



ATLANTA
PUBLIC
SCHOOLS

Leadership Profile Report

Superintendent Search 2024

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Table of Contents

Purpose	2
Profile Development	3
Desired Characteristics	3
Focus Group Protocols	5
Focus Groups Participation	6
Survey	7
Survey Methodology	8
Executive Summary	9
Overall Quality Of Education Summary	10
State Of The District Summary	
Academic Expectations Summary	
Priorities For The Future Details	11
Appendix I: State Of The District Item Analysis	12
Appendix II: Priorities For The Future Item Analysis	13
Appendix III: Quality Of Programs Item Analysis	14
Appendix IV: Equity Item Analysis	15
Appendix V: Custom Item Analysis	16
Attachments	
A: Letter of Support to APS Board for Literacy Superintendent Hire	22
B: Synthesized Notes from all Interviews and Focus Groups	27
C: Verbatim Comments Provided in Survey by Constituent Group	34

Purpose

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during the months of October, November and December 2023 for the new superintendent of Atlanta Public Schools. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years. It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Characteristics were included in the profile if there were similar comments from multiple constituent groups.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the district. The search team will focus its recruitment on candidates that possess the leadership qualities congruent with the profile and needed to raise academic standards and student performance, while meeting the unique needs of each of its schools and communities.

The search team would like to thank all the participants who attended focus groups meetings or completed the online survey and the Atlanta Public Schools staff members who assisted with our meetings, particularly Pierre Gaither who organized the search team's time in the district.

Profile Development

HYA Associates collected data from multiple sources to develop the Leadership Profile and arrive at a set of desired characteristics for recruitment and selection of the next Superintendent of Atlanta Public Schools.



Desired Characteristics

From the results of the survey, focus groups, and interviews, desired characteristics for the next Atlanta Public Schools Superintendent emerge. Even when conflicting, contrasting, inconsistent, and contradictory desires are reported (which is normal when surveying disparate groups), common themes emerge that are important to most stakeholders. The work of HYA Associates is to find where consensus exists. This is an awesome opportunity for the entirety of Atlanta, as some said, “to get it right this time; to select a leader that will be with the District for years and years to come.”

The “Priorities for the Future Details” section of the survey illustrate the common desires of respondent groups. Extremely rare are the four top-rated statements the same for most respondent groups, yet Atlanta’s survey results show that the priorities of differing groups are the same. Hiring and retaining quality teachers and administrators, preparing students to be ready for the next grade and ultimately college and career, safety, and

addressing achievement and opportunity gaps were the top priorities of all groups. Of these priorities, only safety was not frequently mentioned (or mentioned at all) in focus groups. When juxtaposing the voices from the focus groups and the data from the survey, the following desired characteristics emerged:

Chief Communicator. 98% of survey respondents and most focus groups rated the ability to communicate effectively as the most important skill for the next Superintendent to possess. A Chief Communicator is comfortable and confident with any audience, can transparently explain the direction and decisions of the District, can formulate a compelling vision for education, advocates, and most importantly brings disparate groups together in a common vision for success. Constituents want a strong, visionary, Chief Communicator who can excite and provide direction while ensuring collaboration is the method for the development and execution of initiatives.

Evidence Based. 92% of survey respondents and most focus groups rated demonstrated improvement of student outcomes, as a result of their past leadership, as an important factor when selecting the next Superintendent. Further, the next Superintendent should look to research and best practices when adopting new strategies for improvement and should have measures in place to ascertain the effectiveness of their work and the work of the system. Key performance indicators, utilizing data to make decisions, creating an evidence-based culture, and a focus on student outcomes were descriptors used by stakeholders. The Board has adopted goals and guardrails that govern and are the focus for all work: <https://www.atlantapublicschools.us/domain/16746>

Experienced. 90% of survey respondents and most focus groups commented on the importance of the next Superintendent having had experience leading complex systems and change. Although respondents may differ on whether the experience must be as a school leader, most agree that the next Superintendent must have held the top post in a large organization with a diverse population in an urban setting. 87% of survey respondents would prefer experience in education.

Equity Driven. 81% of survey respondents rated closing the achievement gap as most important. In the focus groups, this voice was even more significant. From the Strategic Plan, to the teachers, to the partner community, LITERACY was consistently brought up as the most important focus area. There was a unifying voice: If the energy of all constituents were focused on literacy, in a deliberate way, together, Atlanta would change the trajectory of APS, unite all partners, and most significantly change the trajectory of children's lives. Right sizing the District was also consistently brought up in focus groups as needing to be addressed. Attachment A further illustrates constituent desires.

Knows Atlanta. While only 69% of survey respondents rated knowledge of Atlanta as a top priority, most focus group participants noted the importance of the new leader to really, really, know (or get to know) Atlanta. Some prefer someone from Atlanta, while others stated they would like a fresh perspective. Where most agree is that a significant

amount of time and energy must be devoted to working with all constituencies. One statement from a focus group participant captured the sentiments of many: “APS is Atlanta and Atlanta is APS; we need one another to be successful!”

In summary, creating a great urban school district involves a combination of factors that address both educational and community needs. The Desired Characteristics are this combination of needs.



Focus Group Protocols

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Session participants were told that their voice would remain confidential to allow for authentic and honest commentary. Participants were asked to respond to the following questions.

- What do stakeholders value regarding the schools? What strengths do they desire to retain and build upon?
- What are the issues this District currently faces, and will face in the next three to five years?
- What personal and professional characteristics are expected in a new Superintendent?

Focus Groups Participation

Over 50 stakeholder groups participated in focus groups and interviews with HYA Associates representing a comprehensive network of constituents and partners of Atlanta Public Schools.



The number of participants in each of the following stakeholder groups ranged from 1 person to over 40 participants.

- Current board members
- Newly elected board members
- Interim Superintendent
- Senior Cabinet
- Union leadership (AFSCME, FPSE, GAE)
- Student Advisory Council
- Teacher Advisory Group
- Principal Advisory Group
- Atlanta Partners for Education (APFE)
- Atlanta Committee for Progress
- Achieve Atlanta
- Urban League of Greater Atlanta
- Atlanta Speech School
- Hands on Atlanta
- Invest Atlanta
- Metro Atlanta Chamber of Commerce
- Concerned Black Clergy of Metro Atlanta
- RedefnED Atlanta
- Advocacy Groups of APS
- Annie Casey Foundation
- United Way
- Atlanta City Council
- IBM
- KIPP Metro Schools
- Atlanta Mission
- Atlanta Committee for Progress
- Fulton County Commissioner
- Georgia Early ED Alliance for Ready Students (GEEARS)
- City Council
- Kindezi Schools

- Central Office Staff
- Executive Director of Partnerships
- Regional Meeting North
- Regional Meeting South
- Regional Meeting East
- Regional Meeting West
- GO Teams
- Communities in Schools of Atlanta (CIS)
- LEAD Atlanta
- Raising Expectations, Inc.
- Hey Atlanta (HEY!)
- Purpose Built Schools
- 100 Black Men of Atlanta
- Grove Park Foundation
- Teach for America (TFA)
- North Atlanta Parents
- Cluster Advisory Team Meeting
- Mayor
- State Senator
- Spelman College
- Grove Park Foundation
- Boys and Girls Club
- Drew Charter School
- Zeist Foundation
- Woodruff Foundation

The HYA Associates provided summaries of interviews and focus groups. These synopsis can be found in Attachment B.

Survey

The online community survey was live from November 1 through December 8, 2023. Respondents were allowed to provide comments. Those comments are captured verbatim, organized by the constituent group, in Attachment C. Questions were clustered around the following focus areas: Current State of the District, Priorities for the Future, Quality of Programs/Academics, Equity, APS Custom Items, and Open Ended Comment.

Survey Methodology

The survey results contained in this document are based on HYA's research. The survey addresses district performance and equity. The State of the District summary reports responses in four performance areas:

- Vision and Values (VV) - Leadership's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - Leadership's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - Leadership's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision
- Management (M) - Leadership's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

It is not unusual to see the administration rate the District the most favorable of all constituent groups in all of the aforementioned performance areas. Community members consistently rated the District least favorably in all performance areas. Teachers and parents are clustered in between administrators and community members, that is they rate the District more favorably than community members, but less favorably than administrators.

The students, unlike all other groups, rate the rigor/academic expectations of the District as a little too high, while other groups rate rigor as a little too low. However, the "n" for students is very low, making it impossible to know if this feeling is ubiquitous.

When assessing the quality of programming, academic programming trailed behind. For example only 35% of respondents believe literacy/English/language arts programming is good or excellent and only 31% for Math.

Equity and SEL efforts are noticed by many as effective. For example, 68% agree or strongly agree that students have at least one trusted adult in the building that they can rely on for help, and 66% agree that programs exist to address the physical and mental health needs of students. Further, almost 60% of respondents recognize the efforts to represent the student population in the teaching faculty and administration.

EXECUTIVE SUMMARY

The State of the District Survey was completed by 1455 stakeholders. The largest stakeholder group surveyed were Parent/Guardian of Students attending an APS School. Parent/Guardian of Students attending an APS School represented 40.6 percent of all respondents. Nearly a quarter of respondents were Support Staff. They made up the second most populous stakeholder group at 22.7 percent of all respondents. The third largest participant group were Teachers at 19.8 percent of all respondents.

Regarding the State of the District, the following statements were perceived to be district strengths:

- The district engages with diverse racial, cultural and socio-economic groups.
- Technology is appropriately integrated into the classroom.
- The district employs effective teachers, administrators and support staff in its schools.
- District technology infrastructure is sufficient to support use of technology in the classroom.
- The district is working to close achievement and opportunity gaps.

The top-rated priorities for the future are:

- Hiring and retaining quality teachers and administrators
- Preparing students to be ready for the next grade and ultimately college and career ready
- Providing a safe environment for students and employees
- Addressing achievement and opportunity gaps
- Addressing students' mental health and social and emotional needs

The top-rated programs in the district are:

- Intramurals and/or athletics
- Library and other resource centers
- Extra-curricular
- Fine arts (visual arts, music, theatre)
- Physical education (PE) and health

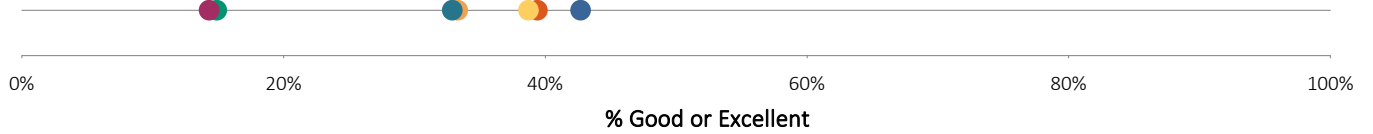
Regarding equity efforts, the following statements received the most "Strongly Agree" and "Agree" responses:

- Students have at least one trusted adult in the building that they can rely on for help.
- Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
- Minority students are encouraged to participate in extra-curricular sports and activities.
- The diversity of the student population is represented in the teaching faculty and administration.
- Discipline practices that avoid suspension and expulsion are practiced.

ANALYSIS

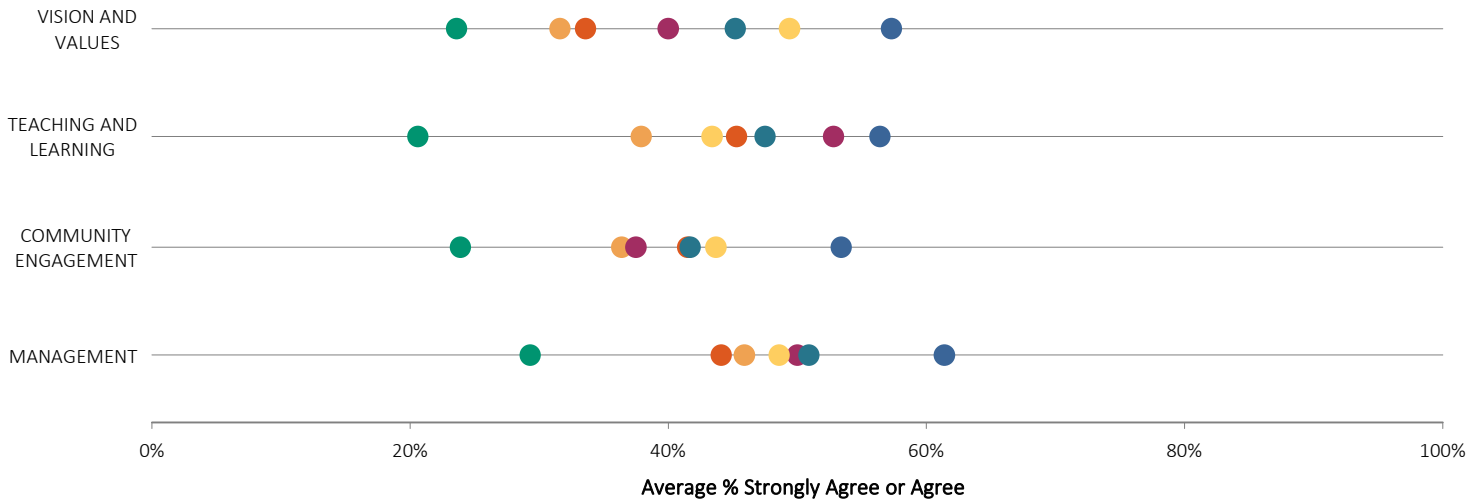
Overall Quality of Education Rating

Respondents were asked to rate the overall quality of education in the District on a scale of 1 (Unsatisfactory) to 5 (Excellent). Percent of constituent groups responding "Good" or "Excellent" are presented below.



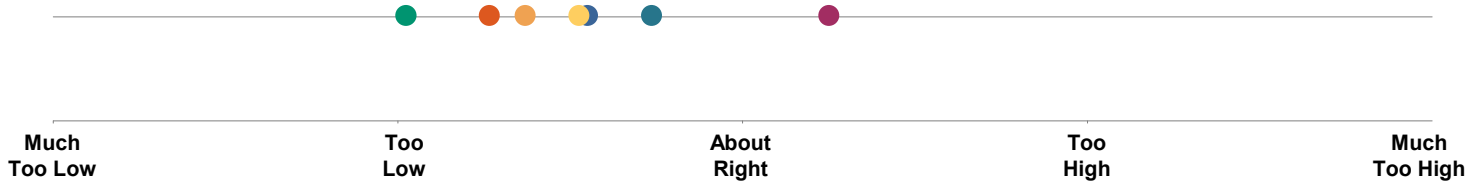
State of the District Summary

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.



Academic Expectations in the District

Respondents rated the academic expectations in the district on a scale of 1 (Much too low) to 5 (Much too high). Each constituent group's mean is presented below.



Constituent Group Legend

- Administrator
- Alumni
- Community Member Or Community Partner
- Parent/Guardian Of A Student Attending An Aps School
- Student
- Support Staff
- Teacher

PRIORITIES FOR THE FUTURE DETAILS

Respondents were asked to select 4 statements that best represent what they believe should be the priority and focus of the Board of Education and Superintendent in the next 3-5 years. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

	All (1352)	Administrator (99)	Alumni (23)	Community Member Or Community ... (98)	Parent/Guardia n Of A Student ... (562)	Student (4)	Support Staff (303)	Teacher (263)
Hiring and retaining quality teachers and administrators	75%							
Preparing students to be ready for the next grade and ultimately college and career ready	63%							
Providing a safe environment for students and employees	51%							
Addressing achievement and opportunity gaps	46%							
Addressing students' mental health and social and emotional needs	39%							
Ensuring a well-rounded experience for all students	31%							
Providing personalized instruction for students	21%							
Maintaining open and two-way engagement with the community	18%							
Ensuring facilities can support a modern learning environment	16%							
Ensuring fiscal health	13%							
Ensuring high student achievement on standardized tests	11%							
Integrating current technology into teaching and learning	10%							

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of respondents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (1455)	Administrator (107)	Alumni (24)	Community Member Or Community ... (107)	Parent/Guardian Of A Student ... (591)	Student (7)	Support Staff (331)	Teacher (288)
OVERALL								
Please rate the overall quality of education in the District. (5 - Excellent or 4 - Good)	36%	43%	33%	15%	39%	14%	39%	33%
VISION AND VALUES								
The district has a clear and compelling shared vision for the future.	43%	64%	35%	21%	29%	50%	59%	54%
The district is heading in the right direction.	35%	48%	26%	20%	31%	33%	43%	36%
The district has high academic standards for all students.	37%	54%	35%	15%	30%	67%	47%	43%
The district makes decisions based on information from data and research.	36%	51%	26%	28%	29%	33%	41%	44%
The district is working to close achievement and opportunity gaps.	51%	69%	36%	36%	48%	17%	56%	49%
TEACHING AND LEARNING								
The district provides a well-rounded educational experience for all students.	35%	56%	36%	8%	35%	33%	36%	35%
Teachers personalize instructional strategies to address individual learning needs.	43%	47%	41%	20%	34%	17%	44%	67%
District schools are safe.	50%	65%	41%	35%	54%	67%	45%	47%
The social and emotional needs of students are being addressed.	50%	66%	32%	21%	52%	50%	47%	53%
Students are on track to be ready for the next grade and ultimately college and career ready.	30%	34%	23%	8%	42%	50%	25%	18%
Technology is appropriately integrated into the classroom.	58%	71%	55%	32%	54%	100%	64%	64%
COMMUNITY ENGAGEMENT								
The district values the feedback and input of community, educators and staff.	34%	48%	41%	18%	36%	40%	36%	31%
There is transparent communication from the District.	31%	37%	23%	12%	30%	33%	32%	35%
The district engages with diverse racial, cultural and socio-economic groups.	60%	75%	45%	42%	59%	40%	63%	60%
MANAGEMENT								
Facilities are well maintained.	50%	59%	45%	43%	52%	17%	52%	46%
The district is fiscally responsible.	33%	52%	35%	24%	24%	33%	36%	41%
The district employs effective teachers, administrators and support staff in its schools.	53%	66%	50%	26%	56%	67%	50%	54%
Employees are held accountable to high standards.	46%	59%	50%	22%	38%	67%	49%	63%
District technology infrastructure is sufficient to support use of technology in the classroom.	52%	71%	50%	31%	50%	67%	56%	50%

APPENDIX II: PRIORITIES FOR THE FUTURE ITEM ANALYSIS

Respondents were asked to select 4 statements that best represent what they believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years. Results are presented below by constituent group.

