

# Strategy Update

*November 2025*

**One District. One Goal. Every Child.**

A woman with glasses and braided hair, wearing a green shirt, is speaking in a classroom. The background shows a whiteboard and a desk. A red banner is overlaid on the image.

# Expand access to high-interest and workforce-ready offerings

*Dr. Tasharah Wilson*  
*Dr. Dwionne Freeman*

**One District. One Goal. Every Child.**

# A COMMUNITY OF BELIEVERS GETTING BACK TO BASICS

## **Our Strength is Our Team**

**Atlanta's students will have effective and engaged teachers, leaders, and staff.**

- Increase concentration of highly-effective teachers and leaders
- Prioritize engagement and retention for staff
- Grow and promote strong teachers, leaders, and staff

## **Our Responsibility Is Shared**

**Atlanta's students will have supportive families, communities, and partners.**

- Build meaningful partnerships
- Expand Atlanta Partners for Education (APFE) impact
- Increase access and engagement for families and communities

## **Our System Is Efficient & Effective**

**Atlanta's students will have the schools and resources they need to succeed.**

- Maximize facility usage for the student and community good
- Leverage data to drive strategic financial investments
- Implement sustainability initiatives

## **We Are Strengthening Our Instructional Core**

**Atlanta's students will have high-quality instruction, materials, and targeted support.**

- Implement high-quality, relevant, and engaging instructional materials and professional learning in all core content areas
- Target resources towards subgroups (eg. exceptional education, English learners, economically-disadvantaged)
- Accelerate early learning

## **We Are Caring For Every Child**

**Atlanta's students will have trusted, supportive adults meeting their unique needs.**

- Expand strategies that reduce chronic absenteeism and disproportionate discipline
- Implement systematic culture and climate strategies
- Increase student access to trusted and reliable adults (eg. mentors, coaches, counselors)

## **We Are Sparking Student Curiosity**

**Atlanta's students will have access to explore and expand their passions and interests.**

- Promote robust arts, athletics, world language, and enrichment offerings
- Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)
- Explore specialized and innovative school models (eg. School of the Arts)



**Focus Area:** We Are Sparking Student Curiosity

**Objective:** Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)

# Key Performance Indicators

Actual (2024)

58%

## Post-Secondary Enrollment

% of on-time graduating seniors who enrolled in a 2-year or 4-years institution the October following graduation

78.74%

## Pathway Completion

% of students who complete a pathway in CTAE, Fine Arts, Advanced Academics, or World Language

48.2%

## Accelerated Enrollment

% of students earning HS credit in AP, IB, or Dual Enrollment

Target (2026)

60.3%

80.8%

50.5%

Target (2030)

