 64

Section III: Financial Performance 65

Section IV: Operational Performance 70

Section V: Governance Performance 78

TURNAROUND PARTNER SCHOOL PERFORMANCE FRAMEWORK

Introduction 80

Section I: Academic Performance 81

Section II: School Climate Performance 83

Section III: Financial Performance 84

Section IV: Organizational Performance 89

Section V: Governance Performance 98

INTRODUCTION

ABOUT APS & THE OFFICE OF CHARTER & PARTNER SCHOOLS

Atlanta Public Schools (APS) is one of the largest school districts in Georgia. As of August 2023, APS student enrollment is approximately 50,000 students across 87 learning sites, including 58 district-run neighborhood schools, 19 charter schools, 5 partner schools, 2 citywide single gender academies, and 2 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 school. Today the Office of Charter + Partner Schools provides oversight and support for all of the district's charter and partner schools, such as 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
Office of Charter + Partner Schools

ABOUT THIS REPORT

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 2022-23 school year. Specifically, the Georgia Department of Education outlined [changes](#) to the calculation of the state's College and Career Readiness Performance Index (CCRPI) for 2023. 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 2024.

As noted earlier, this annual report focuses on information and performance tied to charter and partner schools' contractual goals and requirements. If you are interested in digging deeper into additional data on these and other APS schools, I encourage you to visit the [APS Insights site](#). Maintained by the district's Data + Information Group, APS Insights features a range of tools to search for data at the school and district level as well as a blog with regular posts on a variety of data topics that include helpful data visualizations.

Enrollment data included in each school's profile is as of the end of the 2022-23 school year and the economically disadvantaged rate for each school is based on the rate of directly certified students at the school. For more information on direct certification as a measure of poverty, click [here](#).

If you have any questions about this report, please feel free to contact me directly at matthew.underwood@apsk12.org.



PART 1 AT-A-GLANCE

CHARTER & PARTNER SCHOOLS

Table 1: 2022 - 2023 APS Charter School Leadership

Charter Schools	Names	Titles
Atlanta Classical Academy	Josh Andrew	Executive Director
	David Han	Lower School Principal
	Aaron Schepps	Upper School Principal
Atlanta Neighborhood Charter School	Alastair Pullen	Executive Director
	Lara Zelski	Elementary Campus Principal
	Mark Sanders	Middle Campus Principal
Centennial Academy	Jessica Olowoyo	Head of School
	Stephanie Hodges	Principal
Drew Charter School	Peter McKnight	Head of Schools
	Monishae Mosley-O'Neill	Elementary Academy Principal
	Cynthia Gunner	Junior Academy Principal
The Kindezi Schools	Kendrick Myers	Senior Academy Principal
	Kelly Gunn	Executive Director
	Ryan Free	Principal, Old 4th Ward
KIPP Metro Atlanta	Hyla Penn	Principal, West Lake
	Mini'imah Shaheed	Chief Executive Officer
	Mercedes Ortiz	Principal, KIPP Soul Primary
	Amy Bryson	Principal, KIPP Soul Academy
	Omy Mair	Principal, KIPP Strive Primary
	Charmaine Lau	Principal, KIPP StriveAcademy
	Kyla Byas-Smith	Principal, KIPP Vision Primary
	Donald Rucker	Principal, KIPP Vision Academy
	Nathaniel Snyder	Principal, KIPP Ways Primary
	Nathaniel Snyder	Principal, KIPP Ways Academy
Authur Washington	Principal, KIPP Atlanta Collegiate	
Wesley International Academy	Jason Marshall	Executive Director
	Rachel Goodman	Principal
Westside Atlanta Charter School	Delana Reeves	Executive Director
	Lisa Goodson	Principal

Table 2: 2022-2023 APS Partner School Leadership

Partner Schools	Names	Titles
Purpose Built Schools	Nikkita Warfield	Head of Schools
Price Middle School	Luqman Abdur-Rahman	Principal
Slater Elementary School	Jovan Miles	Principal
Carver STEAM Academy	Andrew Fuller	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 Stiffler	Principal, K-4
	Emanuel Mathis	Principal, 5-8