	All (1352)	Administrator (99)	Alumni (23)	Community Member Or Community ... (98)	Parent/Guardian Of A Student ... (562)	Student (4)	Support Staff (303)	Teacher (263)
Hiring and retaining quality teachers and administrators	75%	73%	52%	68%	81%	100%	69%	72%
Preparing students to be ready for the next grade and ultimately college and career ready	63%	59%	57%	66%	65%	50%	64%	58%
Providing a safe environment for students and employees	51%	42%	61%	38%	54%	25%	52%	51%
Addressing achievement and opportunity gaps	46%	68%	35%	56%	39%	25%	47%	52%
Addressing students' mental health and social and emotional needs	39%	33%	61%	31%	35%	50%	50%	41%
Ensuring a well-rounded experience for all students	31%	32%	30%	23%	29%	75%	32%	37%
Providing personalized instruction for students	21%	12%	22%	19%	26%	0%	19%	16%
Maintaining open and two-way engagement with the community	18%	13%	22%	27%	22%	0%	12%	16%
Ensuring facilities can support a modern learning environment	16%	20%	17%	14%	14%	50%	15%	19%
Ensuring fiscal health	13%	15%	9%	20%	11%	25%	14%	14%
Ensuring high student achievement on standardized tests	11%	15%	17%	11%	12%	0%	11%	8%
Integrating current technology into teaching and learning	10%	8%	17%	13%	7%	0%	10%	14%

APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS

Percentages of respondents selecting 5 (Excellent) or 4 (Good) for each program listed below.

	All (1186)	Administrator (90)	Alumni (21)	Community Member Or Community ... (85)	Parent/Guardian Of A Student ... (517)	Student (4)	Support Staff (239)	Teacher (230)
Intramurals and/or athletics	53%	51%	47%	34%	52%	75%	59%	57%
Library and other resource centers	50%	56%	44%	31%	55%	75%	48%	47%
Extra-curricular	50%	56%	39%	31%	49%	75%	53%	55%
Fine arts (visual arts, music, theatre)	49%	58%	10%	28%	49%	50%	50%	54%
Physical education (PE) and health	42%	46%	30%	24%	41%	67%	45%	47%
Advanced Placement, talented and/or gifted	40%	35%	44%	35%	42%	0%	41%	40%
Student services (guidance counselors, counseling, social work, nursing)	40%	50%	32%	14%	38%	0%	47%	43%
Social studies/history	36%	32%	33%	15%	45%	75%	26%	35%
English Language Learners (ELL)	36%	52%	19%	19%	35%	0%	37%	36%
English/language arts/literacy	35%	37%	22%	14%	40%	50%	32%	35%
Science	34%	32%	44%	8%	37%	25%	33%	37%
World languages (foreign language)	33%	47%	21%	13%	33%	0%	35%	36%
Career education	33%	49%	39%	15%	29%	75%	41%	32%
Math	31%	33%	42%	11%	33%	25%	31%	31%
Special education	27%	27%	37%	9%	24%	75%	33%	27%

Respondents were asked to rate the academic expectations in the district:

	All (1251)	Administrator (95)	Alumni (20)	Community Member Or Community ... (94)	Parent/Guardian Of A Student ... (532)	Student (4)	Support Staff (272)	Teacher (234)
Much too low	139 11%	7 7%	2 10%	18 19%	77 14%	0 0%	16 6%	19 8%
Too low	483 39%	27 28%	9 45%	51 54%	230 43%	0 0%	103 38%	63 27%
About right	490 39%	57 60%	7 35%	17 18%	178 33%	3 75%	111 41%	117 50%
Too high	39 3%	0 0%	1 5%	0 0%	8 2%	1 25%	14 5%	15 6%
Much too high	21 2%	0 0%	0 0%	1 1%	5 1%	0 0%	2 1%	13 6%
Don't know	79 6%	4 4%	1 5%	7 7%	34 6%	0 0%	26 10%	7 3%

APPENDIX IV: EQUITY

Percentages of constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (1170)	Administrator (89)	Alumni (20)	Community Member Or Community ... (87)	Parent/Guardian Of A Student ... (498)	Student (3)	Support Staff (252)
Students have at least one trusted adult in the building that they can rely on for help.	68%	80%	42%	45%	71%	100%	59%
Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	66%	77%	53%	49%	64%	0%	67%
Minority students are encouraged to participate in extra-curricular sports and activities.	61%	67%	44%	54%	61%	50%	63%
The diversity of the student population is represented in the teaching faculty and administration.	59%	66%	39%	51%	70%	50%	42%
Discipline practices that avoid suspension and expulsion are practiced.	47%	58%	29%	32%	43%	50%	42%
Minority student voices are sought out for representation on school committees.	44%	57%	29%	38%	48%	33%	38%
The district allocates resources to ensure struggling students receive support.	42%	60%	47%	22%	40%	50%	42%
Under-represented minority students have equal opportunity to participate in advanced programming.	37%	42%	39%	26%	39%	33%	31%
Discipline policies are equitably applied to all students.	29%	37%	19%	19%	33%	100%	23%
The district has eliminated practices that place under-represented minority students in lower level programming.	28%	28%	29%	21%	30%	0%	26%

Respondents were asked how they self-identify:

	All (1206)	Administrator (92)	Alumni (20)	Community Member Or Community ... (88)	Parent/Guardian Of A Student ... (520)	Student (2)	Support Staff (265)	Teacher (219)
American Indian or Alaska Native	1 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 0%
Asian	16 1%	0 0%	0 0%	1 1%	12 2%	0 0%	2 1%	1 0%
Black or African American	490 41%	61 66%	16 80%	26 30%	107 21%	2 100%	168 63%	110 50%
Hispanic or Latino/a	29 2%	3 3%	0 0%	1 1%	16 3%	0 0%	2 1%	7 3%
Native Hawaiian or Pacific Islander	1 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 0%	0 0%
Prefer not to respond	210 17%	10 11%	3 15%	19 22%	87 17%	0 0%	50 19%	41 19%
Two or More Races	58 5%	0 0%	0 0%	9 10%	25 5%	0 0%	18 7%	6 3%
White or Caucasian	401 33%	18 20%	1 5%	32 36%	273 53%	0 0%	24 9%	53 24%

APPENDIX V: CUSTOM ITEMS

This section includes custom survey items. The first record in each cell is response count. The second record in the cell is the response percent per role.

Experience closing opportunity/achievement gaps

	All (1309)	Administrato r (98)	Alumni (22)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (548)	Student (4)	Support Staff (291)	Teacher (251)
Important	407 31%	25 26%	8 36%	27 28%	190 35%	0 0%	78 27%	79 31%
Moderately Important	157 12%	5 5%	3 14%	5 5%	97 18%	1 25%	21 7%	25 10%
Not Important	29 2%	2 2%	0 0%	2 2%	19 3%	0 0%	1 0%	5 2%
Slightly Important	57 4%	1 1%	1 5%	7 7%	28 5%	0 0%	11 4%	9 4%
Very Important	659 50%	65 66%	10 45%	54 57%	214 39%	3 75%	180 62%	133 53%

Ability to manage complex systems and lead system-wide change

	All (1315)	Administrato r (98)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (550)	Student (4)	Support Staff (292)	Teacher (253)
Not Important	6 0%	0 0%	0 0%	1 1%	3 1%	0 0%	0 0%	2 1%
Important	384 29%	21 21%	10 43%	21 22%	159 29%	0 0%	84 29%	89 35%
Moderately Important	104 8%	6 6%	3 13%	5 5%	51 9%	0 0%	20 7%	19 8%
Slightly Important	20 2%	0 0%	0 0%	3 3%	7 1%	0 0%	5 2%	5 2%
Very Important	801 61%	71 72%	10 43%	65 68%	330 60%	4 100%	183 63%	138 55%

Experience leading an urban school system

	All (1311)	Administrato r (99)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (547)	Student (4)	Support Staff (291)	Teacher (252)
Important	337 26%	19 19%	8 35%	23 24%	167 31%	0 0%	67 23%	53 21%
Moderately Important	179 14%	12 12%	3 13%	16 17%	100 18%	1 25%	28 10%	19 8%
Not Important	25 2%	0 0%	0 0%	4 4%	14 3%	0 0%	1 0%	6 2%
Slightly Important	46 4%	2 2%	1 4%	5 5%	27 5%	0 0%	7 2%	4 2%
Very Important	724 55%	66 67%	11 48%	47 49%	239 44%	3 75%	188 65%	170 67%

Demonstrated ability building relationships with elected leaders, the business community, and philanthropic partners

	All (1314)	Administrato r (99)	Alumni (22)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (549)	Student (4)	Support Staff (294)	Teacher (251)
Important	474 36%	35 35%	9 41%	26 27%	197 36%	2 50%	117 40%	88 35%
Moderately Important	268 20%	19 19%	5 23%	17 18%	131 24%	0 0%	55 19%	41 16%
Not Important	46 4%	1 1%	0 0%	5 5%	29 5%	0 0%	4 1%	7 3%
Slightly Important	70 5%	6 6%	0 0%	5 5%	38 7%	0 0%	7 2%	14 6%
Very Important	456 35%	38 38%	8 36%	42 44%	154 28%	2 50%	111 38%	101 40%

Experience as an educator

	All (1313)	Administrato r (98)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (550)	Student (4)	Support Staff (292)	Teacher (251)
Important	282 21%	16 16%	5 22%	24 25%	143 26%	2 50%	61 21%	31 12%
Moderately Important	117 9%	9 9%	2 9%	12 13%	69 13%	0 0%	17 6%	8 3%
Not Important	24 2%	1 1%	0 0%	3 3%	15 3%	0 0%	2 1%	3 1%
Slightly Important	27 2%	2 2%	0 0%	3 3%	14 3%	0 0%	6 2%	2 1%
Very Important	863 66%	70 71%	16 70%	53 56%	309 56%	2 50%	206 71%	207 82%

Commitment to equity

	All (1310)	Administrato r (98)	Alumni (23)	Community Member Or Community ... (94)	Parent/Guar dian Of A Student ... (548)	Student (4)	Support Staff (292)	Teacher (251)
Important	351 27%	31 32%	7 30%	23 24%	139 25%	0 0%	85 29%	66 26%
Moderately Important	160 12%	20 20%	2 9%	11 12%	88 16%	2 50%	18 6%	19 8%
Not Important	59 5%	3 3%	0 0%	6 6%	43 8%	0 0%	1 0%	6 2%
Slightly Important	55 4%	5 5%	0 0%	7 7%	32 6%	0 0%	7 2%	4 2%
Very Important	685 52%	39 40%	14 61%	47 50%	246 45%	2 50%	181 62%	156 62%

Knowledge of Atlanta Public Schools and communities served

	All (1312)	Administrato r (98)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (550)	Student (4)	Support Staff (291)	Teacher (251)
Important	356 27%	29 30%	6 26%	24 25%	147 27%	0 0%	74 25%	76 30%
Moderately Important	244 19%	16 16%	5 22%	25 26%	128 23%	1 25%	42 14%	27 11%
Not Important	57 4%	2 2%	0 0%	4 4%	28 5%	0 0%	12 4%	11 4%
Slightly Important	104 8%	4 4%	0 0%	9 9%	70 13%	1 25%	10 3%	10 4%
Very Important	551 42%	47 48%	12 52%	33 35%	177 32%	2 50%	153 53%	127 51%

Effective communication skills with honesty and transparency

	All (1305)	Administrato r (96)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (549)	Student (4)	Support Staff (288)	Teacher (250)
Important	230 18%	11 11%	4 17%	17 18%	112 20%	0 0%	45 16%	41 16%
Moderately Important	23 2%	3 3%	0 0%	1 1%	11 2%	1 25%	4 1%	3 1%
Not Important	1 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 0%
Slightly Important	3 0%	0 0%	0 0%	1 1%	1 0%	0 0%	0 0%	1 0%
Very Important	1,048 80%	82 85%	19 83%	76 80%	425 77%	3 75%	239 83%	204 82%

Commitment to empowering stakeholder and student voice

	All (1312)	Administrato r (99)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (549)	Student (4)	Support Staff (292)	Teacher (250)
Important	514 39%	37 37%	8 35%	40 42%	226 41%	1 25%	112 38%	90 36%
Moderately Important	196 15%	20 20%	3 13%	15 16%	90 16%	1 25%	29 10%	38 15%
Not Important	16 1%	0 0%	0 0%	2 2%	8 1%	0 0%	1 0%	5 2%
Slightly Important	43 3%	5 5%	1 4%	2 2%	18 3%	0 0%	11 4%	6 2%
Very Important	543 41%	37 37%	11 48%	36 38%	207 38%	2 50%	139 48%	111 44%

Proven record of being visible and actively engaged in schools

	All (1312)	Administrato r (99)	Alumni (23)	Community Member Or Community ... (94)	Parent/Guar dian Of A Student ... (549)	Student (4)	Support Staff (292)	Teacher (251)
Important	406 31%	30 30%	8 35%	32 34%	174 32%	2 50%	91 31%	69 27%
Moderately Important	201 15%	12 12%	2 9%	12 13%	106 19%	0 0%	34 12%	35 14%
Not Important	20 2%	1 1%	0 0%	3 3%	8 1%	0 0%	0 0%	8 3%
Slightly Important	42 3%	2 2%	0 0%	3 3%	20 4%	1 25%	8 3%	8 3%
Very Important	643 49%	54 55%	13 57%	44 47%	241 44%	1 25%	159 54%	131 52%

Demonstrated leadership in improving educational outcomes for students

	All (1313)	Administrato r (99)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (550)	Student (4)	Support Staff (291)	Teacher (251)
Important	360 27%	18 18%	6 26%	18 19%	169 31%	1 25%	78 27%	70 28%
Moderately Important	79 6%	4 4%	2 9%	8 8%	41 7%	1 25%	8 3%	15 6%
Not Important	10 1%	0 0%	0 0%	2 2%	2 0%	0 0%	0 0%	6 2%
Slightly Important	8 1%	1 1%	0 0%	1 1%	4 1%	0 0%	0 0%	2 1%
Very Important	856 65%	76 77%	15 65%	66 69%	334 61%	2 50%	205 70%	158 63%

Experience as a principal

	All (1315)	Administrato r (99)	Alumni (23)	Community Member Or Community ... (95)	Parent/Guar dian Of A Student ... (550)	Student (4)	Support Staff (293)	Teacher (251)
Important	329 25%	23 23%	7 30%	24 25%	137 25%	1 25%	69 24%	68 27%
Moderately Important	324 25%	12 12%	3 13%	24 25%	167 30%	2 50%	72 25%	44 18%
Not Important	117 9%	9 9%	1 4%	8 8%	57 10%	0 0%	25 9%	17 7%
Slightly Important	118 9%	7 7%	2 9%	14 15%	60 11%	0 0%	21 7%	14 6%
Very Important	427 32%	48 48%	10 43%	25 26%	129 23%	1 25%	106 36%	108 43%



ALL
Means Every
Atlanta Leaders for 100% Literacy

A movement of faith, community, higher education, business, civic, and civil rights organizations coming together to support APS leadership committed to radical and immediate literacy reform.

Dear APS Board Members,

We, the undersigned, write to you out of a profound desire to support you in the search for a new Superintendent for the Atlanta Public Schools. We know the process for the search is beginning and we are grateful that you and Board Chair Eshé Collins recognize that the selection of APS's new Superintendent will be essential to ending our city's illiteracy crisis. The national evidence is unambiguous that reading proficiency by the end of 3rd grade is the most powerful predictor of lifetime achievement for all children. Three cities (Atlanta, Washington DC and Houston) rank as the places where children receiving free and reduced lunch trail more advantaged children by the widest margins in the entire nation in literacy outcomes. Additionally, both Atlanta and Washington DC rank as the two cities where access to literacy is most predetermined by race. Atlanta does not want to be, nor should we be, positioned this way in comparison to other US cities. We must face up to the fact that we are failing our children.

We write to say that we realize that we all must do better – in Atlanta and points beyond. And we believe, as the leader of the Georgia Literacy Council recently put it, that this is “Georgia’s most solvable problem.” Two years ago, the Woodruff Foundation and the United Way of Metro Atlanta made a comprehensive investment to bring “structured literacy” – in other words, the “science of reading” – to all eight elementary schools in the increasingly diverse suburb of Marietta. As a result, in this past year, Marietta 3rd graders made 5 times the gains in their reading proficiency as the state average, with even greater percentage gains among Marietta’s Black children and those receiving free and reduced lunch.

The issue is not that our children cannot learn to read. The research is clear that the science of reading has proven **that all children can learn to read no matter their race or economic background**. The issue is, we have not consistently prioritized literacy **as the most important education focus** and have not made the necessary investments of time and resources in the training of teachers across the board in the science of reading, nor have we invested enough dedicated classroom reading time daily, to move the needle. However, the Marietta Public School System has now demonstrated that committing to the science of reading with determined focus, training and relentless dedication consistently results in substantive and measurable gains by all students and has demonstrated the most gains by Black students whose scores are currently the lowest.

We know Atlanta can do the same. In fact, the work has already begun. At Grady Hospital, for example, Atlanta has something no other city in the world has – a hospital intent on delivering “language nutrition” from birth through its pioneering Talk With Me Baby program. That program already has gained the attention and support of national experts as the flagship for what should be a new perinatal national standard of care. Also, Mayor Andre Dickens has charted the path forward through the Mayor’s Promise to “make Atlanta the best place in the country to raise a family,” partly through his \$5M focus on early language and literacy as part of a wider \$20M community effort, PAACT: Promise All Atlanta Children Thrive, focused on children birth to 5.

APS, consistent with the objectives of its Board and interim Superintendent Dr. Danielle Battle, has further declared literacy a central focus this year, establishing key activities to begin to help to improve outcomes.