65%

85%

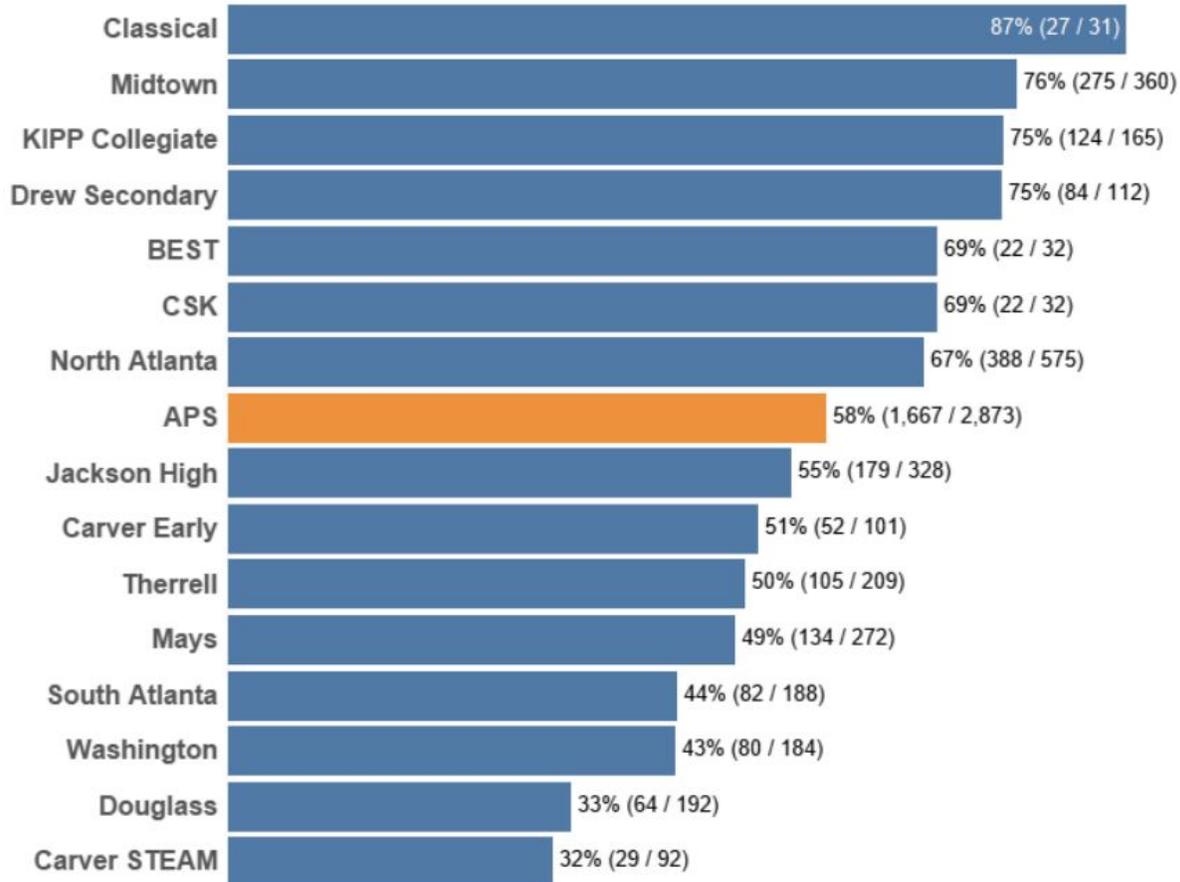
55%



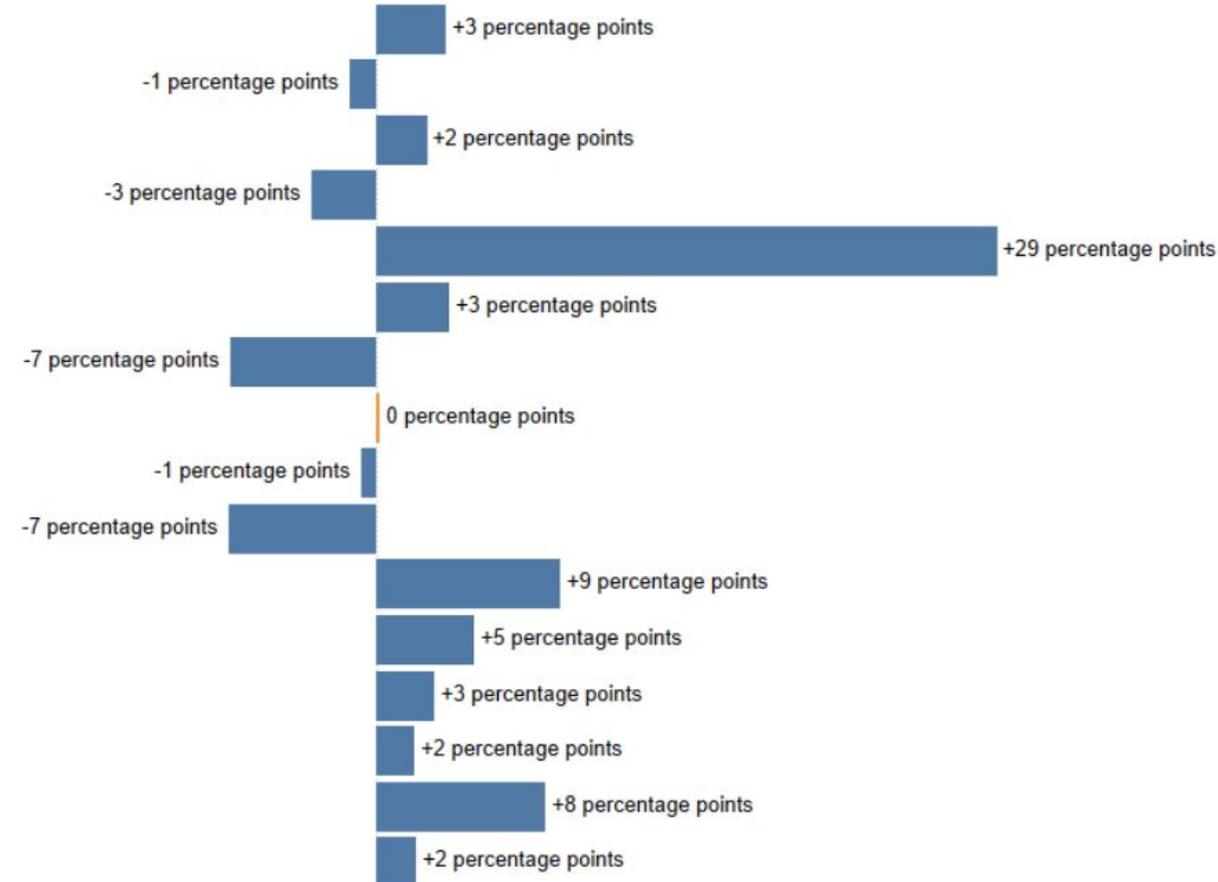
# Post-Secondary Enrollment

**BEST Academy saw a 29 percentage point increase from 2023 to 2024.**

## Seamless Enrollment by High School, Cohort 2024

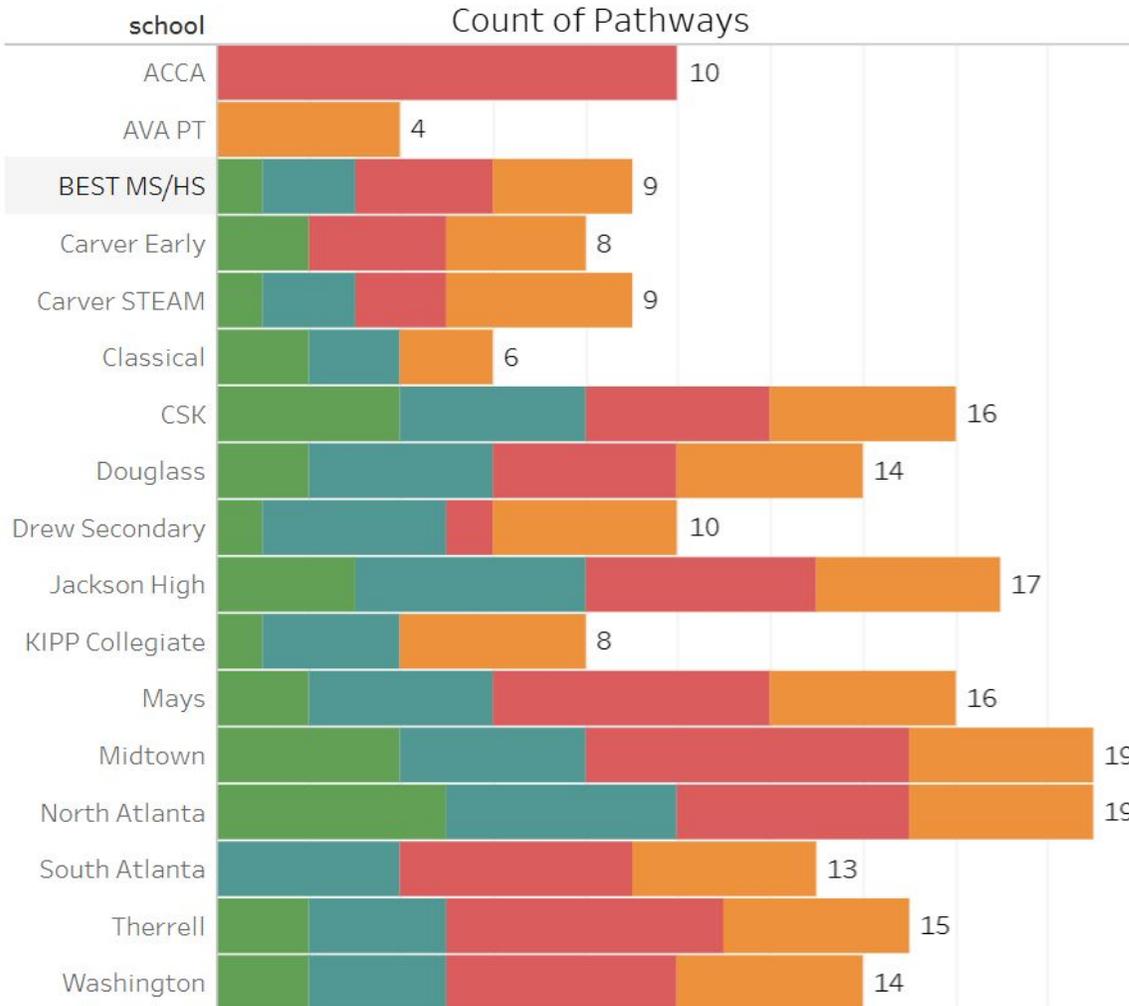


## Difference from Cohort 2023



# Pathway Completion

## Pathway Offering Summary



### PATHWAY COMPLETION

**78.74%** ↑ +4.69

[Hide PATHWAY COMPLETION data](#)

|                   |        |
|-------------------|--------|
| Advanced academic | 45.80% |
| CTAE              | 48.75% |
| Fine arts         | 28.23% |
| World language    | 34.16% |