Table 3: 2022-2023 Enrollment and Demographics of APS Charters and the District

	Charter Schools	All APS (including charters)
Total Students	8,596	49,117
African American	6,699	35,063
White	1,316	7,890
Multiracial	267	1,531
Hispanic	248	3,926
Asian	39	539
Direct Certification	47%	51%

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
Carver STEAM Academy	Carver	Partner

In the 2022-2023 school year, APS charter and partner schools enrolled almost 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.



PART 2 CHARTER SCHOOL PROFILES

CHARTER SCHOOLS



The following section provides a snapshot of each school's student population, programming, and academic performance for the 2022-2023 school year. The profiles are organized alphabetically, and schools managed by the same provider are reported together.



ATLANTA CLASSICAL ACADEMY

2022/23 School Year Information

Leadership

Head of School: Josh Andrew
Principal: David Han
Principal: Andrew Schepps

Founding Year

2014

Grade Span

K-12

Enrollment

668

Economically Disadvantaged Population

5.4%

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.” ACA opened in the 2014-15 school year.

For school year 2022-23, ACA met all of the measurable performance targets in the charter school performance framework.

A note from the school: ACA enjoyed a number of highlights during the 2022-23 school year. First, the school's senior class achieved a graduation rate of 100%. ACA also earned several recognitions from the Georgia Department of Education:

- “Literacy Leader” with over 90% of 3rd grade students scoring Proficient or higher on 2023 Georgia Milestones ELA exam
- AP STEM School (minimum of five students testing in at least four AP STEM courses)
- AP STEM Achievement School (AP STEM school with at least 50% of all AP STEM exams earning scores of 3 or higher)

Among its teaching faculty, an ACA teacher won the Henry Salvatori Prize for Excellence in Teaching and two ACA alumni were hired as teachers.

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)

2022/23 School Year Information

Leadership

ED: Alastair Pullen
Principal: Lara Zelski

Founding Year

2002

Grade Span

K-5

Enrollment

394

Economically Disadvantaged Population

6%

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)—with a mission 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

ANCS first opened in the 2002-03 school year and is the second oldest charter school in Atlanta Public Schools.

For school year 2022-23, ANCS's elementary campus met all of the measurable performance targets in the charter school performance framework.

A note from the school: ANCS is proud of its high retention rate among teachers—94% of teachers returned to the school from the previous year—and high student re-enrollment rate—95% of students re-enrolled at ANCS from the previous year. The ANCS elementary campus also expanded its school farm where students helped to grow over 3,000 pounds of food that was used for its award-winning school nutrition program.

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 (MIDDLE)

2022/23 School Year Information

Leadership

ED: Alastair Pullen
Principal: Mark Sanders

Founding Year

2005

Grade Span

6-8

Enrollment

230

Economically Disadvantaged Population

5%

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)—with a mission 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

ANCS first opened in the 2002-03 school year and is the second oldest charter school in Atlanta Public Schools

For school year 2022-23, ANCS's middle campus met all of the measurable performance targets in the charter school performance framework.

A note from the school: ANCS is proud of its high retention rate among teachers—94% of teachers returned to the school from the previous year—and high student re-enrollment rate—95% of students re-enrolled at ANCS from the previous year. The ANCS middle campus also added to its faculty by hiring two full-time staff members to lead equity efforts at the school and also brought on an IB coordinator to support the school's upcoming International Baccalaureate reauthorization.

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



CENTENNIAL ACADEMY

Leadership

Head of School: Jessica Olowoyo
Principal: Stephanie Hodges

Founding Year

2014

Grade Span

K-8

Enrollment

757

Economically Disadvantaged Population

59%

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 and is a Cognia STEAM-certified and Expeditionary Learning (EL) Education Partner School. The mission and vision of Centennial Academy is to “develop high achievers, critical thinkers, life-long learners, and ethical global leaders. Through an equity-centered project-based learning model scholars live out the values of critical thinking, collaboration, communication, and creativity to become the HEROES of today and LEGENDS of tomorrow!” Centennial became a conversion charter school in the 2014-15 school year.