However, this is only a beginning. We could not believe more strongly that the next Superintendent must commit to and deepen and expand this work if we are to realize radical change for all children in the school district which lies at the core of Atlanta's identity, geographically and historically. The evidence from Marietta Public Schools is clear. It took two years of intensive live coaching in structured literacy to produce jaw-dropping gains for 3rd graders. And none of those gains would have happened without the leadership of the Superintendent, Grant Rivera, who made an unconditional commitment to literacy as his top and abiding priority. He further needed and enjoyed the unequivocal support of the Marietta Board of Education each step of the way. And the work in that school district is not over. They are doubling down on their efforts in 2023-24 to pursue universal literacy for their children.

We ask, in this letter of support, that this same unflinching commitment to the primacy of literacy be firmly embedded as the focal point in the job description of the new APS Superintendent as you begin the search. We also ask that this mandate be made crystal clear to the search team and all APS Superintendent candidates throughout the search process as well.

Atlanta landed the 1996 Olympics. And it landed the 2026 World Cup. Now we, the undersigned, believe we need to land a world-class Superintendent devoted to ensuring that all our children can learn to read and go on to determine their destinies in a way that becomes the model for the nation. Continuing cycles of failure on this front are devastating not only to Our Children but to all of us. "Our Atlanta" is poised more than ever for greatness as a city that can work for everyone. As such, we stand together, ready to assist you in concrete and comprehensive ways that we look forward to determining together in the months ahead.

The signatories below, representing a diverse array of professions and sectors, including public, private, non-profit, and faith leaders, unite with a shared purpose rooted in our collective moral imperative: Our voices resonate as one in advocating for our children. Across the spectrum of our beliefs, we acknowledge this crucial moment demanding intentional action. For too long, generations of children have been denied access to literacy, a basic civil and human right, and consequently, forever locked out of their destinies. The incremental steps taken towards liberation for our children are no longer sufficient for any of us. We know that "justice delayed is justice denied," and we stand united, committed to effecting immediate change for the future of every child, irrespective of background or circumstance.

With renewed hope in our shared future and continuing appreciation for your public service,

Nancy Flake Johnson, Co-Chair, All Means Every
President/CEO, Urban League of Greater Atlanta

Rev. Dr. Kevin Murriel, Co-Chair, All Means Every
Senior Pastor, Cascade United Methodist Church

John Ahmann President/CEO, Westside Future
Fund

Jay Bailey President/CEO, HJ Russell Innovation
Center for Entrepreneurs

Chris Appleton CEO, Art Pharmacy

Nell Benn CEO, Agape Youth & Family Center

Terri Badour Executive Director, American Red
Cross

Rabbi Peter Berg Senior Rabbi, The Temple

Rev. Dr. Andrew K. Barnett Senior Associate Rector,
All Saints Episcopal Church

J. Veronica Biggins Managing Partner, Diversified
Search Group

Katy Barksdale President, Rockdale Foundation;
Former Chair, Atlanta Board of Education

Mindy Binderman Executive Director, GEEARS:
Georgia Early Education Alliance for Ready
Students

Dr. Gary Bingham Chair, Dept. of Early Childhood and Elementary Education, GSU
Stephanie Blank Community Leader, Advocate for Children and Women
Emily Boatright Former Principal, Sarah Smith Elementary School
Bill Bolling Founder/Chair/Senior Advisor, Food Well Alliance
Rev. Bill Britt Senior Minister, Peachtree Road United Methodist Church
Christine Brodnan President, The Junior League of Atlanta
Frank Brown, Esq. CEO, Communities in Schools of Atlanta, Inc.
Rodney Bullard CEO, The Same House
Helen Butler Executive Director, Georgia Coalition for the Peoples' Agenda
Rev. Henry Bush Assistant Pastor, Cascade United Methodist Church
La'Keitha Carlos Chief of Staff to CEO Michael Thurmond
Amy B. Cheng President, Atlanta Bar Association
Pearl Cleage Poet Laureate, City of Atlanta
Nikki Clifton President, UPS Foundation
Ellyn Cochran President/CEO, Quality Care for Children
Kathy Colbenson President/CEO, Chris 180
Greg Cole Executive Director, Emmaus House
Carol S Collard, PhD, LMSW President/CEO, CaringWorks, Inc.
Joli C. Cooper Executive Director, GreenLight Fund Atlanta
Shan Cooper CEO, Journey Forward Strategies
Ann Cramer Retired, Director of Corporate Citizenship for Americas, IBM
Adrian J. Cronje CEO, Balentine
Ted R.H. Cummings President/CEO, Onyxmsgroup
Ann Curry Chairman and Chief Client Strategist, Coxe Curry & Assoc.
Tom Daly Founder/CEO, AppVault
Leona Davenport Executive Director, Atlanta Business League
Donna Davidson President/CEO, Easter Seals of North Georgia
Clark H. Dean Executive Managing Director, TRANSWESTERN
Allison Dukes CFO, Invesco Ltd.
Rev. Dr. Gerald L. Durley Pastor Emeritus, Providence Missionary Baptist Church

Tanya Egins Executive Director, Cool Girls, Inc.
Rev. Gregory C. Ellison II, Ph.D. Founder and Executive Director of Fearless Dialogues
Tina Engberg State Leader, Decoding Dyslexia Georgia
Amy Erickson Executive Director, Reach Out and Read Georgia
Vicki Escarra concerned citizen
Jimmy Etheredge Retired CEO, North America, Accenture
Dr. Gregory L. Fenves President, Emory University
Frank Fernandez President/CEO, Community Foundation for Greater Atlanta
Dr. George French President, Clark Atlanta University
Renee Glover Founder, The Catalyst Group
Ryan Grant Founder/CEO, The Grant Partners
Gerald Griggs President, Atlanta NAACP
Andre Greenwood Georgia Interim CEO, Aetna Better Health of Georgia and Board Chair, The Andrew and Walter Young Family YMCA
Stuart Gulley, Ph.D President, Woodward Academy
Roy Hadley Counsel, Adams and Reese LLP
Sybil Hadley General Counsel, Southern Poverty Law Center
Dr. Cynthia L. Hale Senior Pastor, Ray of Hope Christian Church
Joseph Handy Former CEO, The Georgia Aquarium
Rev. Kevin Joel Hankins Senior Pastor, Dodd Sterling United Methodist Church, Atlanta
John Hardman Managing Director, WoodLeaf Partners
Juanika Harper APS Parent
Adam Harrell Founder, Nebo
Rev. Agnes Harvey Associate Pastor, Cascade United Methodist Church
Doug Hertz President/CEO, United Distributors
Keisha N. Hines Founder & CEO, Coltrane Hyde
Josh Hirsh Executive Managing Director, JLL
Rev. Canon Lauren Holder Cathedral St. Philip
Tommy Holder Chairman, Holder Construction
Bob Hope President, Co-Founder, Hope Beckham, Inc.
John P. Hutchins Partner, Baker Hostetler
Beverly Iseghoni, JD Principal, BMI & Associates
Sharla Jackson, Esq. Senior Manager, Prosecuting Attorneys' Council of Georgia
Lolita Browning Jackson CEO, Four Cs Consulting, LLC

Dr. Kevin James [President, Morris Brown College](#)
Kwame Johnson [CEO, Big Brothers Big Sisters of Atlanta](#)
Shawnell Johnson [Director, Promise All Atlanta Children Thrive \(PAACT\)](#)
Rabbi Ari Kaiman [Congregation Shearith Israel](#)
Tinashe Kajese-Bolden [Artistic Director Alliance Theatre](#)
Soumaya Khalifa [Executive Director, Islamic Speakers Bureau of Atlanta](#)
Rev. Dr. Bernice A. King [CEO, The King Center](#)
Katie Kirkpatrick [President/CEO, Metro Atlanta Chamber](#)
Lauren Koontz [President/CEO, YMCA of Metro Atlanta](#)
Randy Koporc [EVP, Regional President, Fifth Third Bank of Georgia](#)
Gaurav Kumar [President, Andrew J. Young Foundation](#)
Debra Lam [Founding Executive Director, Partnership for Inclusive Innovation](#)
Rev. Rebekah Close LeMon [Senior Pastor, Trinity Presbyterian Church](#)
Stephen E. Lewis [Chair, Troutman Pepper Hamilton Sanders LLP](#)
Steve Linowes [General Manager, Agamon Health](#)
Michael Lipton [Executive Vice President/Principal, Colliers Office & Healthcare](#)
Milton Little [President/CEO, United Way of Greater Atlanta](#)
Dennis Lockhart [Retired, CEO, Federal Reserve Bank of Atlanta](#)
Ana Magana [Executive Director, Professional Family Child Care Alliance of Atlanta](#)
Rev. Monica Mainwaring [Rector, St. Martins in the Fields](#)
Rev. Dr. Simon Mainwaring [Rector, All Saints' Episcopal Church](#)
Richard Makerson [CEO/Managing Partner, BlueFletch](#)
S. Wade Malone [Co-Chair, Atlanta Bar Associate Summer Law Internship Program for High School Students](#)
Tim Mapes [President, Delta Airlines Foundation](#)
Santiago Marquez [CEO, The Latin American Association](#)
Rev. Canon George M. Maxwell, Jr. [Vicar, Cathedral of St. Philip](#)

Rev. Dr. Jennifer M. McBride [Associate Rector, All Saints' Episcopal Church](#)
Cat DaCosta McAfee [Executive Director, LaAmistad](#)
Gerald McDowell [Executive Director, ATL Airport Community Improvement Districts](#)
Dr. Terri McFadden [Past President, GA Chapter American Academy of Pediatrics](#)
Gavin McGuire [Executive Director, Grove Park Foundation](#)
Reggie McKnight [Community Leader](#)
Addison H. Meriwether, [MCR Executive Director, Cushman and Wakefield](#)
Malcolm Mitchell [Founder/CEO, Share the Magic Foundation](#)
Hala Modellmog [President/CEO, The Woodruff Arts Center](#)
Josh Moffitt [CEO, Silverton Division, Silverton Mortgage](#)
Dave Moody [President/CEO, C.D. Moody Construction Company](#)
Jill Morrisey [CEO, Camp Twin Lakes](#)
Chris Moses [Artistic Director, Alliance Theatre](#)
Jessica Nunan, [LMSW Co-CEO, Caminar Latino-Latinos United for Peace and Equity](#)
Michelle Nunn [President/CEO, CARE USA](#)
Charles F. Palmer [Partner, Troutman Pepper](#)
Chad C. Parker [President/General Manager, East Lake Golf Club](#)
William Pate [President/CEO, Atlanta Convention & Visitors Bureau](#)
Brigitte Peck [Founding Partner/Owner, Capstone Advancement Partners](#)
Egbert Perry [President/CEO, Integral](#)
Mitch Reiner [Managing Partner, Capital Investment Advisors](#)
Rev. Alex Revelle [Assistant Pastor, Cascade United Methodist Church](#)
Chris Rich [Founder/CEO, Hawque Protection Group](#)
Jerome Roberts [GVP of Marketing, Blume Global](#)
Blythe Keeler Robinson [President/CEO, Sheltering Arms](#)
Heather Rocker [President/CEO, Women in Technology](#)
David Roemer [President/CEO, Ideas United](#)
Hedy Rubinger [Partner, Arnall Golden Gregory LLP](#)
Rev. Dalton Rushing [Senior Pastor, Decatur First United Methodist Church](#)

Jill Savitt [President/CEO National Center for Civil and Human Rights](#)
Rep. Kim Schofield [D-63 \(Atlanta, East Point, College Park, Hapeville and Union City\)](#)
Sachin Shailendra [President, SG Contracting](#)
Nzinga Shaw [Global Diversity, Equity, and Inclusion \(DEI\) Speaker](#)
Rita A. Sheffey [Executive Director, Atlanta Legal Aid Society](#)
Rev. Dr. Denise Shepherd-Moss [Priest Associate, All Saints' Episcopal Church](#)
Rev. Martha Simmons, Esq.
Chris Sizemore [CEO, INCISIVE](#)
Carla Smith [Executive Director, Metro Atlanta, American Heart Association](#)
Nathaniel Smith [Founder/Chief Equity Officer, Partnership for Southern Equity](#)
Rev. Sean Smith [Senior Pastor, New Horizon Baptist Church](#)
Rev. Dr. Theophilus J. Stanford [Senior Pastor, Cliftondale United Methodist Church](#)
Rev. Dr. Carolyn Stephens [Senior Minister, Saint Mark United Methodist Church](#)
The Rev Martha Sterne [Retired, Diocese of Atlanta](#)
Larry Stewart [Board Chair, Atlanta Housing](#)
Fabiola Charles Stokes [Community Leader](#)
James R. Summer III [Managing Director, EY](#)
Rev. Dr. Tony Sundermeier [First Presbyterian Church of Atlanta](#)
Christina Szczepanski [President, Reinvestment Fund](#)
Dr. Beverly Daniel Tatum [President Emerita, Spelman College](#)
Rev. Paul Thibodeaux [Lead Pastor, Impact Church](#)
Rev. Kenya Thompson [Emmaus House](#)
Rev. Nontombi Naomi Tutu [Priest Associate, All Saints' Episcopal Church](#)
Pat Upshaw-Monteith [President/CEO, Leadership Atlanta](#)

Kyle Waide [President/CEO, Atlanta Community Food Bank](#)
Jennifer Grant Warner [President/CEO, Fernbank Museum of Natural History](#)
Mark D. Wasserman [Managing Partner, Eversheds Sutherland \(US\) LLP](#)
Matt Westmoreland [Post 2 At Large, Atlanta City Council](#)
Rev. Tasha M. Wiggins [Pastor, Vinings United Methodist Church](#)
Sandra Williams [President, Atlanta North Georgia Labor Council](#)
Elizabeth Wilson [Executive Director, Georgia Minority Enterprise Network](#)
Ryan Wilson [CEO/Founder, The Gathering Spot](#)
Amber Woolfolk [CEO, Solve Tutoring](#)
Chris Womack [President/CEO, Southern Company](#)
Comer Yates [Executive Director, Atlanta Speech School](#)
Andrew Young [Former US Ambassador to the United Nations](#)
David Zalik [CEO, GreenSky](#)

NAEP 2022 Reading Outcomes: Trial Urban District Snapshot Report
from NAEP.com: Nation's Report Card

City / District	4th Grade Reading at or Above Proficiency				
	White	Black	Hispanic	Eligible for Free or Reduced Lunch	Not Eligible for Free or Reduced Lunch
National	42 (11)*	17 (3)	21 (4)	19 (3)	46 (14)
Albuquerque	42 (13)	N/A	17 (4)	14 (3)	48 (17)
Atlanta	65 (20)	11 (2)	29 (6)	9 (1)	51 (16)
Baltimore City	N/A	10 (1)	6 (1)	7 (1)	18 (4)
Boston	60 (19)	16 (2)	16 (3)	20 (4)	50 (20)
Charlotte	64 (26)	18 (3)	17 (3)	16 (3)	40 (14)
Chicago	53 (19)	13 (2)	19 (3)	15 (2)	47 (15)
Clark County (NV)	38 (8)	10 (1)	18 (3)	24 (5)	N/A
Cleveland	13 (4)	5 (1)	8 (1)	7 (1)	N/A
Dallas	N/A	13 (2)	15 (2)	13 (1)	52 (14)
Denver	63 (26)	14 (2)	14 (3)	11 (2)	48 (18)
Detroit	N/A	6 (1)	4 (0)	5 (0)	9 (2)
Washington DC	85 (48)	16 (3)	22 (7)	18 (5)	72 (37)
Duval County (FL)	42 (10)	16 (1)	23 (3)	21 (3)	39 (10)
Fort Worth (TX)	43 (12)	11 (1)	12 (1)	11 (1)	46 (12)
Guilford County (NC)	49 (16)	16 (2)	17 (3)	12 (2)	41 (11)
Hillsborough County (FL)	54 (18)	23 (4)	33 (8)	27 (5)	64 (23)
Houston	60 (21)	11 (1)	14 (2)	12 (1)	59 (20)
Jefferson County (KY)	40 (11)	13 (2)	15 (2)	18 (3)	50 (15)
Los Angeles	62 (22)	18 (2)	16 (3)	16 (3)	50 (14)
Miami-Dade	64 (17)	20 (3)	40 (9)	32 (6)	59 (17)
Milwaukee	43 (11)	5 (1)	9 (1)	8 (1)	30 (8)
New York City	47 (18)	11 (1)	16 (3)	19 (5)	47 (18)
Philadelphia	37 (14)	7 (1)	9 (1)	10 (2)	34 (12)
San Diego	54 (17)	21 (2)	22 (5)	23 (5)	56 (21)
Shelby County (TN)	N/A	12 (2)	15 (4)	10 (1)	27 (9)

*Numbers in parentheses indicate the percentage of At or Above Proficient students reading at NAEP Advanced level

Attachment B: Synthesized Notes from all Interviews and Focus Groups

What do stakeholders value regarding APS Schools? What strengths do you desire to retain and build upon?