### COLLEGE AND CAREER READINESS

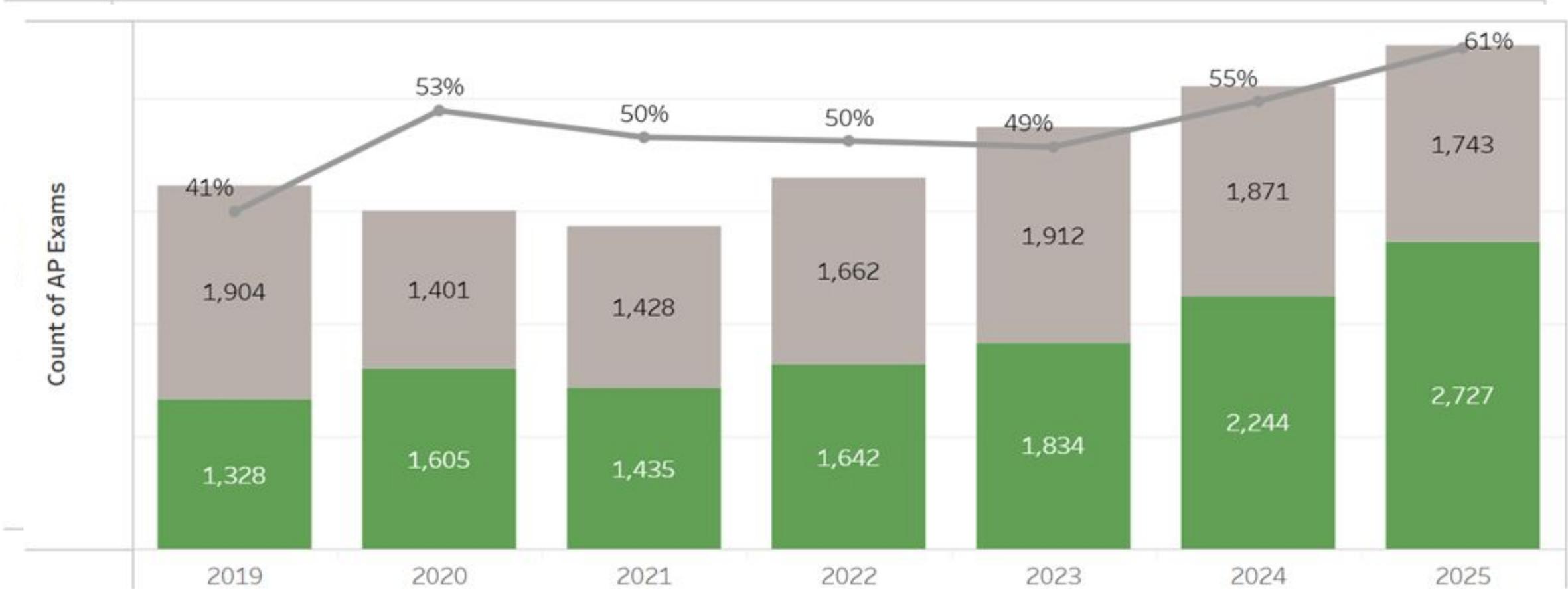
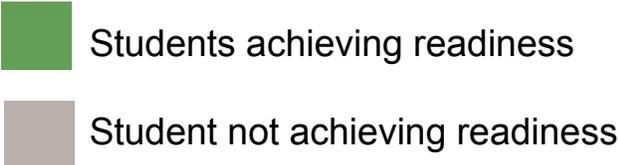
**43.28%** ↑ +9.19

[Hide COLLEGE AND CAREER READINESS data](#)

|   |        |
|---|--------|
| Entering TCSG / USG without needing remediation | 20.48% |
| Readiness score on the ACT, SAT, AP or IB       | 20.77% |
| End of pathway assessment (EOPA)                | 17.04% |
| Work-based learning                             | 2.67%  |
| Military readiness score on the ASVAB           | 1.32%  |

# Advanced Placement Readiness Scores

## District AP Results





# 6,767

Achieve Atlanta Scholars  
since our founding in 2015



of graduating Atlanta  
Public Schools seniors  
become Scholars



Scholars have attended

# 409

different postsecondary  
institutions across the country



# \$70K+

in emergency grant funding awarded to  
Scholars facing financial emergencies



# 80%

of APS seniors completed three  
or more college applications



# 72%

of APS seniors completed the FAFSA

For the class of 2024

# 58%



of APS graduates enrolled in  
postsecondary education in the  
fall after high school graduation



# Strategies

**Focus Area: We Are Sparking Student Curiosity**

**Objective: Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)**

**1**

Increase student engagement in individualized postsecondary planning and align efforts with Georgia's workforce needs.

**2**

Build staff capacity to effectively implement College & Career Readiness initiatives and advisement

**3**

Expand access to high-skill, high-demand and high-wage pathways



**Strategy 1:**  
Increase student engagement in individualized postsecondary planning and align efforts with Georgia's workforce needs.



1

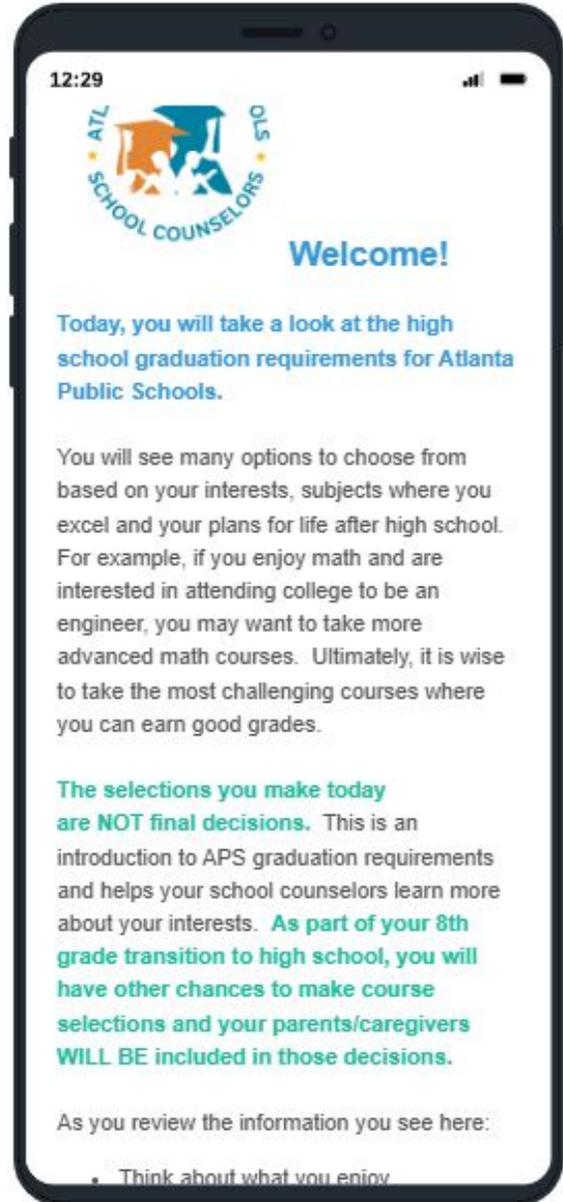
Increase student engagement in individualized postsecondary planning and align efforts with Georgia's workforce needs.