For school year 2022-23, Centennial 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”, Centennial received a “Does Not Meet Standards” as the school’s performance of students with disabilities based on 2023 CCRPI data placed it on the Georgia Department of Education’s list of Additional Targeted Support and Improvement (ATSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.

A note from the school: Among the highlights for Centennial in school year 2022-23 were:

- Recipient of the “World Reader, Let’s Get Children Reading” Grant and recipient of the RedefinEd Atlanta Family And Community Engagement Grant
- Centennial 5th Grade students placed 1st in APS’s Technology and Innovation Competition for their project on Digital Citizenship.

Academic Performance	Rating
Student Achievement & Growth	Met
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 ELEMENTARY

2022/23 School Year Information

Leadership

Head of Schools: Peter McKnight
Principal: Monishae O'Neil

Founding Year

2000

Grade Span

K-5

Enrollment

966

Economically Disadvantaged Population

22%

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 in Atlanta's East Lake neighborhood has two campuses: an elementary academy that serves students from grades K-5 and a junior/senior academy campus that serves students from grades 6-12. The 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." Drew is an equity-focused, Project-Based Learning, and STEAM-certified school that opened in the 2000- 2001 school year and is the oldest charter school in Atlanta Public Schools.

For the school year 2022-23, Charles R. Drew Charter School (K-5) met all the measurable performance targets in the charter school performance framework.

A note from the school: Three Project-Based Learning showcases were held throughout the school year, allowing students to exhibit their creativity, problem-solving abilities, and collaborative projects. In the 2022-2023 Helen Ruffin Reading Bowl, Drew's Elementary Academy students demonstrated their literary prowess by securing first place at the Metro Regional Bowl and achieving an impressive third place in the State Bowl. The school's robotics team advanced to the super-regional competition.

Drew Elementary

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



CHARLES R. DREW CHARTER SCHOOL JUNIOR & SENIOR ACADEMY

2022/23 School Year Information

Leadership

Head of Schools: Peter McKnight
 Junior Academy Principal: Cynthia Gunner
 Senior Academy Principal: Kendrick Myers

Founding Year

2000

Grade Span

6 -12

Enrollment

920

Economically Disadvantaged Population

25%

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 in Atlanta's East Lake neighborhood has two campuses: an elementary academy that serves students from grades K-5 and a junior/senior academy campus that serves students from grades 6-12. The 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." Drew is an equity-focused, Project-Based Learning, and STEAM-certified school that opened in the 2000- 2001 school year and is the oldest charter school in Atlanta Public Schools.

For the 2022 – 2023 school year, Charles R. Drew Charter School (6-12) met all the measurable performance targets in the charter school performance framework.

A note from the school: Junior and Senior Academy students celebrated remarkable achievements during the 2022-2023 school year. The graduating class achieved an impressive graduation rate of over 98% and secured over \$15 million in scholarships. A Junior Academy student was also awarded a Georgia REACH scholarship. Additionally, students in both academies stood out with their scientific prowess and produced multiple "Gold" science fair winners.

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



2022/23 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Ryan Free

Founding Year

2015

Grade Span

K-8

Enrollment

422

Economically Disadvantaged Population

60%

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 and uses a STEAM lens in its educational program.

For school year 2022-23, Kindezi O4W 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 O4W received a “Does Not Meet Standards” as the school’s performance based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education’s list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.

A note from the school: A highlight for Kindezi O4W during the 2022-23 school year included two Kindezi O4W geniuses winning first place honors in the Atlanta Public Schools Regional Science Fair and one of those geniuses going on to take second place at the state science fair competition.