- Leadership of the school is very important. The change in leadership has led to positive changes and example is Crawford Law Middle School
- School leadership is supportive. School-wide community gatherings are bringing us together. Instructional coaches are assisting with new curriculum initiatives.
- SEL has been a great addition to the schools.
- Our administrator cares about us, is extremely supportive, and they are true instructional leaders.
- Howard Middle School -Communication is going well from the district level- even over-communicating. It's going well. Things seem more transparent about what's going on in the district and other schools.
- Positive energy that Dr. Battle has promoted (2)
- Focus on literacy must continue
- Early childhood center work (e.g., Sheltering Arms)
- Schools currently have a little more local control
- Transparency and completion of initiatives led by Dr. Battle
- Continue to focus on using data to inform decision-making
- Promotion of more options for Virtual Learning
- Communication has improved
- Continue sharing best practices amongst schools
- Barack & Michelle Obama School & Sylvan Middle Schools achieves high parent engagement
- SEL Programs are working well (e.g., holistic centers, "The Den")
- Individual SEL Lessons including online opportunities
- Summer Programming
- Pockets of excellence
- Experienced principals who develop programming/retain staff
- Taxpayers have been very generous (e.g., SPLOST Referendums passed by 80%)
- Highly funded district relative to rest of state
- Good return on investments in building projects funded by SPLOST
- Breadth of academic programs is strong (e.g., AP Courses)
- Some bright spots
- Some charters and traditional schools working together
- Spirit of partnership
- Partnerships less transactional and more collaborative
- New initiatives around equity
- COVID Response was effective (e.g., distribution of technology)
- Collaboration with partner organizations
- Board of Education members receptive to listening to partner organizations
- Last two(2) Superintendents have focused on the children
- Technical training related to careers for students
- Partnership with Achieve Atlanta
- Community partner focused, particularly the ease of partnering
- Comfortability with meeting parents/families students on the ground; this is a strength of past leaders
- Great administrative leadership
- Smart Capital Investments
- Overall infrastructure has improved to improve many campuses
- Improved relationships with the City (e.g., parks, property swapping, housing)

- Teacher quality has increased
- Public/private relationships have improved/increased
- Family Outreach events/efforts
- Communication between schools to share and implement best practice(s)
- Visibility of Superintendent
- Schools are doing what they say they are doing
- Communication between District and schools
- Student Advisory Council
- Expanded Cabinet Meetings with staff and students
- Increased security measures supporting walking students to bus and train stops (KIPP)
- Food is improving
- System success
- APS has transitioned from a large urban school district to a city-based school district in response to student/family needs
- More a symbiotic relationship developing between economic development and school district shift to city-based schools
- Level of Community Engagement is increasing
- Great school level leadership
- Focus on wrap-around services
- Focus on partnerships
- Student centered approach.
- Legacy
- Operational excellence
- Advisory committees
- Equity policies
- Strong legacy of APS
- Mental health services, although this does not extend to charter schools that represent 20% of APS students.
- Resiliency
- A strong sense for district legacy with untapped potential was a recurring theme.
- A number of stakeholders echoed the strength of external partners and the importance of expanding this support network.

What are the issues this District currently faces, and, as importantly, will be facing in the next three to five years? When we recruit, we look for someone who desires an extended tenure in the district so it is important that your new superintendent has the skills necessary to address both current, as well as future issues.

- A lot of development is needed. The new superintendent must realize that the schools are different - don't make initiatives to make all the schools do the same things. Different needs for different schools.
- 3-5 years - technology. Making sure it's equitable across the district and to keep up with the changing times. Need to be cutting edge.
- In my school, it is the first time that we have a bilingual principal. (Spanish-English) Based on that, the community started participating more, knowing that we have a high number of ESOL students, and it has created a more welcoming environment.
- I love the fact that our current administration is a lot more visible/active at the school level, and they have a warm and welcoming personality.
- Continued overcrowding in the Midtown Cluster
- Also, to add to that, ensuring that long-term plans are being developed to ease overcrowding.
- Emphasis on teacher development and retention.
- Access to mental health support for students, including anxiety and depression

- I would second that. I think autonomy is important for each cluster/school.
- Elementary schools house bill and literacy - heavyweight coming their way with the new hb, new supt needs to make sure we support these teachers to retain them.
- I also think access to mental health resources for teachers/employees is important too.
- Someone who values voice and relationships/connections with teachers, school administration, and students.
- Loan forgiveness?
- An overhaul in the breakfast and lunch programs should be examined. I have witnessed so much food waste because the kids deem the food inedible.
- I agree. We waste a lot of vegetables in our Fresh Fruit and Vegetable program because they are provided vegetables that they really can't eat while at school; many of these food items are usually cooked when we eat them at home.
- Being mindful of the amount of changes or new initiatives being implemented at one time.
- A superintendent that is knowledgeable about current best educational practices (for example science of reading) so that the students in the district can thrive and grow with their literacy.
- A lot of students are not able to read on grade level, teachers are implementing practices but those practices are not best practices.
- Know Atlanta, our needs which are different cluster to cluster, school to school and thus autonomy is needed
- System of evaluation that promotes teacher reflection and execution of effective pedagogy
- Constantly changing curriculum
- Budgeting/Staffing for Dyslexia Screenings
- Ensuring recruitment of high-quality teachers
- Execution of targeted professional development
- Progress monitoring for literacy rates
- Culture of the district is a concern
- Loss of great administrators due to frequent Superintendent turnover
- Nurturing the development of new principals (22)
- Decline in proficiency rates in reading and math for students of color
- Closing the opportunity and achievement gaps for students of color
- Too rushed to find a new leader
- Human resources issues relative to onboarding; needs streamlining to avoid losing qualified educator candidates
- Oversight of school level instructional practices to ensure equitable access to high level pedagogy
- Redistricting
- Relationship with the City
- Policy issues (e.g., Mays)
- Online programs have supplanted direct instruction – No More Online Programs
- Need a dramatic focus on special education
- Transportation is a big problem, particularly for schools with multiple campuses
- Collaboration between central office departments needs much attention
- Need a more collective effort from central services
- Testing windows and instructional pacing needs adjustment to allow for student learning
- Be mindful of the pace of change – too much change too soon will not be well received
- Current “canned” programs are not allowing teachers to teach (e.g., Amplify for ELA and math curriculum at the middle level)
- The delivery of special education services including scheduling of initial meetings is currently inequitable among schools across the district
- Culture & Climate is negative, particularly at lower performing schools; unsupportive of teachers
- Funding is inequitable for Signature Programs in North Atlanta Schools (i.e., IB Programs)

- Disproportionate levels of success across schools and neighborhoods
- Dramatically undeserving children of color as evidenced by literacy rates
- Lowest performing district in Metro Atlanta Area and yet highest level of funding
- No coherency to central office approach to systemic improvement efforts
- Lots of new principals (22)
- Enrollment boundary issues; vast amount of schools operating at either under or over capacity – Redistricting has been kicked down the road too long and must be immediately addressed
- May be a funding cliff ahead dependent on how the injection of federal funds were used over the last three years
- Need for more district-level leadership to focus on equitable and collaborative partnerships
- Additional staffing and support needed for partnerships
- Segregation; southwest side of town is equitably funded and has depressed level of qualified talent (e.g., AP teachers are not as strong as they are on the north side of town)
- Ensuring that students have access to high quality teacher and leaders
- Staying long-term
- Redistricting
- City dynamics are changing
- Disparity between wealth and poverty widening
- Teacher shortages
- Reduction of qualified teachers in the district
- Politics in Atlanta
- Not a united Board of Education
- Teaching to the test
- Teachers pressured to achieve high student performance on standardized tests
- Communication is not effective enough
- Parents who want more resources for their kids without an inclusive mindset regarding those students who have less and need more
- Two (2) superintendents in a short amount of time
- Turnover rate of leadership
- Will APS be attractive to a highly qualified school district leader
- Impact of interim on student achievement
- Need someone who is politically astute; can promote extended tenure in APS
- Can promote vision of district in a way that is influential
- Growing population
- Gentrification
- Redistricting complicated by private school opportunities and compounded by issues of race and economics
- Long-term facilities planning necessary
- Perception that too much resource has been dedicated to central office growth versus school-based support
- Striking the right chord for the use of instructional technology
- Need balance between curriculum-focused on academics and careers
- I agree!!!
- Building back trust with community with upper administration
- Convincing the community that tenure will be long term
- Increasing literacy rates
- Suspension rates are too high (Mays)
- School-based approach to remediating excessive tardiness (current system of sending students home is defeating goals of improving student achievement)
- Excessive testing that creates an unrealistic schedule for mastery of curriculum for students

- Housing Crisis – Gentrification of the beltline corridor and development of BRT Lines will continue to displace lower socioeconomic families
- Development of policy relative to reduce rate of transiency in the district
- High pockets of poverty
- Public transportation limits access for some parts of the district
- Building good relationship between the Mayor’s and Superintendent’s Offices
- Attendance zones needs Redistricting
- Communicating an inclusive vision for and with the school communities
- Focus on urgency, particularly as it relates to loss of learning due to pandemic
- Mental health challenges for students and teachers
- Building trust w/parents
- Garnering more authentic feedback from parents
- Literacy rates
- Wealth and opportunity gaps are the worst in the nation
- Literacy, staff retention and consistency in leadership were cited as primary issues facing the district.
- The collective sentiment indicated the new superintendent must be given adequate time to achieve “reasonable” objective attainment.
- There is a belief by many that a top-down leadership style has been a detriment. Many teachers have left.
- Numerous comments were made that the district attempts to resolve too many issues simultaneously resulting in a lack of focus and ultimate disappointment as issues persist year after year.
- Underperforming schools primarily located in underserved neighborhoods were highlighted as an example.
- APS is still recovering from a cheating scandal, board needs community confidence.
- APS creates self-inflicted barriers.

What are the personal and professional characteristics you and your community expect a superintendent to possess?

- A superintendent who knows that several online programs/initiatives implemented simultaneously are not a synonym for quality. Being consistent through time with some programs/instruction methodologies that are efficient and effective.
- School-based professional development has been welcomed this year, as well as having some time to work independently.
- I would love for it to be one of our own. I understand why there are benefits to going outside the district, but it would be great to see someone rise from within, who knows the organizations that can help make Atlanta Public Schools successful.
- Love that coaching will be part of the process for the new superintendent. The superintendent should be modeling their own professional development and reflection.
- Actively listen to all stakeholders
- Team Builder
- Accessible
- Visible
- Uniting
- Some who knows Atlanta
- Leader that has strength of convictions
- Courageous leader
- Uses data to inform decisions
- Values high engagement of parent leadership at every school
- Leader that will have immediate credibility in Atlanta
- Respectful of parents as children’s first teacher

- A leader that is willing to stand alone (be in opposition with the Board) when the community asks for support to meet their needs
- Equally respectful of parent voice from all parts of the community
- Effective Communicator to all stakeholder groups
- Personable
- Knowledge of APS Schools
- Approachable
- Believes in teachers and the work
- Works hard to achieve success targets
- Demonstrates skills in curriculum development and design
- Strong educational leadership skills
- Ability to develop effective leaders
- Instructional leader
- Team builder
- Strong leader that doesn't necessarily have urban experience
- Educationist; skilled administrator that is a systems thinker and understands APS as a social system
- Innovative
- Connected with sentiments of parents
- Builds trust
- Track for improving literacy rates
- Someone that can attract talent
- Track record for successful systemic improvement
- Leader who can generate enthusiasm and boost staff and community morale and confidence in the district
- Good communicator
- Leader with integrity and values transparency
- Leader who can garner instant credibility in the community
- Effective communication with all stakeholders (parents, students, families)
- Listen to student voice
- Able to lead through adversity
- Work in partnerships at all levels of local government
- Focused on racial equity
- Experienced in building good working relationship with the Board of Education
- Strong instructional leader (e.g., impact of AI on instruction)
- Effective Communicator for all sectors of the school district
- Understands the power of public relations
- Leader who is genuine
- Leader who understands how to build good relationships with the Board of Education
- Energetic
- All in for the students
- Bold, but not brazen
- Respectfully challenges the status quo
- Innovative
- Someone who understands the Greater Atlanta Area
- Embraces opportunities to get to the community at both the macro and micro levels
- Team builder
- Talent Acquisition and Retention
- Builds organizational capacity
- Needs a keen understanding of how important it is to prioritize civic relationships and philanthropic community as key stakeholder groups
- Public speaking skills; must be able to effectively communicate in a small living room to big audiences

- Communication savvy
- Articulate and defend district vision
- Win the hearts and minds of the middle of the organization, namely Asst. Principals and Principals
- Financially savvy
- African-American candidate
- Good Communicator
- Someone who can create effective systems of communication
- Equity-focused
- Leader who promotes equitable disciplinary measures at every school
- Candidate with a track record for success and not necessarily the most experienced
- Results-oriented
- Transparent Leader
- Visible Leader
- Open-Minded
- Culturally Proficient and Responsive
- Act as “voice” for all
- Experienced in development of policy that promotes equity
- Adaptive Leader
- Personable
- Respects Student Voice
- Has high expectation for student success
- Good relationship with community-based supports and organizations
- Familiar with Georgia Public Schools
- Works to sincerely know what is happening at schools (e.g., police officer clanging handcuffs at one school is retraumatizing some students)
- Effective Communicator to all stakeholder groups
- Innovative
- A leader who is able to regulate their level of passion and expertise to ensure relatability to a variety of stakeholder groups
- Understands the Greater Atlanta Region
- Good listener
- Leader with a vision
- Leader who develops other leaders
- Focus on equitable access to high quality prekindergarten programs
- Someone who has experience with closing gaps in diverse economic communities
- “Don’t Settle” on a candidate is a direct quote.
- Many stakeholders stressed the need for the search to begin with Atlanta-based candidates citing the importance of understanding the city’s unique nuances.
- They strongly believe the new leader must be politically savvy and be able to engage and connect with the community.
- Dynamic
- Other desired skills include passion, ability to think strategically, and assemble a strong competent cabinet while putting the needs of students first.
- A proven track record in fixing issues is also desired. Touching on key talking points is no longer enough.
- Many stakeholders stressed the need for a visionary who can understand the culture and can communicate effectively with internal and external stakeholders.
- Tenacity and character were stressed.

Attachment C: Verbatim Comments Provided in Survey by Constituent Group

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The comments included in this report are provided verbatim as they were written by survey respondents. No attempt has been made to redact or sanitize comments in any way. Certain information may be redacted, as allowed by the Georgia Open Records Act, prior to releasing this document to the public.

- 21st Century teaching and learning is critically important a push on innovative practices is needed. We must do things in a different way to get different results! Additionally, earned autonomy is a practice that is needed to explore..
- A leader that has the following:
 - experience with working in a majority urban school system
 - innovative ways to address the drastic differences among 75/85 South and 75/85 North
 - isn't afraid to challenge the status quo
 - reduces nepotism
 - differentiates the supports needed in different clusters
 - removes barriers for schools that aren't on the State list but still need additional funding and support
 - understands less is more for schools that are struggling
- A leader who will leverage the experience and quality of leadership staff already within the organization.
- A new superintendent must be able to manage rezoning and small schools. They also must be able to manage the issues with the partnership schools agreement. Finally, the elephant in the room is flexibility vs. centralization. No super can be successful when we don't know have a direction/model as a district.
- A superintendent rooted in the value of early literacy and the deployable tactical strategies that are producing the outcomes that mitigate the problems that present in later grades as exasperated SEL issues; and then may present throughout a child's educational journey.
- A superintendent that has no previous connection to APS. We need someone that has an open and clear mind that can come in and lead with no biases!
- A superintendent who will not create a large central office staff. The personnel needs to be in the schools not sitting in CLL. We also do not need all the technology in elementary schools. There should be district guidelines for younger grades about how much screen time is allowed for PK-5. Further, we do not need a bunch of new initiatives. Schools need to focus on READING and MATH and support for helping students get on grade level. We have done so much work with Foundational reading skills and we need to continue to do that work. It is disappointing that an expert in that work, [REDACTED], was run off by the [REDACTED] administration.
- Ability to show proven track record of fiscal responsibility. The new Superintendent needs to be able to run the district business side as a business.
- All departments need to be governed by equal regulation and opportunity.
- allocate every resource and dollar you possibly can to the schools. Think about someone who can be long term. [REDACTED] was great, what characteristics can the super bring that were like Hers? Don't allow one board member to dominate decision making.
- Atlanta Public Schools needs a fresh face and experienced superintendent. At this point, we need a black male with at least 3-5 years as a superintendent. They need to have clear data behind them and have the ability to work with a very diverse community. Additionally, APS needs a strong leader with a proven track record of success in closing the achievement gaps on a wide scale.
- Being honest and forthright. Not valuing the voice of certain communities and blatantly ignoring the voice of the voiceless.
- Completely focused on all students, team player, humble and listens well to all people, understands life in the classroom and schools, savvy enough to navigate politics but not a "pleaser", multi-tasker, data-driven, not focused on appearance.
- Continuity of key district programs and initiatives (e.g. APS 5, SEL, Board Goals, College and Career Access initiatives, etc.) and some leaders so that the superintendent transition doesn't create instability, uncertainty and too much transitional down time. Additionally, I think it is important for accountability related to school administrators and their leadership performance. Research says that a highly effective school leaders and teachers are keys for the success of the school and thus students. We have several schools with long-term principals who experience extreme turnover teacher every year, have consistently low growth and/or students achievement, are know to be difficult to work for, or have failed to fully embrace and implement key district initiatives. These principals have been given a pass for far too long and our students deserve the very best at every position.
- Creating boundaries for the school board. They should manage the superintendent not the district.
- Decisions should be made in the best interest of the students and political pressure should not be afforded priority.
- Equal Support for all subjects taught in schools.
- Equity across all content areas. Proper pay for responsibilities. Year for year steps for experience. Advanced degree pay for all instructional positions.
- Experience as a principal cannot be prioritized enough. Our last two superintendents have not had that experience and we've gotten mixed results. Let's try a leader that has been in the seat of building leaders.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Administrator

- I believe APS needs a strong leader who is student focused that can bring coherence to the Central Office. We also need a leader with proven experience with advancing student achievement in mathematics and literacy.
- I believe everything was captured in the survey questions.
- I believe that the new superintendent needs to fully understand social emotional learning as a foundation for changing adult mindsets and practices within the district. This is an entry point for equity work and prioritizing building strong relationships throughout the APS community. The next leader needs to be relatable and truly understand how to prioritize spending to meet the need of students.
- I believe that the next Superintendent should be an excellent communicator, have transparency, and be good at relationship building.
- I think they should recognize that cafeteria workers managers and food Assistant are important to, We work hard to and we should be recognize as part of the staffs, And we should have our special day to be recognize like teachers, nurses, principals, custodians, bus drivers, bus monitors, Crossing guards, secretary's, office assistant's, Cafeteria Monitor's, maintenance staff's, etc. We should be equal cause we work hard as everyone else. Please respect Cafeteria food Assistants & Cafeteria managers. Thank You, A Cafeteria Food Assistant????????????????
- Listening to and meeting the needs of both school-based staff and central office staff. The employees who work at CLL should be valued and listened to as much as those who work in the schools.
- Literacy, Math, Science, and Language
- look internally
- Making changes in such a large, complex, and diverse district take time. Continually changing superintendents and district leadership will not allow for sustainable change, but rather make it much more difficult and drive away passionate and effective employees at the district level. We need a superintendent in place who will make decisions that are best for the district and will be supported by their board and staff when the right decisions are made.
- N/A
- n/a
- None
- None at this time,
- Please check availability of [REDACTED], [REDACTED], or [REDACTED]
- prioritize someone with experience serving as a superintendent in an urban city setting with significant diversity and political influences that affect the school system.
- Remote work days.... they should be believers in Remote Workdays....
- Retaining Therapists and Mental Health staff in the school buildings
- Selecting an instructional leader with strong academic background in curriculum and instruction.
- Someone that has experience and knowledge of Atlanta Public Schools history so they are familiar with the dynamics of the city and can make better decisions our schools.
- Someone that understands the diverse needs of schools that give school leaders the autonomy to make adjustments to meet the diverse needs of the school in order to achieve positive outcomes
- Someone who is familiar with and enjoys working with children. Someone who is not fearful of differences in communities. Someone who is willing to make financial recommendations that reflect the goals and necessary priorities in the district. Someone who is willing to structure time for collaborative experiences within the district.
- someone who is hands on with instruction and also expects chiefs to monitor the work closely not just sit high and not inspect the quality of support provided by their teams
- Someone who is honest, visible and have the student's best interest in mind. Someone with qualities like our interim superintendent.
- Someone who loves students and staff.
- Someone who truly cares about the students, staff, and community

- Stability

It has been a very difficult three years, beyond the pandemic. The former superintendent was not a fit from the start. We have moved backwards in our evolution, which is unfortunate. Operations, such as facilities and transportation, have not had the accountability needed to sufficiently support the schools. Operations and Facilities problems get in the way of student achievement gains. Academics, Teaching and Learning Division has been all over the place, putting things into the schools that are not best practices. Though I understand [REDACTED] is not interested in continuing on, if she could remain a few years to provide stability to the district, it is needed from my perspective. She understands the history of APS and the importance of literacy, from several viewpoints as a principal and a leader helping across all clusters.