## Current Actions

1. By 8<sup>th</sup> grade, all students will take YouScience Interest and Aptitude assessments
2. Individual College & Career Plans (ICCPs) for all 8<sup>th</sup> graders
3. Embed ICCPs into the advisement process with annual reviews with students, counselors, and families.



# Sneak Peek at Individual College and Career Plans (ICCP)



## Overview

- Accessible
- Student-friendly language
- Intro to the High School Spring course request process
- Created by APS School Counseling and Data Teams
- Unique to APS and one-of-a-kind in Metro Atlanta

## Process

- Students are walked through all 4 years of High School courses
- Definitions are included to help students learn key terms (i.e. Honors, AP, IB, Dual Enrollment, etc.)
- At each grade level, students receive additional tips for success:
  - Take the most challenging courses where you can be successful
  - Balance academics and extra-curricular activities
  - Attend school on-time daily
  - Maintain clear discipline record
  - Build relationships with school staff who can provide letters of recommendation



# Sneak Peek at Individual College and Career Plans (ICCP)

**Physical Education/Health** - 1.5 Credits

- I will want to take this in-person, at school.
- If I have the option, I might want to take this in summer school or virtually so that I can have more room in my schedule for other classes.

**Community Service** - .5 Credit

For students in cohorts 2025 and beyond, earning ½ of a Carnegie unit, or 75 hours of community service, is the requirement for graduation from Atlanta Public Schools.

Community Service is a way to give back to the community and is something you can include on applications for college, technical school, military recruitment or employment applications.

You will not want to wait until the last minute to earn your hours. A good idea is to complete a minimum of 20 community service hours per school year for three years, and complete 15 community service hours during the fourth and final year of high school (for a total of 75 hours over a four-year period).

- I have an idea of a non-profit organization where I might want to volunteer.
- I will need suggestions from my school counselor on ways I can earn community service hours.



- Opportunities to build room in schedule by taking courses in summer school is addressed
- World Language, CTAE pathways, JROTC, ACCA, Community Service and Dual Enrollment are introduced to help students/caregivers begin thinking early

## Students self-disclose on a Likert scale their interest in:

- Enrollment in a College/University
- Enrollment in a Technical/Trade School
- Enlistment in a branch of the U.S. Military
- Employment in a High Demand Career
- Entrepreneurship in a business they have developed/are developing



After high school, how interested are you in each of the following options? Move the slider to show your level of interest. (10 = very interested and 0= not interested at all)

Not interested at all Very interested

0 1 2 3 4 5 6 7 8 9 10

ENROLLING in a **College or University** where I can earn a college degree.



ENROLLING in a **Technical School** where I can learn specialized training for specific careers or industries.



ENLISTING in a branch of the **military** (Air Force, Army, Coast Guard, Marine Corp, Navy, National Guard) (You can still go to college with this option.)



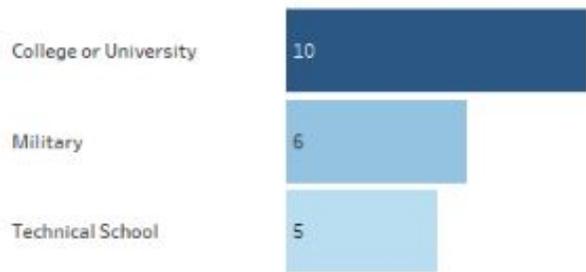
# Sneak Peek at Individual College and Career Plans (ICCP)

## Core and Elective Course Selection

|                          |   |
|--------------------------|---|
| <b>ELA</b>               | Grade 9 HONORS Lit/Comp   |
|                          | Grade 10 HONORS Lit/Comp  |
|                          | Grade 11 HONORS American Lit/Comp                                 |
|                          | Grade 12 British Lit/Comp   |
| <b>Math</b>              | Grade 9 Foundations of Algebra                                    |
|                          | Grade 10 Algebra I  |
|                          | Grade 11 Algebra II   |
| <b>Science</b>           | Grade 12 College Readiness  |
|                          | Grade 9 Biology   |
|                          | Grade 10 Chemistry  |
| <b>Social Studies</b>    | Grade 11 Chemistry  |
|                          | Grade 12 Human Anatomy & Physiology                               |
|                          | Grade 9 American Government/Civics                                |
|                          | Grade 10 World History  |
| <b>Fine Arts</b>         | Grade 11 US History   |
|                          | Grade 12 Economics  |
|                          | I don't think the Fine & Performing Arts Pathway is a fit for me. |
| <b>JROTC</b>             | Interested in JROTC   |
| <b>PE</b>                | In Person PE  |
| <b>World Language</b>    | American Sign Language I, II, III, IV                             |
| <b>ACCA/CTAE Pathway</b> | Game Design   |
| <b>Dual Enrollment</b>   | Interested in DE  |
| <b>Community Service</b> | Had an Idea   |