Academic Performance	Rating
Student Achievement & Growth	Met
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



2022/23 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Hyla Penn

Founding Year

2010

Grade Span

K-8

Enrollment

401

Economically Disadvantaged Population

58%

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. Kindezi West focuses on project-based learning, arts, and leadership.

For school year 2022-23, Kindezi West met many 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 based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education’s list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.

A note from the school: Kindezi West believes that “while on the quest to excellence, representation matters. We proudly create experiences that allow our geniuses to see themselves in multiple positions of excellence. Our geniuses can do and be anything that they desire, and it is our privilege to be able to provide an environment that fosters their individual gifts.” In school year 2022-23, Kindezi West was named a “Literacy Leader” by the Georgia Department of Education for an 18.4 percentage point gain on the 3rd grade Georgia Milestones ELA exam.

Academic Performance	Rating
Student Achievement & Growth	Met
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



2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Mercedes Ortiz

Founding Year

2018

Grade Span

K-4

Enrollment

436

Economically Disadvantaged Population

74%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

<https://kippmetroatlanta.org>

Founded in 2018, KIPP Soul Primary was the ninth KIPP Metro Atlanta school to open. In school year 2022-23, the school fully expanded to serve grades K-4. KIPP Soul Primary shares a campus with KIPP Soul Academy (5-8).

For school year 2022-23, KIPP Soul Primary met many but not all of the measurable performance targets in the charter school performance framework.

- **For the area of “Academic Performance - Student Achievement and Growth”, KIPP SOUL Primary received a “Does Not Meet Standards” as the school’s performance based on 2023 CCRPI data for the elementary school grade band did not meet growth targets and was also below the APS average and majority comparison school for the Content Mastery and Progress domains.**
- **For the area of “Academic Performance - State & Federal Accountability”, KIPP Soul Primary received a “Does Not Meet Standards” as the school’s performance based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education’s list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.**

A note from the school: KIPP Soul Primary’s saw growth in proficiency on the 3rd grade Georgia Milestones exams for ELA and Math. Additionally, nearly half of the school’s students met or exceeded their growth targets for literacy on STAR testing.

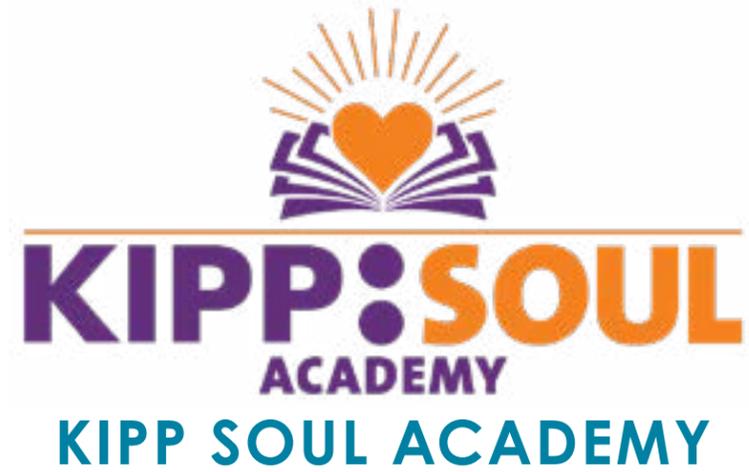
Academic Performance	Rating
Student Achievement & Growth	Did Not Meet
State & Federal Accountability Systems	Did Not Meet

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



2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Amy Bryson

Founding Year

2020

Grade Span

5-8

Enrollment

298

Economically Disadvantaged Population

70%

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. The school fully expanded to serve grades 5-8 in school year 2022-23. KIPP Soul KIPP Soul roots each grade level in one of the school's core values: Fifth Grade – Values, Sixth Grade – Community, Seventh Grade – African Culture, Eighth Grade – Activism. The school shares a campus with KIPP Soul Primary.

For school year 2022-23, KIPP Soul Academy met many 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 based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education’s list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.