- Successful, proven experience with improving literacy. Knowledge and willingness to implement best practices with instruction. Knowledge & experience with building a healthy culture with staff. Energetic & excitement to meet new people.
- The ability to create a district-wide improvement strategy and work to get all departments pushing in the same direction
- The board has to take into account the factor of time when enacting change. If the new superintendent is to be successful clear guidelines, expectations and time need to be given. quick turnarounds most of the time do not yield effective and positive outcomes.
- The Board must consider the candidate's experience in organizational management. My current role necessitates work with almost every APS central office department, and no department is functioning at a serviceable level right now. The person hired must be willing to come in and comb through every single aspect of the system from the bottom up, and be willing to dismantle and rebuild departments that need a complete overhaul. Academically, the new superintendent must be willing to lead the charge to increase teacher pay, find creative ways to address low achievement in our perpetually underperforming (and poverty-stricken) schools and neighborhoods, and continue to provide the robust arts, athletic, and extracurricular offerings across the city.
- The current culture at APS is disheartening. Many employees are operating from a place of fear, anxiety and confusion. It is important for the next Superintendent to be intentional and strategic about he/she can bring this district together to support the work of our students and staff (in schools AND at the district level). Without this focus, the district will continue to be fractured, causing issues around retention and delayed, essential support for our students and staff.
- The district relies too heavily on programs purchased and does not build capacity for the teachers. The district must stop the "one size fits all" mandates to ensure authentic differentiation can occur. Teachers spend too much energy and time on compliance measures, paperwork, and prescribed programs, thus overburdening them and disabling their professional autonomy.
- The next Supt needs to believe that it's important to be visible in schools and in front of principals. Principal voice MUST be elevated in the district. They must have a sense of shared accountability where not only are schools responsible for student performance, but District Support staff are also held accountable for student performance at the schools they support.

The next Supt must be a problem solver; and must eliminate obstacles to supporting students.

The next Supt must believe that it's important for Principals and Assistant Principals to have varied experiences during their tenure in APS... After 5 - 7yrs, admin should be moved to new buildings within the district to provide them with different experiences and create a new energy around improvement in schools with new eyes.

There should be a pipeline for principals to advance in the district and serve in leadership roles without pay cuts.

The Supt should prioritize spending time in schools alongside leaders.

- The past couple of months have caused a lot of havoc, mixed messaging, and mistrust. There is an increased lack of communication and collaboration among departments. This has begun to impact all aspects of the organization and school-level and district-level staff are beginning to leave or are considering leaving the organization. The new superintendent will need to understand how to build and foster a culture of trust and collaboration.
- The superintendent must a strong institutional leader and have extensive knowledge of best practices in curriculum, instruction and assessment.

The next superintendent must be able to effectively supervise and evaluate the work of cabinet members. The superintendent needs to inspect the work in CLL departments, schools and classrooms to see if expectations are being met.

- This survey has captured the priorities pretty well. I am hopeful that [REDACTED], will be seriously considered for this opportunity
- Vision, communication, vulnerability, authenticity, transparency, and willingness to listen and receive feedback from those around them.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Administrator

- We definitely need a superintendent who is open to listening and learning versus making assumptions about the current state/status of the district. Failure to do so would potentially cause the district to digress versus move forward from the progress made under the previous two leaders. Additionally, it will be important to onboard a superintendent who has K through 12 school experiences and the ability to develop strong partnerships.
- We MUST hire from within. The next Superintendent MUST have personal knowledge of and proven experience working IN Atlanta Public Schools; and, especially someone with lived experiences in Atlanta Public Schools during this pandemic and the new landscape we face. He/she must recognize the adults (ALL ADULTS) who care for and support the children matter, not only the school-based adults. He/she must recognize the operational gaps in this organization and work to close them to benefit the whole of Atlanta Public Schools.
- We need someone who understands the deep, generational barriers to student success in Atlanta. The barriers go beyond what happens inside the school building. They are tied to generational inequities in education, job opportunities and even childcare and food deserts. Atlanta is a complex system. We need someone who understands that and can work those outside the school system to pull down these barriers.
- We want [REDACTED] to be our Superintendent

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Alumni

- A superintendent who understands the complexity of this district and it's students
- Changing landscape of the city and residents that with school aged children.

Funding considerations

- Emphasis should NOT be placed on standardized testing. In fact, we need to eradicate the GA Milestones and replace it with an adaptable test. Parents refusal to not participate in the GA Milestones should be honored. Families should not face punitive harms for refusing to allow their children to test. The GA Milestones does not and will NEVER measure what a child actually knows, nor does it determine if a student will be successful in life. To that end, the financial connection the Milestones has with school districts creates both an ethical and legal concern that should be addressed immediately!
- Experience with the students
- Homelessness in the district for our students, not having adequate tools and food during their time homeless. Clean clothes and a place to study that disconnect them from general population, and being able to be on the same level as their peers.
- I believe it is important to try and hire someone who is experienced in urban public schools and the needs of the community. Someone who has been an educator/teacher and emphasizes the mental health and diverse post-high school options students have.
- I feel that a broader, more robust search to produce the sole finalist is needed. The metrics to determine success should also be revisited for the superintendent. This is a difficult job. Sufficient and realistic time should be given to see sustainable outcomes. Parents need to be part of the solution for improving student academic growth. Programs like APTT should be more widely implemented to increase engagement to close the achievement gaps. Creative incentives and scheduling of parent -teacher conferences and collaboration is needed to prevent teacher burnout.
- It is time to rethink your pool of candidates. The old saying is "The definition of insanity is doing the same thing, the same way, and expecting a different outcome." Well Atlanta, you keep hiring the same types of people with eh same types of backgrounds and you keep getting a bad result. "THINK!!!!!" Perhaps, you need to hire someone like me. I was born here; graduated honors from APS; earned my 3 college degrees [doctorate, master of science and bachelor of fine arts] in 3 different states because I have learned to be successful in almost every educational environment. You need someone like me who can motivate students with a variety of interests to pursue and excel in them. A grand superintendent must be able to layout out a pathway for success for all of these students...not just a few. Change the leadership, change the direction and the students will soar! Find me: [REDACTED]
- Qualified educator that is from Atlanta and who understands the culture.
- Select a qualified Superintendent who has worked in the school system and is familiar with the culture. You all keep getting these people who are not vested in the system. Need a leader that is fiscally responsible. Does not make sense to have two near empty schools near Douglass when you should consolidate those three schools. Waste of money and resources. Build Douglass up again!
- Some who build positive culture and an experienced superintendent that is a black male with more than 4 years of supt experience. Someone like [REDACTED] in [REDACTED]
- Special Education Programming for moderate to severe students with Intellectual Disabilities

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Alumni

- The school system in metro Atlanta with the most consistency over the decades in improving student performance is Gwinnett County Public Schools. Undoubtedly key to that was having consistent leadership in the form of the same superintendent for TWENTY-FIVE YEARS.

A "typical" big-city tenure of six years is not enough. And thankfully, there is an incredible leader who was interested in leading Atlanta Public Schools beyond that time. The new School Board should invite [REDACTED] into the superintendent search process and, as they decide on the best choice, should consider who is likely to be a great, constant superintendent in APS not for years, but for decades.

- We need students to be politically aware. We do this by speaking their language and teaching them the departments and positions that affect them locally. Students leaving high school need to know who to call or engage with to make a change in whatever field they desire.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Community Member Or Community Partner

- The next superintendent of Atlanta Public Schools must have proficient academic achievement in the four recognized branches of knowledge: (1) Science, (2) Art, (3) Law and (4) Theological/Ethics. These four recognized branches of academic knowledge provides the ability to validate that which is true and factual. The next Atlanta Public School Superintendent must have the following prerequisites for professionalism: (1) Appropriate Academic Education. (2) Qualification by work experience, appropriate and relevant work experience in education and administrative capacities. (3) Possess sound ideological philosophy and subscribe to a humane universal code of ethics applicable for "First, Do No Harm." ETHICS.), and (4) Work for the Common Good of Humanity. Since humanity is living in precarious unprecedented times within an escalating unsustainable "CULTURE CRISIS," Atlanta must have a SUPERINTENDENT who is sufficiently courageous to implement the overlooked and desperately needed GEORGIA LAW, HOUSE BILL 605 (Character Education Law). This Law, passed in 1999, has 27 Character Traits that are DESPERATELY NEEDED TO SAVE OUR CHILDREN, OURSELVES AND NATION!!! (W. J. Webb)

1. The BOE needs to examine the candidate's experience overseeing and making transparent not only the allocation of resources/monies, but also how those resources are actually being used on a daily basis within the district's schools. We have one of the highest school-district property taxes in the state, yet our academic performance has remained low.
2. We could also benefit from a leader who could transform the mindset of APS educators regarding the academic potential of marginalized students. Eliminate all low-expectations and low-level academic tracking practices and expect that ALL students can achieve at or above grade level. Every classroom throughout the school day should represent the diversity of students within that school's population and the community it serves.
3. The candidate should have experience with classroom instructional practices and strategies that promote equity, engagement in and access to grade-level content for ALL students in ALL academic areas. This candidate should also have a plan to support program leaders and principals in equity-based instructional practices for historically marginalized students so that they can successfully coach their teachers in these same practices.

- A commitment to the granular, day-to-day hard work, change in expectations, and support that will generate long-term, year-over-year improvements across the district. Find a superintendent who makes real improvement, not just superficial headlines and PR opportunities.
- A leader who isn't afraid to stand up to the idiocies of the school board. The board is the problem. The board meddles.
- A sitting School District Superintendent with proven track record of success. [REDACTED] is a great candidate.
- Academics need to be a priority, ethics and morals need to be a priority. The public school system is failing the students by not making the main thing the main thing and that is learning to read, write, math, science and history. Instead some parts of the system seem bent on social justice, political issues and keeping parents out of the equation - which is wrong - you are responsible for an education not indoctrination. Respect towards teachers and administrators, behaving in an appropriate manner in their actions and speech need to be a priority. In lower income areas speech and diction in the elementary level needs to be improved to prepare students to excel in the work force. A superintendent who cares more about the child than the "political correctness" that is killing our school systems - getting back to the basics of education. A school is to educate on the basics of reading, math, writing, history and science and they are failing a majority of children in these areas. A superintendent who wants to hire teachers and not activists who indoctrinate is important.
- All of the potential criteria listed in the survey needs to be considered, not only the four (4) allowed!

- An individual who has an authentic history of student, staff, academic including learning environment success.

An effective communicator and equally effective listener. A confident leader who finds it necessary to build strong cohesive teams e.g. school,s students and communities

An individual who prioritize the value of people, over inappropriate, ineffective programs, to include nonproductive relationships behind insufficient products.

An individual who is not afraid to openly admit that marginalized students, more specifically those with disabilities have not been educated as required by law. An individual who is knowledgeable about disabilities, and is willing to invest and ensure that these students are to, prepared and ready for college, career and life just as their peers are expected.

An individual who not only embrace the idea, but has an expectation to see a teacher, community member as well as a parent representative of the students with disabilities population, as voting members of committees that effect the outcomes of student academics, literacy, discipline and graduation plans/programs at every educational level.

An individual who will not, and frown upon the thought of students being seen and used as pun's to cement relationships and further an individuals agenda or and political plank

- APS has a brutal "Mafia" Culture. It oozes from its CLL Offices down to the school levels. Too often, APS emphasizes fraternity and sorority affiliations rather than competency in the title/position. School climate and cultures are notorious for workplace "mobbing" only resulting in extremely high turnover rates. In essence, APS' school environments are not socially or emotionally safe environments for teachers and staff members. Too many employees are suffering from HORRIFIC school management practices.
- Basic communicates. Stop hoping around picture taking.
- Behavior, classroom disruptions, and students' basic needs must be addressed as the foundation of learning. Leaders with sketchy histories should not be promoted; especially those engaged in coverups. Staff do not respect such leaders causing a deterioration of the work environment.
- Can we cut the perceived bloat of administration downtown and better support the effective teachers in the classrooms? We need great academics and robust support systems for the underserved students.
- Clear and achievable 5 year vision for the advancement of the district
- Disappointed this survey used the term "guidance counselor," which speaks to the internal support this district has for students social and emotional wellness.

A huge priority should be investing in human capital to address these needs internally. Not just outsourcing to virtual therapists.

- Double-down on early literacy and math comprehension skills, expand pre-k and high-quality after-school programs especially for elementary and middle. More career exploration options for K-12 students.
- Experience as a superintendent
In urban school system and large school system LIKE ATLANTA
- Experience as a superintendent
- Fiscal responsibility & effective use of resources. Get the basics aligned before investing in expensive and transitory technology for students or teachers. Spend \$ on securing better actual facilities and securing a committed workforce. The per pupil cost in this district compares very poorly with the results. Stop draining the taxpayers - who WILL revolt - without providing a place that youth can be provided with some type of future - it doesn't have to be college. Stop the current focus on doctored stats and politically driven goals which compare badly alongside the evident despair and hopelessness of the staff and students. The community lives the failure of the schools along with the individuals who are failed - through poverty and crime. Do better at the simple basic things - stop being dazzled by the next bright shiny object in education philosophy.
- High standards for all students! Stop creating umbrella grading/discipline policies for all students; differentiate policies for IB/AP/Honors courses vs general ed courses. Show support for teachers when being harassed by parents. Acknowledge the number of teachers resigning and listen to those teachers.
Our students need HIGH standards. Stop it with the no late grades, no zeros, etc.
- Hire a non-educator. You need someone who has a relationship with legislators, policy makers, and the state department of education. A business person who can surround themselves with policy people.

- Hire the best candidate, regardless of race, religion, gender. SO tired of the revolving door and inability to hire objectively the RIGHT person!
- I have lived through three superintendents and each one has not been able to cut through the large number of admins at the district office. There is a disconnect between the superintendent's intent and messaging and what the school level staff is allowed to do. The school level staff is generally excellent--they know their students and the populations they serve. But the district manages to make their jobs so challenging--and the parent's involvement so challenging. I'd like to see a superintendent who can get their plans actually to the students.
- I think it is the board not the superintend it that needs to be replaced. Hoping that w qualified individuals get on the board to replace the ones that seemed some that want to gift others a chance.
- I would hope the new superintendent centered an evidence-based approach to literacy, invests in early pk-2 education and continues innovative partnerships if they are in the service of the APS mission.
- I'd like a leader who has success building community partnerships and working with the corporate, philanthropic and nonprofit community.
- I'd like to better understand why the last 2 superintendents were not deemed adequate in the eyes of the Board. I especially liked [REDACTED] as did many students from my observations. More communication and transparency from the Board would be helpful. Expecting working people to attend Board meetings in-person to know what is going on is impractical. I feel inadequately informed after responding to this survey and realizing how many questions I could not respond to for lack of knowing enough about the topics.
- I'd like you to consider their passion. Does passion exist. There are some people who do it because they love it and others who do it because they cannot live without it. That is something special and can be seen beyond the naked eye because you can feel it!
- Implementation of an actual and strong vocational program in all high schools and finally acknowledging every student is not made for college and that a functional society still has to have people experienced in the trades, which honestly can make a better living (and without the debt) than many college graduates.
- Increase teacher pay. Use the state budget surplus
- Knowledge of state and national standards that increase students potential of competing on national stage, college enrollment, international academic exchange programs, summer academic programs, etc.
- Literacy - ensuring every child is literate so they can live a life of voice and choice
- Literacy! On average, less than 40% of students can read to learn by 3rd grade. Yet, APS graduates close to 90% of seniors. That tells me we have a profound problem with literacy in our schools yet implying that students are ready for career or post-secondary education - it doesn't jive.
- Making sure black students especially Black male students have a path to success other than college. APS needs to incorporate the trades, auto mechanics, electric vehicle mechanic, construction, police & fireman training, IT certifications, Hair & nail tech, etc. Make partnerships with companies to insure they have internships while in school and jobs post graduation.
- More responsible use of funds for actually teaching instead of expensive new buildings. Rezone students to underpopulated schools instead of closing them and building new schools for overcrowded areas.
- My Hope's for the next Superintendent for Atlanta Public Schools is one which shows True Care and Concern for our Students. One has to Love the City/Communities in which these students are from. Also be highly intelligent and somewhat charismatic yet bold and ready to take on the challenge at hand. I hold high standards that all needs will be met of our students, staff and faculty.
- One priority the board needs to consider is to take a closer look at the Purpose Built Schools and its Administration and ask this question: Has this supposedly turnaround choice turned around the schools that were taken over by it. The answer is NO. APS needs to pull these schools back into the district and do the necessary work to move these schools forward just as we have with the graduation rate of APS!
- Person needs to be visible i the community, churches and school.
- Please do not be an advocate of increasing charter schools. The charters are turning out to be crap and the whole philosophy of privatization of our public schools is counterintuitive to the public good. It is really insane. Why does APS continue to dole out its own responsibilities to private companies and Charter management organizations? Those are inherently anti-black and we're talking about a district that is 3/4ths black! There is zero empirical evidence to show that charters are better than traditional public schools. The only one is ANCS, but it turns out that that school is a segregation academy.