## Post-Secondary Interest

After high school, how interested are you in each of the following options? Scale of 1-10.



## Transition Support

Thinking about next year as a high school freshman, what are your thoughts about what is likely to be easy or more challenging for you about the transition to a new school with increased expectations?

|                 |              |   |
|-----------------|--------------|---|
| Attendance      | Will do well | ✓ |
| Coping          | Will do well | ✓ |
| Extracurricular | Will do well | ✓ |
| Friendships     | Will do well | ✓ |
| Managing Stress | Will do well | ✓ |
| Organization    | Will do well | ✓ |
| Study Skills    | Will do okay | ! |





1

Increase student engagement in individualized postsecondary planning and align efforts with Georgia's workforce needs.

## Next Steps

|   | Expected Completion |
|---|---------------------|
| 1. Explore implementation of robust programming in middle school to better prepare students for secondary opportunities (e.g. Dual Enrollment)  | February 2026       |
| 2. Increase college readiness programming to better prepare students for post-secondary opportunities (e.g. ACT/SAT prep)   | Fall 2027           |
| 3. Develop and launch a College & Career Readiness awareness campaign targeted to students and families including a series of webinars focused on postsecondary planning (e.g. YouScience, Accelerated Career, FAFSA) | July 2026           |



# Upcoming Parent Engagement Activities— Apply to College Month

## Parent Engagement Activities

### COME JOIN US

- Carver Early College – 11/5 – Financial Literacy Night
- Fredrick Douglas – 11/6 – Family FASFA Night
- Carver STEAM – 11/6 – FASFA Workshop
- Maynard Jackson– 11/6 – HBCU College Fair
- Midtown – 11/13 – Alumni Panel



**Strategy 2:**  
**Build staff capacity to effectively implement CCR  
initiatives and advisement**



## 2

## Build staff capacity to effectively implement CCR initiatives and advisement

### Current Actions

1. Provide professional learning to school counselors to build their capacity in supporting the requirements of the Top State for Talent Act.
2. Provide professional learning to staff to increase their knowledge and implementation of academic advisement practices, resulting in an increased percentage of students earning Dual Enrollment /Accelerated Career credit



# Top State For Talent Act Checklist

## TOP STATE FOR TALENT ACT CHECKLIST (UPDATED 10-1-2025)

The following information is the TOP STATE FOR TALENT CHECKLIST for grades 6-12 as required by Georgia HB 192.9. Follow district directives regarding Individual College and Career Plan (ICCP) development for high school students. Please note that Top State for Talent Act requirements are applicable to traditional, non-traditional, charter and partner schools and compliance is a state mandate. The Georgia Department of Education offers to all districts the services of YouScience to support the career advisement process.