A note from the school: In school year 2022-23 the KIPP Soul campus became a fully grown, fully founded campus proudly serving 900 K-8th graders and the school graduated its first class of founding 8th graders. Students from KIPP Soul participated on the KIPP Atlanta West 8th Grade Girls Basketball team that won the KIPP Cup held in New York City with an undefeated tournament record of 5-0.

Academic Performance	Rating
Student Achievement & Growth	Met
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

2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Omy Mair

Founding Year

2012

Grade Span

K-4

Enrollment

530

Economically Disadvantaged Population

57%

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. The school's core values align with each of its grade levels: Kindergarten – Love, First Grade – Believe, Second Grade – Grow, Third Grade – Achieve, and Fourth Grade – Lead. KIPP Strive Primary shares a campus with KIPP Strive Academy (5-8).

For school year 2022-23, KIPP Strive Primary met all of the measurable performance targets in the charter school performance framework.

A note from the school: For school year 2022-23, KIPP Strive Primary was recognized by the Georgia Department of Education as a Title I Reward School for improvement on content master scores from the previous two years of Georgia Milestones exams.



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



KIPP STRIVE ACADEMY

2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Charmaine Lau

Founding Year

2009

Grade Span

5-8

Enrollment

398

Economically Disadvantaged Population

53%

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 2022-23, 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	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





KIPP VISION PRIMARY

2022/23 School Year Information

Leadership

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

Founding Year

2013

Grade Span

K-4

Enrollment

475

Economically Disadvantaged Population

71%

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. Each of the school's core values aligns with its grade levels: Kindergarten – Love, First Grade – Teamwork, Second Grade – Honor, Third Grade – Excellence, and Fourth Grade – Leadership. KIPP Vision Primary serves students in grades K-4 on the same southeast Atlanta campus as KIPP Vision Academy (5-8).

For school year 2022-23, KIPP Vision Primary 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 Vision Primary received a “Does Not Meet Standards” as the school's performance based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education's list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE's website.

A note from the school: Among the highlights from KIPP Vision Primary in school year 2022-23 were winning the APS championship in soccer, having a student win the regional science fair, and placing in the finals of the district's Helen Ruffin Reading Bowl.

Academic Performance	Rating
Student Achievement & Growth	Met
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 VISION ACADEMY

2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Donald Rucker

Founding Year

2010

Grade Span

5-8

Enrollment

390

Economically Disadvantaged Population

66%

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). KIPP Vision was the fourth KIPP Metro Atlanta school to open and was founded on five core African values: Respect (Bi-Nka-Bi), Unity (Nkonsonkonson), Reflection (Sankofa), Diligence (Aya), and Fun (Dono). The design of the school's classrooms and hallways embrace the aspect of community and reflect African huts and villages.

For school year 2022-23, KIPP Vision Academy met many of the measurable performance targets in the charter school performance framework with one exception. For the area of "Academic Performance - State & Federal Accountability", KIPP Vision Academy received a "Does Not Meet Standards" as the school's performance based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education's list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE's website.

A note from the school: A number of individual and team accolades were bestowed upon KIPP Vision during school year 2022-23:

- Georgia Charter School Teacher of the Year (Andrea Rainey)
- Atlanta Public Schools Counselor of the Year (Falana Thomas)
- APS Baseball Champions
- Fulbright Global Leaders Recipient (Donald Rucker)

Academic Performance	Rating
Student Achievement & Growth	Met
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 WAYS PRIMARY

2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Nathaniel Snyder

Founding Year

2014

Grade Span

K-4

Enrollment

460

Economically Disadvantaged Population

72%

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 the school is “proudly rooted in our West Atlanta community”. The school shares a campus with KIPP WAYS Academy (5-8).

For school year 2022-23, KIPP WAYS Primary met many 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 Primary received a “Does Not Meet Standards” as the school’s performance based on 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education’s list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.