- Principals and staff have been allowed to fail children for far too long with no accountability. Black children are being left behind and do not have access to advanced courses and grade level work across all schools. The district hoards data and is not transparent about what is really going on in schools. The new Superintendent needs to be focused Equity, Accountability, Transparency and Continuous Improvement.
- Priority to work across the sectors: public, private, non-profit; Clear consistent communication; BE visible!!!
- Private schools and high performing schools view education as academics, athletics and the arts. In low income and low performing schools, education is seen as academics and athletics and arts is extracurricular.

Our new superintendent needs to respect the power of athletics as an opportunity to regulate dysregulated youth.

Name, image and likeness now allows high school student-athletes in Georgia to be paid. Our new superintendent needs to understand and respect the new NIL law as a game-changer for some youth. It may inspire thousands of kids in APS to attend schools and thrive as student-athletes.

- Proven experience with or ability to work with a diverse group of school models (traditional, partner, charter) and willingness to expand the number of or access to options for families so that zip code doesn't determine outcomes for students. Having a proven track record of innovation (big and little) and using whole school redesign pilots given some of the work being done in the Douglass Cluster and movement towards a School of the Arts. Willingness to be guided by the data and being open to any options that may fill gaps where the district is not currently capable of supporting (e.g. special education, ELL, etc)
- Proven results implementing effective changes to all schools within the APS whereas creating all schools to perform exceptionally well across all platforms (i.e. curriculum, sports, clubs, and etc)
- Qualified. [REDACTED] had a poor record prior to Atlanta and could not articulate why she would be successful in Atlanta. If you look at the "improvement" in Birmingham, the source of the "improvement" was the result of a change in the state rankings. 25% of the failing schools in the state before and after her tenure were in her District. Those kids didn't receive a better education, just a better school ranking.

Equity should NOT be the goal. All students should be treated fairly and should not be treated differently due to race, religion, gender, etc. Some students will excel in math, some will be talented musicians, other will be amazing athletes. We should celebrate what makes each student unique and not have a goal of making them all equal.

We left the public school system because [REDACTED] gutted the talented and gifted program and led on a platform that "it wasn't fair some kids were smarter than others". My smart kids are excelling at private schools that are partnering with parents to find what they were uniquely created to do to benefit society. I hope that the superintendent sees the inherent uniqueness in each student and helps them to become the best version of themselves.

I would consider returning to APS if [REDACTED] returned. She was a true leader.

- Reducing the property tax burden on the community. The level of taxation per student does not match the outcomes. We spend more per student than most districts. The central office appears to be an oversized portion of the budget and should be scaled back or made more effective.
- Someone that can lead APS regardless of race or gender. Pick the best person for the job. Someone who also cares about our Hispanic population too. Icing on the cake would be someone that cares about the struggling student's remediation. More individualized. When the support class for reading has 15-21 students it may as well just be a regular classroom. Remediation happens best in small groups. The reason why having teaching experience is crucial. Pick the best person for the job, this time.
- Someone who connects with the students. Visit schools for feedback from all students.
- Someone who is able to recognize that different schools/communities have different needs and won't take a one size fits all approach.
- Stability among school level staff
- Stop dividing students and programs by racial identity and put a stronger focus on helping all students - what MLK called equality.
- Superintendents commitment to a strong literacy program.
- Teacher retention and the equity of standardized testing. Or focus on aligning standards to national standards in all subjects.
- Thanks for asking for our opinions. Good luck.

- The Atlanta Public Schools (APS) system must get back to being the public good it is supposed to be. The APS system must become a catalyst for sustaining and advancing democratic practices ever closer to democratic ideals. The APS system must become a learning organization capable to move away from regressive, downward cycles of behavioristic urban school reform and other ways of schooling as violence for mostly children labeled “Black,” and move to upward, progressive cycles of humanistic education for all children. Civil society’s continued existence as a humane society, morally and ethically woke and responsible, in Atlanta and beyond, depends on the APS system being a continually improving public good, in its entirety.

Precisely because it is a system, the next superintendent of the APS system must be a Systems Thinker, in addition to being an educationist—that is, not just an “educator”—and a competent administrator. Like an educationist at heart, a Systems Thinker is a compassionate learner, one who continually gets knowledge for understanding why and how things, considered as systems, exist interdependently and influence each other, both directly and indirectly, all at the same time and over time, often with greatly delayed effects. A Systems Thinker exemplifies certain habits of mind and practice and helps others to become Systems Thinkers by clearing paths for them to do so.

A superintendent as Systems Thinker will critically understand that APS as social system greatly influences both its smaller social systems (e.g., teacher-learner) and bigger social systems of which it is a part (e.g., communities). Thus, a superintendent as Systems Thinker will understand that influences from solutions fit for fixing mechanical systems by replacing broken parts do violence when applied to “fix” social systems, and that effects from such violence will spread to influence even seemingly unrelated other systems, and even circle back to the original source of violence, APS, after a while, and show up either as recognized “unintended consequences” or as unrecognized effects. In either case, APS as a social system will worsen.

Now having decided the APS system needs a new superintendent, Atlanta Board of Education members have given themselves the opportunity to provide for the APS system to become both the public good it is supposed to be and the continually improving educational institution it can be, in its entirety. However, to realize the opportunity will require the Board to find and hire a superintendent who is a deeply knowledgeable and practiced Systems Thinker, one who is also an authentic educationist and a competent administrator. Such is not the profile of the typical “urban school reform” superintendent.

Importantly, the educationist superintendent as Systems Thinker will be grounded, necessarily, in either or both theories and practices of humanistic psychology and critical pedagogy. Such personal qualities then naturally portend many upwardly progressive virtues, such as improved classroom systems comprising teachers as learners and learners as teachers, and even children’s intrinsically motivated character and educational restoration and development by lived experiences.

The Atlanta Public School system—formally, the Atlanta Independent School System (AISS)—can no longer afford yet another non-Systems Thinker superintendent, nor yet another “urban school reform” kind of superintendent.

Ed Johnson
Advocate for Quality in Public Education
Atlanta GA | [REDACTED] | [REDACTED]

- The board has to get themselves in check. They are not able to come together to give good consistent direction to the Supt. They are all up in the district business in ways that distract leadership and waste the district resources. They are busier looking like they are doing something rather than doing the job of governing well which is what our students truly need them to do. The revolving door is the boards fault.
- The Board needs to consider someone who is ready to roll up their sleeves and get their hands dirty because there is nothing pretty about the mess that our former SI has left our kids, teachers and schools in. We need someone who can stand up to the board and have discussions with the community. Who is not here for the next photo opp. The next SI should know how to drive a school bus and work in the cafeteria; if we can't do the basics (which we have proven we can't) how do you expect them to read and do math? What has been happening in the schools has not been working, so it is time to try something new.
- The district was heading in the right direction with [REDACTED]. Evidence of her successes are everywhere. The interim administration has dismantled and destroyed much, and torpedoed momentum. Please find a new leader who will look back and reinvigorate what was working, while looking ahead to bolster plans with new approaches, without reinventing the wheel. Continuous turnover is the root of failure in public education.
- The next superintendent for APS should have an understanding of early childhood education and brain development and prioritize birth through age 8 strategies and initiatives. They should also have familiarity with design thinking and reimagining schools to address current needs (the status quo is not sufficient to meet the needs of all students).
- The person should be “someone that cannot be bullied by the Board, the union, & others (both political and or community leaders!”

- The school board needs to stop playing musical chairs with these superintendents. Let them stay long enough to make a difference and implement changes. Tell the community what was so bad about them that we need to change again. This is ridiculous. Give added resources for kids whose health and safety are not met by their families. Give all kids the opportunity to participate in non-academic, but vital skills like arts, music, athletics. Have mental health groups available at schools- kids can help each other by talking with the help of a group therapist. Connect the kids with each other. Give parents info on the resources available. Let the next superintendent stay longer than 2 years.
- The superintendent must have the ability to set clear expectations for quality of work and an ability provide high quality monitoring and evaluation of cabinet members, departments and divisions
- The Superintendent should be able to communicate with all races and government. Should explore new programs before starting them in the schools. In some cases the school system should educate the parents. Stop the administration staff from creating jobs that we don't need. That money can be use on students.
- There is a bunker mentality that emphasizes investment and expansion of the central office at the expense of the classrooms. I think that EVERY administration employee should be required to spend one day each week in a classroom, and that NO additional central office hires should be made without compensating money allocated to classrooms/faculty. Taxpayer money is not spent in pursuit of academic goals, but rather in building central power. The children and faculty suffer.

Board members should have NO PART in real estate deals pertaining to APS property. That is taxpayer property and, if sales are needed, should be turned over to objective licensed real estate professionals and sold to the highest bidder in transparent transactions. Far too much favoritism is being shown to entrenched developers.

APS as currently run yields poor academic results at stupendous costs. It is not sustainable and it betrays the city's children and taxpayers. The defenestration of the Superintendent is one example of the Board's complete dysfunction and embarrassing, elitist ineptitude. The next superintendent should be protected from the self interested shenanigans of the Board members and focused squarely on student mastery of basic educational building blocks and supporting teacher development and success

- They have to be able to manage education professionals. By that I mean they have to have strong programs to recruit and retain qualified professionals They have to have a commitment to get those professionals the tools and support those professionals need. They have to be able to weigh the opinions of parents and the communities and business leaders, while keeping a finger on the pulse of current needs of the students.
- Transparency and honesty
- Transparency of the board. The board are elected officials and have not demonstrated transparency into why we are seeking a new superintendent
- Try to find someone already in the system to with the ability and want to bring someone who is not apart of the system. Think outside of the box
- We had a transformative one in [REDACTED]. What happened, and why?
- We need a superintendent that prioritizes the students - most of the budget should go to the classrooms not to the administration.

I am dissatisfaction with the way you handled the education of our children during the COVID-19 pandemic. I think you missed a chance to innovate and try new methods of teaching and learning that could have assisted the students and the teachers during this difficult time. Now we are post covid and the students are behind where they need to be academically and the teachers are checked out emotionally.

I suggest that you consider some changes for the next school year that could improve the quality of education and the well-being of the students and the teachers. Some of these changes are:

- Smaller class sizes: Reduce the number of students in each class to allow for more individual attention and feedback from the teachers. This could also help prevent the spread of any future infections and improve the health and safety of everyone.

- Group children by birthday date: Group the students by their birth date within each grade can create more homogeneous and cohesive classes. This could also help the students develop better social and emotional skills and foster a sense of belonging and community.

- More project lead learning: Incorporate more project-based learning activities that encourage the students to work collaboratively, creatively, and critically on real-world problems. This could also help the students develop more relevant and transferable skills and knowledge that they can apply in their future endeavors.

- A focus on building emotional intelligence and study skills: Provide more guidance and support for the students on how to cope with their emotions and stress and how to manage their time and study effectively. This could also help the students improve their mental health and academic performance and prepare them for the challenges and opportunities ahead.

- - Improving teacher and principal retention rates. Our local elementary school has churned through multiple principals. Quality teachers are leaving and subpar teachers must be retained because there are no replacements
 - 1.Experience in APS so they are read to work Day 1.
 - 2. No one from out of state
 - 3. Had been an APS Principal
 - 4. A Turn Around Specialist with a track record of turn around where the growth can be seen in the data in the last 24 months.
 - 5. No one who has been fired, has had lawsuits or not renewed as a Superintendent in another district. NO sloppy seconds.
 - 6. Can show literacy and numeracy data gains in their current roles.
 - 7. Must currently have a superintendent level job
 - 8. Must be able to demonstrate their knowledge of the district and support from teachers, parents, students, philanthropic community, unions, political and business community.
 - A candidate that will come with resources and a proven track record to lead a diverse district such as APS. A leader that's not afraid to come in and make necessary changes for frivolous spending and add needed finances where it's critically needed the most.
 - A candidate who will be honest and put students first. No politics
 - A commitment to excellence across the district. Growing, empowering and supporting excellent principals is the most important factor. Building trust with a variety of stakeholders. Demonstrating building a strong team around them.
- NOTE: Would encourage use of more specific language in the diversity section. When you use "under-represented" and "minority" it is not clear if you mean race in the school or in APS or in society. Since APS and most schools are majority minority, it can be confusing.
- A community leader. Child advocate, health conscious leader. We don't need an unhealthy individual representing APS.
 - A dedication to making literacy for all a priority.

In my experience, APS schools have failed our children in teaching them how to be deep readers, often using 'COVID learning loss' as an excuse. There are no programs to identifying learning challenges and definitely no system in place for remediation. Parents are advised to seek out testing, advice, and remediation outside of school, which is only practical for a small fraction of students.

An effective leader will change the stigma of gifted and talented programs being the only indicator of success.

An effective leader will look to trusted resources and implement data driven programs.

An effective leader will invest in teachers in a meaningful way.

An effective leader will make a student's right to learn their number 1 priority and not allow public opinion, corporate funding or any other outside force drive decision making.

- A person that considers equity and diversity inclusive of the white community. MANY resources are directed to minority, under privileged children which is necessary and fantastic. However, children are children and all of them need to feel supported and loved regardless of race and socioeconomic status. Reverse discrimination is still discrimination.

- A superintendent that focuses on needs of the students and has high standards for all teachers and administrators. All schools in the district need to be given the resources necessary to provide a high quality education. I appreciated the work that [REDACTED] was doing.
- A superintendent that intentional include special needs students at all levels and discourages covering up staff being disrespectful to a very concern parent or a parent that speak up about injustice. Make staff that is not on board with treating every parent and student with respect accountable. Meaning -don't be so quit to say it was a " misunderstanding". Instead, own it and make adjustments, because this send a message that you are not going to tolerate that behavior.
- A superintendent who is concerned for the whole child, not just academic data points.
- A superintendent who will focus on getting resources to the schools and away from central office. APS is way too top heavy.
- Academic excellence over bureaucratic power accumulation. Focus on reading, writing, and math. Fix the buses. Allow high performing schools independence.
- Academics need to be a priority. We need an instructional leader who knows about literacy and what good teaching and learning should be. The person needs to be genuine and not just do things for show.
- Allowing community input when selecting a candidate
- An ability to understand the differing needs and desires for I do visual schools within the district.
- An understanding of how to align a budget to achieve and support student and school achievement - with a focus on making sure resources are directed toward the schools and less toward central office. To have someone who creates and builds bridges within the community - to include parents, stakeholders in addition to business and civic leadership. As a charter system, making sure that process and policies align with this philosophy leaving choice within the schools and clusters to the degree appropriate.
- APS does not priortize safety. APS has failed to protect its elementary school students, faculty, and staff by refusing to provide student resource officers.
- APS has an intense budgetary process with wide nuance and both historic and current geographic barriers caused by highways and freight tracks forcing heterogeneous schools both in size and diversity amongst many axes which often have complex transport needs (which yields complex family demands and long days with bussing before sunrise for some students).

An APS superintendent needs to be able to not force children across large roads, unreliable at grade train crossing or the like to meet equity/diversity goals, and needs to be prepared to move money and build buildings to meet communities where they can safely attend schools.

They need a complex grasp of math, beyond accounting, to faithfully digest and make decisions on how to provide equitable schooling across the vast area APS runs and to be able to trust and understand data and calculations made by APS departments working to deliver schooling (and getting kids to that schooling).

They need to understand splitting schools causes higher numbers of teachers and busses, almost intuitively, and they need to be ready to show the gains in *length of school day* and *lowered aggression* are worth splitting the pie further.

Lastly, the superintendent needs to work and support with the CITY and Freight Railroads (CSX/Norfolks Southern) to gain better roads with safer pedestrian and cycling near the schools. With the city APS has lots of lands to plant trees, you can agree to allow tree coverage plantings (a city urbanism priority with 0 cost) to further partnerships with safe shared road initiatives which calm traffic speeds, increase walking options to schools and and create pedestrian and street viaducts and lighted paths. Developers across town making buildings *have* to improve traffic and change the road as they make new buildings, and can do it *quite far away* as long as they can get the city to agree "yup, that makes my impact on traffic better". There is no reason APS, as one of the largest sources of pedestrian traffic in the city, should not have strong goals for every major development's traffic service dollars and that APS should not have standard plans and agreements for nearby developers, and to host pedestrian improvement devices and pedestrian bridges on APS land with no other cost to them. The city and partners views APS with mixed hesitancy on how quickly you'll do your end of urban street and pedestrian approvals. Lets not scare or delay parents more and make that a easy priority to just get more kids safely and quickly to and from schools.

Walking to school can be made so much safer near train tracks, near highways and home from activities.

- APS has the highest cost per student in Georgia, yet we have only just met the statewide average for graduation rate. APS does not fund playgrounds on school property. Where is all the money going? I would like more transparency and justification for the high taxes we pay to the district.

Our standards should be higher as the flagship school district in the state.