| Middle School Task | Grade Level - Task # | Career Advisement Processes  | Due Date  |
|--------------------|----------------------|--|-----------|
| 1                  | 6-1                  | 6 <sup>th</sup> graders will create an electronic career profile. (Sixth grade accounts are not activated until the first time the student signs into YouScience)  | 3/31/2026 |
| 2                  | 6-2                  | 6 <sup>th</sup> graders complete one career interest inventory and will compare their top 3 career clusters with the HDCL. (YouScience Snapshot)   | 3/31/2026 |
| 3                  | 7-1                  | Students will complete one career interest and one career aptitude inventory in 7 <sup>th</sup> grade. Both tasks may be completed in the same school year. (YouScience Snapshot)  | 3/31/2026 |
| 4                  | 7-2                  | 7 <sup>th</sup> graders will explore at least three (3) Career Clusters based on their career inventory results and will compare these clusters with the HDCL. (YouScience Snapshot must be taken first. Career Clusters are saved automatically when using YouScience.) | 3/31/2026 |
| 6                  | 8-1                  | 8 <sup>th</sup> graders will use their career interest and career aptitude inventory results to complete an Individual College and Career Plan (ICCP) to guide registration for 9 <sup>th</sup> grade courses. The ICCP includes HDCL.                                   | 1/16/2026 |
| 7                  | 8-2                  | 8 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 <sup>st</sup> .   | 1/30/2026 |
| High School Task   | Grade Level - Task # | Career Advisement Processes  | Due Date  |
| 1                  | 9-1                  | Students will create a GAFutures account.  | 3/31/2026 |
| 2                  | 9-2                  | Students will complete one career interest and one career aptitude inventory in 9 <sup>th</sup> grade. Both tasks may be completed in the same school year. (YouScience Summit)  | 3/31/2026 |
| 3                  | 9-3                  | 9 <sup>th</sup> graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile. (YouScience Snapshot - If they do not have Snapshot results, students may take Summit and then complete the task.)                | 3/31/2026 |
| 4                  | 9-4                  | 9 <sup>th</sup> graders will review and revise their Individual College and Career Plan and/or 4-Year Program of Study to guide course registration.   | 3/31/2026 |
| 5                  | 9-5                  | 9 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 <sup>st</sup> .   | 1/30/2026 |
| 6                  | 10-1                 | 10 <sup>th</sup> graders will review and revise their Individual College and Career Plan and/or 4-Year Program of Study to guide course registration.  | 3/31/2026 |
| 7                  | 10-2                 | 10 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 <sup>st</sup> .  | 1/30/2026 |
| 8                  | 11-1                 | 11 <sup>th</sup> graders will save three possible choices of post-secondary institutions on the Match & Fit List Builder Tool.   | 3/31/2026 |
| 9                  | 11-2                 | 11 <sup>th</sup> graders will review and revise their Individual College and Career Plan and/or 4-Year Program of Study to guide course registration.  | 3/31/2026 |
| 10                 | 11-3                 | 11 <sup>th</sup> graders will research at least one additional state or local workforce development initiative, such as "High Demand Careers Initiative," "HOPE Career Grant," "Specialized Training Centers" or any other Georgia workforce and education initiative.   | 3/31/2026 |
| 11                 | 11-4                 | 11 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 <sup>st</sup> .  | 1/30/2026 |
| 12                 | 12-1                 | 12 <sup>th</sup> graders will complete GA Match Utilization  | 3/31/2026 |
| 13                 | 12-2                 | 12 <sup>th</sup> graders will complete "Next Step" information and save to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce.                     | 3/31/2026 |

1. 6th graders complete one career interest inventory and will compare their top 3 career clusters with the High Demand Career List.
2. Students will create a GA Futures account
3. 12th graders will complete GA Match Utilization





## High School Requirements

- 2 English Courses (including EOC course)
- 2 Mathematics Courses (including EOC course)
- 2 Science Courses (including EOC course)
- 2 Social Studies Courses
- 1 Health/Fitness Course

*Students may replace one Social Studies course with an additional Math course. Local School Districts may NOT add additional requirements above the state minimum.*

## COMPLETE ANY OF THE FOLLOWING TECHNICAL COLLEGE CREDENTIALS

- 2 Approved Technical Certificates or
- A Technical Diploma or
- A Program Leading to Licensure or
- An Associates of Applied Science Degree

*AAS and Diploma program offerings and placement criteria vary by college. Please contact your Counselor for program availability and eligibility.*



# 2

Build staff capacity to effectively implement CCR initiatives and advisement

## Next Steps

|   | Expected Completion |
|---|---------------------|
| 1. Provide ongoing professional learning for school teams on all CCR initiatives: YouScience, College and Career Plans, Academic Advisement, Dual Enrollment/Accelerated Career | May 2026            |
| 2. Meet with school teams to identify academic advisement strategies currently in place across the district   | October 2025        |
| 3. Create a toolkit for academic advisement best practices  | January 2026        |



**Strategy 3:**  
Expand access to high-skill, high-demand and  
high-wage pathways



# Strategic Drivers for Pathway Expansion

**TOP STATE FOR TALENT**  
*Georgia - Where Talent Meets Opportunity.*

Regional  
Workforce Demand  
Data



Metro Atlanta  
Chamber  
Recommendations

1. Engineering & Technology
2. Healthcare



YouScience  
Student Interest  
& Aptitude (APS)

## **Aptitude**

1. Business Mgmt & Administration
2. Health Science
3. Transportation & Logistics

## **Interest**

1. Arts, Audio/Video Tech & Communications
2. Education & Training
3. Marketing





# ACCA Programs @ Michael Maze Campus

| Pathway                           | Program Type    | # AM Students | # PM Students | Total Students |
|-----------------------------------|-----------------|---------------|---------------|----------------|
| Automotive Chassis Tech TCC       | Dual Enrollment | 14            | 12            | 26             |
| C++ Programmer TCC                | Dual Enrollment | 7             | 14            | 21             |
| Certified Construction Worker TCC | Dual Enrollment | 16            | 16            | 32             |
| Criminal Investigations           | CTAE            | 24            | 25            | 49             |
| Culinary Arts                     | CTAE            | 25            | 20            | 45             |
| Cybersecurity Fundamentals TCC    | Dual Enrollment | 12            | 18            | 30             |
| Early College Essentials          | Dual Enrollment | 42            | 24            | 66             |
| Education as a Profession         | CTAE            | 6             | 26            | 32             |
| Dental Science                    | CTAE            | 26            | 23            | 49             |
| Graphic Design                    | CTAE            | 21            | 25            | 46             |
| HVAC-Refrigeration                | CTAE            | 18            | 17            | 35             |
| Infant/Toddler Child Care TCC     | Dual Enrollment | 23            | 17            | 40             |
| Patient Care                      | CTAE            | 27            | 23            | 50             |