A note from the school: In school year 2022-23, the first group of students to attend KIPP WAYS from kindergarten through 8th grade matriculated from the school. Additionally, across all grade levels’ Georgia Milestones exam results KIPP WAYS Primary saw a 3 percent increase in students scoring at proficient or above as compared to the prior year.

Academic Performance	Rating
Student Achievement & Growth	Met
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



2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Nathaniel Snyder

Founding Year

2003

Grade Span

5-8

Enrollment

381

Economically Disadvantaged Population

68%

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 the school is “proudly rooted in our West Atlanta community”. The school shares a campus with KIPP WAYS Primary (K-4).

For school year 2022-23, 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 2023 CCRPI data for the elementary grade band placed it on the Georgia Department of Education’s list of Comprehensive Support and Improvement (CSI) Schools. More details about this designation can be found [here](#) on GaDOE’s website.

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. Last year the school also introduced differentiated intervention blocks for both literacy and math.

Academic Performance	Rating
Student Achievement & Growth	Met
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

2022/23 School Year Information

Leadership

CEO: Mini'imah Shaheed
Principal: Authur Washington

Founding Year

2011

Grade Span

9-12

Enrollment

779

Economically Disadvantaged Population

52%

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. The school “pushes scholars to appreciate the legacy of their city of Atlanta and making it our mission to stay true to our mantra of ‘Keeping Atlanta’s Culture’.”

For school year 2022-23, KAC met all of the measurable performance targets in the charter school performance framework.

A note from the school: KAC celebrated the highest school graduation rate in the school’s history in school year 2022-23 at 93%. Additionally, student Montrell Mabry received the Gates Millennium Scholarship recipient awarded by The Gates Foundation, one of only eight students from Atlanta Public Schools to receive this honor.



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



WESLEY INTERNATIONAL ACADEMY

2022-23 School Year Information

Leadership

ED: Jason Marshall
Principal: Rachel Goodman

Founding Year

2006

Grade Span

K-8

Enrollment

740

Economically Disadvantaged Population

50%

CCRPI Score

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

School Website

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

Wesley International Academy (WIA) is an International Baccalaureate (IB) 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”. WIA students engage in daily Mandarin Chinese classes and the school is pursuing STEM certification. WIA first opened in the 2007-08 school year.

For school year 2022-23, WIA met all of the measurable performance targets in the charter school performance framework.

A note from the school: WIA successfully had its charter contract renewed for another five-year term during the 2022-23 school year. Additionally, there were a number of other highlights from the school:

- Developed partnership with the Johnson STEM Center which included the relaunch of our WIA Robotics and Engineering Team
- Relunched our first China Summer Program since the start of Covid pandemic and students toured Asian city centers in multiple North American cities: San Francisco, Vancouver, Toronto, and New York.
- WIA student won first place in APS Regional Science Fair and went on to Thermo Fisher Junior Innovators Challenge Award and the Office of Naval Research Naval Science Award
- WIA won league championships in a number of sports: Flag Football, Girls Volleyball, Boys Basketball, Girls Basketball.

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



WESTSIDE ATLANTA CHARTER

2022/23 School Year Information

Leadership

ED: Delana Reeves
Principal: Lisa Goodson

Founding Year

2013

Grade Span

K-8

Enrollment

341

Economically Disadvantaged Population

32%

CCRPI Score

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

School Website

<https://wacs.us/>

Westside Atlanta Charter School (WACS) 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.” Founded in 2013, WACS is celebrating its tenth anniversary in the current school year.

For school year 2022-23, WACS met all of the measurable performance targets in the charter school performance framework.

A note from the school: Highlights for WACS during school year 2022-23 include:

- “Literacy Leader” with over 90% of 3rd grade students scoring Proficient or higher on 2023 Georgia Milestones ELA exam
- Partnership with High Tech High School
- Charter renewed for another five-year term
- WACS students earned gold, silver, and bronze medals at the state Science Fair competition.

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

PART III. PARTNER SCHOOL PROFILES

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 2022-23 school year.