- APS need to hire a male superintendent. He should be African American and from outside the district with at least 3-5 years as a current superintendent. If not, please get a black male who is a seasoned educator. [REDACTED] is a seasoned educator that is an APS Alum. Please consider him.
- APS needs a superintendent who can improve the culture inside schools regarding staff. In addition, overhaul special education—implement Infinite Campus, new special education director, and more decision making power allotted to SELTs, not administrator void of special education credentials, and inclusion of reading specialists to instruct SWDs in reading.
- At some point, the superintendent is going to have to just make decisions. The last superintendent was ineffective because she would announce a decision, get pushback, then withdraw the decision. Someone is going to have to make decisions and deal with the repercussions.
- Atlanta MUST have a superintendent who can be both a bridge-builder with business and community leaders and the BOE, AND a true leader who can make decisions that most benefits THE STUDENTS. APS is SO diverse yet most of the district's students are not doing well. Our super needs to get a handle on these major issues, cut bureaucracy and make sure each individual school has what it needs for its students to succeed. NO MORE ONE SIZE FITS ALL. It DOES NOT.
- Atlanta Public Schools has purposefully created two systemic issues that prevent it from achieving success with it's mission critical audience: students.

1. Investment in flawed belief systems such as Social Justice, DEI, etc, and the myth that black/brown students are disadvantaged and must receive incremental support (which often translate into non-black/brown students receiving decreased support). The truth is that, regardless of race, children in multi-generational cycles of poverty and single-parent households face unique challenges that emanate from the household, NOT the color of their skin. Until APS shifts its focus off the color of a student's skin and onto the true causes of environment learning differences, it will not demonstrate sustained excellence. APS needs a Superintendent willing to challenge the false narratives that currently drive public educate in the United States and lead us through systematic, sustainable systemic change to overcome these self-imposed handicaps that unfairly punish the innocent kids of APS.

2. APS spends at one of the highest \$/student levels in the country yet delivers truly terrible results for decades on end...yet schools must raise their own funds to even attempt to come close to meeting the needs of its families. Schools need to pay to get enough tutors, enough college counselors, enough nurses, enough classroom equipment, enough extracurricular equipment, etc. etc. to even partially meet the needs, must less the wants, of its schools. APS needs a Superintendent who will force a bottom-up approach to budgeting and resource allocations, a decrease in centralized overhead/administration and even entirely unnecessary departments such as the multi, multi-tiered Cluster administration teams, Center for Social Justice and Equity, etc.

APS will only succeed with a Board and Superintendent committed to addressing these two fatal flaws that punish the students and families of our district, as well as Atlanta in general, every day now and for years to come.

I predict this will not happen, as too many members of the Board are too personally invested in the flawed premises of the public education industry to accept the challenge. Therefore, it is impossible for them to accept a Superintendent candidate who can and will lead APS to sustainable success.

- Being true to servicing the district school clusters equally. To provide teachers with the necessary aid and support needed to continue to show up and succeed in as well as out of the classroom. I.e. Mental health days and resources, better pay, and opportunities to continue to advance

Treat all district school based programs financial needs equally and with expediency.

Continue to build parent, community and stakeholder relationships.

- Bring back someone as engaged and brave as [REDACTED]. She was always engaged with students, bringing in corporate donations, and brave enough to call out special interests that weren't doing what best benefited our students.
- Bring [REDACTED] back! She was so engaged with the school activities and willing to listen all the time to parents and teachers. We need a highly intelligent superintendent who is a proven leader- ask subordinates of candidates if they are leaders, not only in title but in how they test others. We need someone who will raise our standards to those of Massachusetts. Georgia education is so poor quality. Let's pay teachers a lot more and get the best ones hired at all levels. A good superintendent can work with politicians to raise teacher pay. The superintendent needs to set standards above those of GA. Teachers need to be allowed to teach and not be required to use electronic systems (amplify) that don't teach children. She needs to be open to new things but be data- informed in decision making. We need to raise the bar for all students, not just the poorer achievers.

- Building/rebuilding trust with families and the community is key. This will require nuanced understanding of the district's difficult history as well as the city's history (and current gentrification trajectory), including the communities that make up APS and the tensions between them. We also need a superintendent who can deliver on promises to reduce disparities and improve student proficiency in math and in particular reading. APS should be an example of a thriving, diverse, high performing urban public school district, but currently it feels like we're struggling to get our students to baseline.

- Clear and transparent communication.
Keep accelerated math.

ACTUAL community engagement

The 10/6/23 zoom call about math standards infuriated me as a parent. This was a call led by the Engagement Office and what did they do? They kept everyone on mute, refused to answer questions live and actually engage with the community. Then, they LIED about having technical difficulties. Those are not the types of people I want leading us.

- Clear vision. Ability to make difficult decisions when not everyone agrees. Prioritizing the students with the focus on learning, the learning environment, and their safety. Ability to hire and inspire great educators.

- Commitment to improving the level

Of education in the Public System. Ensure that children have textbooks as well as learning material and are not 100 percent dependent on electronic devices. Implement pretests and post test prior to learning a particular chapter so it's possible to track how well the children are being taught. Retention and distinction for high quality educators.

- Connectivity with the school community and broader Atlanta communities. Decisions based on what is best for the students and school community, not politically driven.

- consider people already in the school system.
current principals, associate superintendents

- Criminal record

- Dedication to the APS District, students, good history with students, rapport with parents/community, longevity for the role, and fresh new innovative strategies to achieve new goals and uphold current goals that work.

- Don't water down the curriculum and expectations for the lowest common denominator!

- Educating our kids to a higher standard than today, empowering the teachers to discipline and keep Control of their classroom's to not distract other students from learning, holding teachers and students accountable.

- Education goes beyond book learning. There has to be empathy for students but expectations of exceeding mediocrity.

- Educational experience being a teacher

- Elementary students need to be pushed more in math.

The next super needs to be more brave and bold.

Either get rid of asynchronous days or at least make them robust. 20 minutes of student work, kids lose almost a full day of leaving and parents are inconvenienced so teachers can spend 90 seconds voting in a school board race where there are so many options for early voting.

- Elimination of Advisory and SEL as time wasting.

Expand time for lunch. Studies show that forcing children to eat fast encourages bad eating habits. Would better encourage student interactions.

Delay school openings by 1 hour. Studies show that this encourages students to get proper sleep and increases grades.

Integrate information sources and calendars. Some parents have built list servers because the information their children need is spread out in over a dozen Internet source.

- Ensuring equitable access for all - our schools remain very segregated. Ensuring safety - guns in schools are a problem.

- Equity

Whole Child/Family Interventions

Early Childhood Literacy

Math/Numeracy Proficiency

- Equity in facilities too

- Establishing a clear and easy to understand goal like 100% literacy for all students by 3rd grade.

- Every administration "says" it will be transparent, but there has been history of tensions in this way and communication and engagement has come across as hierarchical and lacking transparency. Communication should be the absolute foundation of the Superintendent's charter. There is too much guarded communications and gatekeeping at the district level.
- Expanding travel abroad programs. Implementing a cybersecurity class into the curriculum. Targeting science and math curriculum to help students be able to navigate the competitive market.
- Experience advocating for disabled students. They are always invisible at every school my child has attended . It's a disgrace that disabled access/needs are always an after-thought —but these are some of the most vulnerable in ANY population. Inclusion—real and genuine— should be the basis for any education program.
- Experience bringing discipline to the classroom so teachers can teach and not babysit . Experience removing bad teachers .
- Experience in a big urban city outside of Atlanta. Atlanta is growing fast and changing. We need a superintendent who has experience in large cities.
- Experience in working effectively with a Board to drive positive change
Bias for action - state 3 priorities early and move on them
Ability to decisively make tough calls regarding rezoning and closing schools
- Experience with a district our size and with a district that has vast socio-economics like our does. Priority to someone who has been a teacher and/or principal and can be an advocate for both staff and the students.
- Experience with change management / cultural change — multi year Strategic changes.
- Experience working with a board; demonstrated out of the box thinking when it comes to running a school district; experience working with charter schools
- Experienced educator and administrator; significant achievements at previous position; strong and transparent communicator.
- Find a better way to do remote/virtual learning and create a way to allow hybrid in-person/virtual learning. Special ed in APS is completely broken and needs to be fixed. It's a massive undertaking but it must happen. The new superintendent has to have direct experience in Special Ed - or the must hire someone who is dedicated to fixing the problems in Special Ed. A Special Ed "Czar" for lack of a better word. It will only get worse with the implementation of the mandatory Dyslexia screenings that the state will require starting next year. Also the new superintendent should put a stop to the HQ parties - or at least stop posting them on social media. Sure, the folks downtown can have some fun, but it really just doesn't look good when the students are suffering. The superintendent should have better instinct than that.
- Fire ██████████ for segregating classes and segregating Jews
- Flexible but open communication is key
- Focus more on academics. Well educated children will be successful and productive adults. Take into account parent feedback and don't dismiss those who you disagree with. Be more open minded. Less divisive. Make sure ALL students are held to high standards. This policy of giving 50percent to those who do not hand in assignments and do the work is absolutely ridiculous and will not help children in the real world.
- Focus on academic material, preparation, and achievement. Don't pass student through to tout graduation rates if learning measures are failing, or pretty soon the statistics stating high school graduates have higher rates of earnings and success will no longer be accurate. These metrics only accurate insofar as graduation rates are an indicator of actual academic achievement. Please invest in teaching to national standards. It's unfortunate that schools are now required to be full-service social service organizations instead of being able to focus on learning because other institutions have broken down or abdicated their responsibilities. This is not APS's fault, and our schools need to stay focused on learning.
- Focus on lifting the bar / expectations for all students, not lowering the bar for all students in a misguided attempt to eliminate impacts from covid.
- Focus on literacy, transparency, communication, pushing decisions down to principals/ local school autonomy as directed by our Charter Sys. Focus on hiring excellent principals, and letting them lead.
- Focus on the actual education/learning. Feel that has been missing in lieu of other things.

- Follow-through is essential. We have a history of rolling things out and then forgetting about them, and initiatives will under-perform without consistent long-term support, stakeholder buy-in, and monitoring and evaluation strategies.

In terms of equity, the district does okay on access, but not all students are equipped to perform well; this is an issue that begins and continues throughout their school career. In addition, more advocacy should be done to address the underlying social issues (housing instability, economic insecurity, etc.) that drive academic outcomes--schools cannot solve all of these problems, but they have an enormous impact on the school experience and should be partners in the work.

- For the 5 years now that I have had a child at APS, I have always believed that everyone at all levels was doing their best to make the right decisions during several stressful and uncertain years. I consider our school's staff veritable heroes, and I wish that everyone at APS was paid their true value, because then none of the employees would have to worry about money anymore.

Those things aside, I'm not sure that things are getting any less stressful or more certain moving forward. We need a leader that's ready to stand up for the children, uphold secular education that is founded in the pursuit of truth and understanding, and resist the growing threat of extremists trying to change our educational system to slant opinion, whitewash history, or otherwise misinform our communities to promote a certain worldview.

I'm sure you'll do the right thing. Thank you for your service.

- For the Superintendent Search the Board need to not take any recommendations from the [REDACTED] and all who is connected to these people for years they bin picking a Super and we back in the same boat. Pick somebody from the Georgia Department of Ed, teachers, principals and parents, students to help. Trust me we need somebody close to [REDACTED]. We don't needed somebody in place to Close or flip public schools.
- Funneling money away from central office and back towards the schools. Fixing the bus systems, improving teacher retention and recruitment, better maintained facilities.
- Genius like we had with superintendent [REDACTED]. It was such a loss to let her go.
- Get back to good policies and good leadership. The last 4 years jave been a disaster that will impact our children for years to come. Your job is to educate, everything else comes after that. I feel, half the time, we do everything else but forget the first. Finally give high achieving students a real program that challenges and guides them, their educational needs are just as important.
- Get youtube OUT OF THE CLASSROOM. Reduce technology in the classroom all together. My kids should be learning by reading information not watching videos about it. I can't express this enough but my kids get more screen time in school than they are supposed to get at home!
- Getting more communication between parents and teachers. Parents often say they don't know what is going on inside the child's classroom and with what they are learning.
- Gifted education support is either ignored or so watered down through the ridiculous "push-in" model that it's virtually useless as a program to support high achieving kids. Apparently, there is so little oversight that Principals are free to use the per kid State allocated gifted money as a slush fund for their budgets. That money should only be used as the State intends it to be used. Schools/principals should not send their regular teachers to a one 3-hour "gifted certification" workshop and then claim that they are all now somehow magically qualified to teach gifted kids. This practice allows them to get away with not hiring actual trained and qualified gifted teachers, thereby creating a slush fund with no oversight or accountability.
- High school counselors should have a state mandated ratio of 450 students to one counselor yet that is not the case at NAHS where we have almost 600 seniors to 1 counselor. Emails to the principal have gone unanswered. Funds should be available to support high school students reliably from 9-12th with ideally 200 students per counselor. How can students get a good letter of recommendation from a counselor if they get 15 minutes with them one on one every year? We need to support our counselors so they can support our kids so that they can thrive. Teachers will reap the benefits of kids with more direction in their lives if they have counselors who have time for them.
- Hire someone whom teachers and principals respect, and who respects teachers and principals. Also someone who is willing to scrutinize the downtown administration operations.
- Hiring and retaining good principals. Look at the schools that are achieving goals and emulate the successful practices. Give power and flexibility to successful principals to implement better processes.

- Hola mi nombre es [REDACTED] mamá de estudiante 8 grados me interesa mucho la bestidura sería algo muy bonito los estudiantes vestidos muy serio muy bonitos con sus uniformes la berdad es muy informal cómo se visten oy en día es mi umilde opinión gracias hojala pudieran canviar unpokito ese tema
- Honesty Integrity diversity compassion and love .
- Honesty;
IB Experience;
Transparency;
Equity.
- I am so grateful for the Atlanta Public School system. We attend Morris Brandon Elementary School and are so pleased with the quality of education. A top priority in a Superintendent is a commitment to safety throughout the entire district. I would also love to see someone who is approachable and able to be actively involved in all schools in our district.
- I am super super tired of all of the silos.. the new super needs to bust up all the silos built up "downtown" and start over.. this is the finest example of an educational bureaucracy gone wild.. start over completely and don't hire someone who's a trophy super
- I believe it is of critical importance that the Board is confident that their hire has the ability to execute large-scale change that aligns with the strategic mission/goals of the district . To do so, the superintendent must make well-informed decisions, commit to them and be able to effectively communicate to the community and stakeholders how the decision supports the APS' strategic goals. One of my biggest issues with the last superintendent was that she a) rolled out decisions that had not been well-vetted and b) was too easily influenced by public opinion and loud voices.

Thank you for your commitment to our community and improving our local schools!

- I believe that ALL students have the right to a quality education and opportunities to explore the arts and culture in a different way. Students should be given the opportunity to learn the things that will help them to be advanced and ready for college as well as a career. Students in every district should be given the same opportunities to get the help that they deserve to make good decisions about their future.
- I believe that, in many instances, leadership needs to get out of the way and let experienced and knowledgeable teachers and staff do their jobs. Leadership should recognize teachers and staff for the great work they do. Teachers and staff don't need leadership to add to their burden by making changes for the purpose of demonstrating their leadership. Ask the experts at the teaching level what they need to continually improve outcomes, LISTEN to their responses, and give them the resources needed to do their jobs well.
- I believe we not only need to focus on closing the academic achievement gap, but also put more resources into moving our mid-level students to top-tier students. Those "average" students are often ignored because they are "good enough" but a more individualized education could really take those students to the next level.
- I believe you addressed the key areas. Thank you for asking for our feedback!
- I don't think race should be a factor in inclusion or any other decision. Diversity is very balanced at ANCS, we don't need affirmative-action-like policies or mindsets
- I have been an APS parent for 14 years, and before that I volunteered in an APS school. Throughout my family's time at APS, there was a lot of turmoil with APS leadership. I have been extremely disappointed in the board's and superintendent's leadership. However, my children have had an amazing education and experience because of the individual teachers, principals and support staff. The next superintendent needs to recognize the importance of the teachers and support them through policies and pay.
- I hope the Board considers canidates from high performing places. Atlanta Public Schools made progress when all the other surrounding districts did not make progress with curriculum. APS has come so far! I hope the Board recruits a leader from a high expectations and great efficiency district. I was disappointed when the last Superintendent came from Birmingham City which is a D+ District. APS's salary can recruit a much more experienced person.
- I think ALL students need to be represented. The Hispanic community is woefully ignored in APS. Gifted students are ignored. APS think because they focus on lower income black students that the district is equitable. It ends up being inequitable for everyone.

APS has an AKA problem. AKA teachers care more about advancing their AKA colleagues and ensuring AKA retirees get sub gigs then they do the children. When a teacher says they are an AKA, I know they do not care about children, especially any non-black children. AKA hates Jews, Hispanics, and Whites. You can't have equity in APS as long as AKA has its stranglehold on the district.

- I think increasing equal experiences from cluster to cluster and school to school should be a priority. It was difficult to answer these questions because I know, without a doubt, that some schools offer these experiences at a very high level. But this is about the entire district and I know other school communities don't feel the same.

Social Emotional needs need more funding, so that there are more dedicated support staff. This can help all the children in the classroom, especially those who are struggling.

Personalized instruction does not seem to be prioritized at the district level. In my child's middle school teacher autonomy seems to be lost in favor of requirements from the district. This seems to be opposite of providing personalized instruction.

Technology - There is far far too much use of technology. We need to pull back and find a balance. For one, it is difficult for children to concentrate when they are looking at a screen and I hear of too many distractions when kids quietly pull up a browser to play games. There is a link between creative thinking and using your hands to take notes and to write, and in processing information to write it rather than typing or answering questions on screens. I fear our children are losing those creative thinking skills as they spend too much time on screens. There is a need for computer literacy, but they are learning too much on computers and missing out on critical thinking, study and note taking skills.