**Total  
521**

*All Dual Enrollment Programs are Accelerated Career pathways*



# Accelerated Career Options for APS Students @ Atlanta Technical College



AVIATION  
MAINTENANCE



DIESEL  
EQUIPMENT  
TECHNOLOGY



EMERGENCY  
MEDICAL  
RESPONDER



NATURAL GAS



WELDING





## Christian Garcia, 12 North Atlanta High School

- ACCA Dual Completer—Cybersecurity & Automotive
- ACCA Automotive Program ambassador
- On track to completion of 3 Technical Certificates of Credit through Atlanta Technical College and 35 college credit hours
- Currently employed at the Hennessy Lexus Dealership in Gwinnett County as an Automotive Technician
- Christian's dream job is to be a Shop Foreman for Porsche





Tasharah Wilson, Ed.D.

@PrincipalACCA



@apsDouglassHigh Class of 2025 graduate & @AtlantaCCAcad HVAC pathway completer Jahari Pierce is already making moves! Hired by MaxAir Mechanical right after graduation, Jahari returned to ACCA on the first day of school—this time as an industry pro! 🛠️🧰 #ACCAproud



ATL Public Schools

12:54 PM · Aug 4, 2025 · 358 Views



ATLANTA PUBLIC SCHOOLS  
One District. One Goal. Every Child.

# 3

Expand access to high-skill, high-demand and high-wage pathways

## Next Steps

|   | Expected Completion |
|---|---------------------|
| 1. Review the Metro Atlanta Chamber’s recommendation to see if implementing pathways by Fall 2027 is feasible.                              | May 2026            |
| 2. Expand access to high-skill, high-demand and high-wage pathways aligned to student aptitude, interest and regional workforce demand data | August 2026         |



# THANK YOU!

---



ATLANTA  
PUBLIC  
SCHOOLS

# Appendix

---



ATLANTA  
PUBLIC  
SCHOOLS

# Accelerated Enrollment

## Accelerated Enrollment Participation by School 2026

Percent of Students (based on tentative October Enrollment Count) with Accelerated Enrollment Courses on their transcript (prior years) or schedule (current year)

| School          | Any Accelerated Enrollment | Advanced Placement     | Dual Enrollment    | International Baccalaureate |
|-----------------|----------------------------|------------------------|--------------------|-----------------------------|
| BEST MS/HS      | 37.3%<br>62 / 166          | 36.7%<br>61 / 166      | 6.0%<br>10 / 166   | 0.0%<br>0 / 166             |
| Carver Early    | 30.8%<br>161 / 522         | 12.8%<br>67 / 522      | 26.4%<br>138 / 522 | 0.0%<br>0 / 522             |
| Carver STEAM    | 22.6%<br>127 / 561         | 21.4%<br>120 / 561     | 6.1%<br>34 / 561   | 0.0%<br>0 / 561             |
| Classical       | 49.7%<br>92 / 185          | 49.7%<br>92 / 185      | 0.5%<br>1 / 185    | 0.0%<br>0 / 185             |
| CSK             | 43.3%<br>84 / 194          | 42.3%<br>82 / 194      | 13.4%<br>26 / 194  | 0.0%<br>0 / 194             |
| Douglass        | 17.7%<br>227 / 1,279       | 16.0%<br>205 / 1,279   | 2.7%<br>34 / 1,279 | 0.0%<br>0 / 1,279           |
| Drew Secondary  | 71.3%<br>350 / 491         | 69.9%<br>343 / 491     | 18.5%<br>91 / 491  | 0.0%<br>0 / 491             |
| Jackson High    | 52.9%<br>858 / 1,623       | 44.3%<br>719 / 1,623   | 5.3%<br>86 / 1,623 | 16.1%<br>261 / 1,623        |
| KIPP Collegiate | 37.3%<br>249 / 668         | 34.6%<br>231 / 668     | 9.6%<br>64 / 668   | 0.0%<br>0 / 668             |
| Mays            | 22.4%<br>277 / 1,239       | 15.9%<br>197 / 1,239   | 4.3%<br>53 / 1,239 | 8.1%<br>100 / 1,239         |
| Midtown         | 59.3%<br>1,037 / 1,749     | 57.7%<br>1,009 / 1,749 | 4.2%<br>73 / 1,749 | 0.0%<br>0 / 1,749           |
| North Atlanta   | 58.6%<br>1,404 / 2,394     | 32.1%<br>768 / 2,394   | 4.1%<br>99 / 2,394 | 35.6%<br>852 / 2,394        |
| South Atlanta   | 20.3%<br>186 / 915         | 19.3%<br>177 / 915     | 2.1%<br>19 / 915   | 0.0%<br>0 / 915             |
| Therrell        | 32.0%<br>317 / 992         | 27.5%<br>273 / 992     | 2.6%<br>26 / 992   | 6.3%<br>62 / 992            |
| Washington      | 27.0%<br>209 / 774         | 20.9%<br>162 / 774     | 10.1%<br>78 / 774  | 0.0%<br>0 / 774             |