KIPP WOODSON PARK ACADEMY

2022/23 School Year Information

Leadership

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

Founding Year

2019

Grade Span

K-8

Enrollment

883

Economically Disadvantaged Population

85%

CCRPI Score

Elementary: N/A

Middle: N/A

Single Score: N/A

School Website

<https://kippmetroatlanta.org/>

KIPP Woodson Park Academy (KWPA) is a partner school operated by KIPP Metro Atlanta Schools. KWPA became a partner school beginning in the 2019-20 school year. KWPA's mission is that "every child is free to create the future they want for themselves and their community". The vision of KWPA is that "we believe education drives social change. In our community, character and academics are of equal importance. All of our scholars can learn and will learn. Through a rigorous and relevant curriculum, we will empower scholars to thrive as future change agents. In every way, we challenge the status quo. We value a positive sense of self, critical thinking, character development, and creativity as the tools our scholars will leverage to change the world."

For school year 2022-23, KWPA met all of the measurable performance targets in the partner school performance framework.

A note from the school: In school year 2022-23, KWPA saw its first class of 8th graders graduate from the school.

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

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



T.H. SLATER ELEMENTARY

2022/23 School Year Information

Leadership

Head of Schools: Nikkita Warfield
Principal: Jovan Miles

Founding Year

2017

Grade Span

PreK-5

Enrollment

546

Economically Disadvantaged Population

84%

CCRPI Score

Elementary: N/A
Single Score: N/A

School Website

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

T.H. Slater (Slater) Elementary School serves PreK-5th grade students in the PreK-12th grade pipeline of partner schools operated by Purpose Built Schools Atlanta (PBSA). PBSA's mission is to cultivate students' skills and agency in pursuit of their unlimited potential through authentic and culturally relevant project-based instruction alongside enrichment, a safe and positive climate and culture, and student and family support. Slater became a partner school beginning in the 2017-18 school year.

For school year 2022-23, Slater met all of the measurable performance targets in the partner school performance framework with one exception. In the area of Governance - GO Team training, Slater received an "Approaching" because not all GO Team members completed training requirements.

A note from the school: The Slater student creed—"I am a bold future leader, a confident reader, and a limitless believer"—supports the accomplishments the school and students achieved in school year 2022-23. Slater was recognized as a "Literacy Leader" by the Georgia Department of Education for gains on the 3rd grade Georgia Milestones ELA exam. With an academic focus on Advanced Pathways for Math and ELA in 5th grade, the school saw a 15 point improvement in the percentage of students scoring developing and above in math. Additionally, Slater experienced a 6 point improvement in the percentage of students scoring developing and above in ELA and a 15 point improvement in the percentage of students scoring developing and above in 5th grade science.

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

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	Approached



PRICE MIDDLE SCHOOL

2022/23 School Year Information

Leadership

Head of Schools: Nikkita Warfield
Principal: Luqman Abdur-Rahman

Founding Year

2017

Grade Span

6-8

Enrollment

260

Economically Disadvantaged Population

85%

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). PBSA's mission is to cultivate students' skills and agency in pursuit of their unlimited potential through authentic and culturally relevant project-based instruction alongside enrichment, a safe and positive climate and culture, and student and family support. Price became a partner school beginning in the 2017-18 school year.

For school year 2022-23, Price met all of the measurable performance targets in the partner school performance framework.

A note from the school: Price made academic gains in all content areas on the Georgia Milestones exams in school year 2022-23 and the school's GO Team received the "Outstanding GO Team Award" from APS for demonstrating "a commitment to creating a culture where teachers, parents and community members actively and authentically participate in school level governance, fostering innovative ideas to increase family and community engagement and student achievement." The middle school also partnered with renowned dance academy Alvin Ailey to host the first Atlanta-based AileyCamp on its campus where 75 scholars participated in a six-week, full scholarship program that used dance and creative movement to develop self-esteem, self-discipline, creative expression, and critical thinking. Finally, Price was one of only four schools in Georgia awarded a Verizon Innovative Learning Lab, complete with all technology and resources for an immersive lab enrichment course.

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

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



CARVER STEAM ACADEMY

2022/23 School Year Information

Leadership

Head of Schools: Nikkita Warfield
Principal: Andrew Fuller

Founding Year

2018

Grade Span

9-12

Enrollment

412

Economically Disadvantaged Population

69%

CCRPI Score

High: N/A
Single Score: N/A

School Website

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

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). PBSA's mission is to cultivate students' skills and agency in pursuit of their unlimited potential through authentic and culturally relevant project-based instruction alongside enrichment, a safe and positive climate and culture, and student and family support. Carver STEAM became a partner school beginning in 2018. The school's coursework is intellectually rigorous, offering AP classes and an engaging STEAM curriculum.

For school year 2022-23, Carver STEAM met all of the measurable performance targets in the partner school performance framework with one exception. In the area of Governance - GO Team training, Carver STEAM received an "Approaching" because not all GO Team members completed training requirements.

A note from the school: In school year 2022-23, Carver STEAM achieved a graduation rate of 78.5%, a record for the school and a two percent increase from the prior year. Class of 2023 seniors also earned a record \$8.3 million in scholarships. Aquantis Clemmons, Class of 2023 Valedictorian at Carver STEAM, was selected as a Gates Millennium Scholarship recipient awarded by The Gates Foundation, one of only eight students from Atlanta Public Schools to receive this honor. Carver STEAM launched an innovative aviation program, in partnership with Tango Flight, Airbus and Delta Airlines, that encourages students to learn social and technical skills required to work in the aviation industry while building a Vans RV-12is airplane. In addition, Carver STEAM was recognized by the Georgia Department of Education as a school with effective instructional leadership in Professional Learning Communities and also successfully implemented a partnership with the Morehouse School of Medicine supporting students in science.

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

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



KINDEZI AT GIDEONS ELEMENTARY

2022/23 School Year Information

Leadership

Executive Director: Kelly Gunn
Principal: Tiambi Walker

Founding Year

2017

Grade Span

PreK-5

Enrollment

309

Economically Disadvantaged Population

74%

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 grade preK-5. Kindezi at Gideons focuses on entrepreneurship and encourages geniuses to develop their passions into ideas and solutions. Kindezi at Gideons had its partnership agreement with Atlanta Public Schools renewed in March 2022 based on the school's performance in its initial term.

For school year 2022-23, Kindezi at Gideons met all of the measurable performance targets in the partner school performance framework with one exception. For the area of “Academic Performance - Student Achievement & Growth” Gideons received an “Approaching Standards” as the school's performance on 2023 Georgia Milestones was below the district's “Challenge Index” trend line.

A note from the school: In school year 2022-23, Goodr opened a community grocery store on the Kindezi at Gideons campus. The store was created in partnership between the Pittsburgh Collaborative and Goodr to provide nutritious food and hygiene products—without cost—to Gideons geniuses and their families. The intent is to help families bridge the gap between paychecks and allow them to shop with dignity. Spearheaded by the Pittsburgh Collaborative, an Atlanta-based 501c3 nonprofit, the project was funded by grants from the Stadium Neighborhood's Community Trust Fund and United Way of Greater Atlanta.

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

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 to-ward 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 to-ward 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

he 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.

TURNAROUND PARTNER SCHOOL PERFORMANCE FRAMEWORK

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): $\text{Current Assets} \div \text{Current Liabilities}$

(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?

$\text{Unrestricted Cash} \div \text{Total Expenses} / 365$

(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?

$\text{Actual Enrollment} \div \text{Enrollment Projection in Board-Approved Budget}$

(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 pro-vision 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 pro-vision 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 to-ward 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 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 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.



**CHARTER & PARTNER SCHOOLS
ANNUAL REPORT**

2022-2023 SCHOOL YEAR