- I think it is important for the Board to consider the disparities of students not just in achievement but also in access. The question was asked if students have access to athletics. While no student is turned away, what transportation exists for students without?
- I want a superintendent who isn't a politician. We currently have [REDACTED], and she is a gem. She is what you want in any leader. Her focus is the students and supporting the educators who educate our students. Her yes means yes, and her no means no. She is authentic. There is clarity in her words. She isn't looking for the celebrity in the room or the "big name" in the room. She is excited about everyone in the APS community, and that's what we need.

I also think we need a better plan for discipline. I know that we've gone through a lot with the idea of restorative justice and not suspending kids and all of that, but we have no real discipline structure. So, we deal with children, move them on through the grades until they get out in the real world with no education and no idea of consequences for their actions. We need a superintendent who knows how to balance that because for now, we are doing a disservice to the children who sit in classes with kids who know they have reached the limit of suspensions and they continue to act out, and we're doing a disservice to those kids themselves.

And I hate to say this, but we've seen a big issue with superintendents and Greek life (sororities and fraternities) and their loyalty to that life and their job. So, I'd steer clear of someone who has a big focus on their Greek life because it has been seen to be a conflict of interest especially when looking at the superintendent and the school board.

- I want to clarify an earlier response. I think equity that brings everyone up is highly important. To-date, the equity solutions have felt like those on the top end should be brought down to the middle instead of raising expectations for everyone. I think ensuring that the high achieving students have the resources to succeed helps their peers as well.
- I would highly recommend taking a very direct look at the interim superintendent to leave the Atlanta Public Schools for the next at minimum 5 years. He has the ability to take this District where it should have been 10 years ago. She has been overlooked and it is a slap in the face to have her currently as interim and not offered doing this search the opportunity to leave the district in full capacity. I have interacted with her before she retired from the district, since she has returned to the district and her leadership skills are impeccable and her commitment to the district cannot be called into question. She is a person of high integrity and she needs to be the face of the Atlanta Public School System
- I would hope that the new superintendent takes ALL APS schools into account in their work.
- Identifying if the new superintendent is fiscally responsible; effective and efficient enough to develop school policies; and finally to have the students in mind for all things considered.
- Improving reading and focus on focus on early elementary
- Integrity; extensive education; kindness; compassion; desire to make this district the best place to learn in the country and in the world; engaging community to problem-solve together; a goal to make every child to reach his/her full potential whatever it may be; desire to shift focus of the district to "how" to learn (as opposed to "what" to learn) to encourage the life full of learning.
- It is CRITICAL that the superintendant and Board of Education can build trust with staff, students, parents and the community as best as they can.

The most challenging decisions are when community members disagree on a policy. We see it more often than I would have expected where communities with the most resources don't realize that their advocacy puts burdens on the least resourced communities and no one works to bridge that disconnect.

- It is imperative to reevaluate the principal selections from [REDACTED] administration. Many (not all) were not qualified at the time of hire and have not developed over the years. This speaks to their lack of skill and preparedness.
- It is important for the Board to understand the types of leaders the Superintendent will surround himself/herself with...as culture and decisions are heavily impacted by the few levels beneath the Superintendent.
- It is important that next superintendent is visible and proactive (not reactive).
- It is important to me that the superintendent has been a classroom teacher for an extended number of years and can use that knowledge to better lead the district.

This includes a few key areas that need addressing. I have been very disappointed over the last few years with the ELA and Math Curriculums. They often teach very strange methods for learning basic math and reading skills and miss the ways in which we learned them. I am not opposed to using Orton Gillingham strategies for reading as I see them as being beneficial to the children understanding phonics. I do have issue with the level of importance placed on marking the sounds. Similarly, I think for basic math skills, they should learn long division and multiplication the traditional way and then if children are struggling they can learn additional methods. The strategies my children have learned to do multiplication and division take them much longer and provide more room for error. Also, there is not enough emphasis has been placed on memorizing times tables. Instead the principal asked us to do that over the summer and placed the burden on the parents. Finally, the children who are lucky enough to be placed in the DLI classroom have a good basis for foreign language education. Meanwhile, the other children get this education one day a week and it repeats the most basic word memorization throughout elementary school. At this age they could be learning sentences for basic communication of daily needs, wants, etc. They are then unprepared for middle school which repeats all of this yet again and then are completely unprepared for high school. Most students change languages upon entering high school because they don't feel confident to enter in the 3rd year of their language that they have been exposed to for 9 years already. That is disappointing.

As for other issues we have faced from elementary through middle school especially, restrooms are not clean and stocked. Students in middle school are rarely allowed to use the restroom. Teachers say they only get 5 passes a semester and if they don't use them they can cash them in for extra credit. These practices are abusive and promote poor hygiene. Middle school bathroom are locked during passing time as well. High school doesn't provide enough time during passing time to use the restroom. Elementary school had no feminine hygiene bins in the stalls. All of this makes it much more difficult on young ladies who are dealing with new aspects of life due to puberty. My daughter just yesterday forgot to carry a pad with her from class to the restroom and it would have been strange to leave with her entire book bag. She really needed to address this but then didn't feel she could because the entire class would see her come back and ask to leave again. It draws too much attention to sensitive aspects of life at this age. Additionally, I saw many times where elementary age students left used pads in the toilet because there were no bins.

The DLI program pulls most of, if not all of, the Hispanic kids from the classes leaving the non-DLI classes less diverse. DLI classes are not available for all students whose parents wish for them to participate. Priority was given to children of staff. In our school, when Covid hit 4 of these staff members left the school along with their students. Additionally, students whose siblings were in DLI were given priority. In our school, many students whose older siblings either didn't get a spot or DLI wasn't yet available were at a disadvantage.

- It needs to be someone who actually cares about students and teachers NOT politics and programming. Anyone can put together flashy slogans, but we need someone who understands the lived experiences of students, teachers, and principals and will work towards solutions to support them. Not top down directives, but servant-leadership that listens.
- It seems like the Board needs to come to a better understanding of their role in the district as it feels like they make a lot of micromanaging decisions, like work from home policy for administrators. I think helping to guide the new superintendent is important but it's also important to find a candidate that they can trust to do their job and then get out of their way.
- It was never clear to the public why Dr. Carstarphen's or Dr. Herring's contracts were not renewed. More transparency in the future would be appreciated before major decision of this type are made.
- It's important that the superintendent makes the best decisions always with the students in mind first, even if that means some people in the community may not like the decisions being made. Quality education should always be the #1 priority.
- [REDACTED] !!! She is great. We need a new Board. It's time for a complete change.
- Kids need to be challenged, not held back if their peers are not on the same level. Teachers should be well trained to actually teach rather than rely on technology to teach. There is no need for kids to be on devices for hours a day.
- Knowledge of Atlanta politics, the history of the APS district, proven ability to engage with ALL stakeholders, instructionally sound, visionary leader with a focus on student growth and achievement
- Knowledge of Atlanta Public School culture and will to change unorthodox traditions.
- Knowledge of science of reading

- Listen to communities, keep successful communities intact, not be overly swayed by affluent communities who have connections and influence.
- Literacy
Expanding academic offerings
Equity

- Literacy, math, and fiscal prudence. Stop all the other distractions.

Quite simply quit running APS for the benefit of the adults and focus on the kids.

Central office needs to be massively reduced and resources focused in the schools. APS has the highest millage rate of any school system in Georgia and some of the worst outcomes. We literally are doing the same thing over and over and expecting different results. That's insanity!

We have to quit using the Central Office as a political favor machine and jobs for friends - plus these people are constantly interfering at the school level making it harder and harder for teachers and school staff to do their jobs.

Teachers are scared of kids as they can't discipline them. Kids move up in grades in the name of "equity". Kids get to redo failing grades. And the recent zero policy? That's Exhibit A of all that's wrong with our schools. We are teaching kids no responsibility. No wonder they have no respect for authority or fear of any ramifications for their actions. It's bonkers.

- Longevity. Commitment to serving students and staff and community. Ability to manage conflict. Ability to listen to others who have expertise and make informed decisions based on the expertise of others.
- Maintain professional communication that is transparent and solution focused. We need an advocate for teachers and children NOT A POLITICIAN. There is a need for a clean out if some of the assistant superintendents as well.
- Making sure every school has a foreign language program, coding programs, and a gifted program
- Manage staff and budget bloat at APS HQ. We've got teachers begging for basic classroom supplies and taxes are forcing many out of their homes.
- Modern facilities and bringing schools into the modern era
- My son and several of his trans friends have been deadnamed, misgendered, and made to feel unwelcome in their chosen bathrooms this year by faculty and staff. I would like to see more accountability in the form of professional development for teachers and staff on the topic of LGBTQI students, and a new standard of communication between school and parents that avoids referring to students by pronouns altogether if it is too hard for the teachers to remember the correct preferred ones.
- My top priorities are: 1) They were once educators themselves, in an urban area with a diverse socio-economic community. 2) They are open-minded. 3) They can stand up to constructive criticism, and not take it personally... someone who sees themselves as a CONDUIT of change, and does not seek to absorb and control the power of their position. 4) They understand that our teachers are shaping our future leaders, and our teachers' well-being is every bit as important as the well-being of our students.

- N/A

- NA

- No comments

- No comments.

- Not be a politician trying to fail upward aka the last superintendent who's contract wasn't renewed yet now she has a job in a federal administration.

Don't just pander and pose for photo ops to seem engaged. Actually listen to parents.

Completely revamp the transportation department. It is failing. Student busses are consistently late or no show. How can students be at school when the bus doesn't show up?

- Not corrupt/cronyism
- Nothing
- Nothing at this time.

- Number of years served in the classroom
- One priority is putting students first by getting some guidance from both teachers and parents, in the community.
- One that is not a micro manager. One that lets good teachers teach. One that knows the vast diverse needs of those in the district. One that supports its area leaders and principals. One that makes safety and security a high priority and deals with discipline so all students feel safe.
- Only the schools on the North end of the district are well funded for extracurricular activities such as arts, robotics, swimming, travel for academic competitions, and similar. Every school south of Dekalb Avenue (the tracks) struggles financially. This is shameful and cannot possibly be that hard to address considering how high my property taxes are. Money is being wasted somewhere.
- other info: 1) I am white but my child is not, which is not asked and i would think important to know. 2) these questions are too broad, there are some staff that are excellent, and some which are horrible in most areas (counseling/nursing). 3) you need to have narcon in the schools, geez, this is a no brainer! 4) sports do not reflect the interests of the students and you are breaking title IX laws as boys have more opportunities than girls. 5) please address the complaints that the admin expenses are too heavy. For the board: I just want a good manager/leader, like [REDACTED], you don't need an educator per se. Strong financial management skills. I want someone that is vocal and advocates for more state funds so we are on par with higher achieving states.
- Our next Superintendent should focus on literacy, based on the science of reading. The superintendent should address the overcrowding at Midtown high school so that children can have a good learning experience. The superintendent should focus on a well-rounded learning experience for ALL students.
- Our schools are segregated by race and socio economic status and experience gross over population or under utilization. The next superintendent will need to build high quality programming and trust in all feeder patterns to begin to address the inequities that intrench these patterns of segregation that drive resources.
- Overcrowding
- Overcrowding at some schools and under-utilization at others. Why isn't Washington high school as well resourced and staffed as Midtown so that people wouldn't feel as if getting rezoned is losing educational opportunities for their children? Having all the schools well supported brings up all of Atlanta. Change has to start somewhere. APS can be the leader.
- Pay teachers more, financially contribute and support extracurricular academic clubs, focus on literacy, add more mental health support to schools.
- Paying more for more and better teachers
- Physical safety and security of staff & students needs to be top priority for the Board & new superintendent. Finding a way in the budget to incorporate more officers (specifically elementary SROs) and make building upgrades (such as vestibules, window film etc) needs to be addressed by the new superintendent.

Many other districts (and states) have taken these measures already and the new superintendent needs to be willing to get APS up to date in these areas.

- Please avoid hiring or empowering a superintendent who would put impose a standardized system for every class in every school. Understanding the context of this district should be of utmost priority. Resources need to go to the schools, not the district office downtown. A superintendent who has been a principal and who is willing to trust the principals that are in place (that they did not hire) is going to be important.
- Please consider a superintendent who has one of the following top Gallup strengths - achiever, communicator, includer and we will soar because those are natural strengths that take time to acquire at this level.
- Please consider promoting someone from within APS to lead our district.
- Please don't turn this district into some pseudo- Fulton County dupe. [REDACTED] is a moron and only there because of strategic redistricting. He doesn't know anything about APS. I'm sick of the Fulton County influx. Also, these questions are dumb. I don't know if the district is meeting needs in every corner? And quit firing and then hiring someone at GREAT expense. Just hire someone normally and not use this outside search firm bullshit. They are carpetbaggers too. It's how we 'found' our last two superintendents and see how that worked out. Just hire someone and quit using dollars meant for inside the classroom on all this adult bullshit that's being spent outside the classroom.

- Please ensure the super has a demonstrated track record of turning around a failing school district and helping to close achievement gaps, such as those that currently exist in APS between black students and white students. While a "visionary" leader would be nice, we need a leader who is practical and can implement and execute large-scale change. Should go without saying, but please make sure the super has actually taught in a classroom, has a background in educational policy, and has spent enough time in an educational leadership role where you truly can assess their contribution and their success in the role. Also, please make sure the super has the courage to stand up against the loud minority of parents who tend to monopolize district and BOE resources in furtherance of their own agendas which often does not center the lower income and/or black children that the district is currently failing. Familiarity with Atlanta is nice but not necessary.
- Please ensure the superintendent is a good communicator with parents and the student community and is physically present at important student events. The children should all know who our superintendent is, and that he/she is an advocate on their behalf. Also, we MUST get kids reading and writing better. Reading is a basic skill with value in every facet of life and MANY APS SCHOOLS DON'T REQUIRE KIDS TO READ A SINGLE FULL BOOK OVER AN ENTIRE SCHOOL YEAR. Reading will help them practice FOCUSING on something (for more than 1 minute which is all our society requires nowadays), which is important if they want to be successful academically.
- Please find someone brand spanking new
- Please please work on reading for grades K - 3rd grade. If you cannot read in 3rd grade, your chance of going to jail is something like 90%. How terrible and unacceptable.

Equity discussions are a very good thing to have, however, if you cannot actually give children the ability to read on their own, then all the equity discussions are pointless.

- Please take the Latino population seriously. I (a White person) attend different APS events and routinely, if not almost always, see Latino families taken for granted and ignored. They represent well over 10% of the population and have much to offer. Also, please consider engaging culturally relevant and sustaining pedagogy as a means of addressing equity issues in the district.
- Please work on opening a quality, equitable fine arts high school for the students of APS
- Please, please don't take a one sized fits all approach. Reading, writing and math are so important, please FOCUS on that. Stop worrying about politics. Children should be the FOCUS!!!
- Preferred would be an APS principle or APS leader that is ready for the next step.

If an outside candidate is considered, please make sure they are coming from a very large diverse socioeconomically polarized urban environment. It would be nice if APS is smaller than the current district they are coming from (for example not someone from Birmingham AL, more like someone from Chicago, Miami, Denver, Seattle, Tristate area, SoCal) Big cities, Big problems, Big student population, APS needs someone with that experience to be successful.

- Principals should not be allowed to bully parents. Principals should also not be able to violate federal law for black students and segregate classes.
- Professionalism in educators - training around communication with parents in all forms (In-person, responding to emails)

Educators are required to provide accommodations for students with 504s and IEPs, maybe that means they need more support? Also, not having IEP and 504 coordinators make it their personal mission to prevent kids from obtaining or maintaining their 504 or IEP.

School lunches are inedible - this is the only meal some kids get and it is horrifying what is served.

Have school principals who respect the parents - find that when I have a complaint about a teacher, the principals automatically back the teacher

- Public schools stakeholders provide Camera's provided in the special needs classroom. The disability and special needs children require camera for " teachers misconduct or assault on special needs children throughout aps schools. Some incidents where special needs kids where taken into hospital from suffering head concussion or fallen off tables due to not enough help with special needs. More teachers are needed in special needs classrooms for aps.

- Putting students first! The previous superintendent put her own business interest first. We need someone with dignity and transparency.

What we are hearing from current middle school parents about how math is taught at school is extremely concerning. (Students learning math from an app instead of a teacher....!?) I would like a superintendent who will invest in teachers, rather than spending millions of \$\$ into technology.

I also find the poor management/ execution of the gifted program troublesome. I think it lacks equity and over allocation of budget to gifted program makes it unfair for the remaining student body.

I would like a superintendent that can make data based decisions to think of ways to enrich students at all levels. Why are we testing kindergartens/1st grade when their academic ability is yet to be standardized? Why not retest/ reassess eligibility of kids that are in gifted but struggling academically? (Is being in gifted really benefiting the child?) Why not invest more in special education/ helping those students in needs so that we can bring everyone up? These are few of questions that I have.

I also would like a superintendent that will take tougher stance on bullying. Bullying is not properly being addressed at school. My daughter was slapped, hit, threatened to be killed as a 2nd grader, and it took a lot of emails, phone calls and pressure to get the administration to do something. The administration and teachers should be trained on how to handle bullying and greater accountability to the administration should be enforced by the district.

- Reduce administration costs and bulk. Increase teacher salaries
- Resiliency
- Safety measures are lacking compared to other metro Atlanta districts. Resource officers, window wrapping fencing are all being implemented in metro Atlanta and Aps isn't even considering it. Atlanta public schools is doing the best they can with limited resources but more funds need to be allocated to this very important and unfortunate part of childhood education. Also the facilities are abysmal. They need updating desperately-non locking bathroom doors leaking roofs aren't acceptable for enhanced learning.
- SAFETY of elementary schools. They need armed security whether it be an SRO or just an off duty APD officer. Teachers and elementary children deserve this protection. At this point it's negligent not to have this at all the schools.

Focus on reading and math.

Take extra stuff off the teachers plates.

Give more money to the schools and less to programs up top that don't matter.

Use and spend money wisely. No more kickbacks or padding for people to get paid on the side. That is literally robbing from the future youth of this city and country. It's disgusting to think about.

Equity is important but only focusing on that is why our kids can't read. That program has got to be pushed down in the priorities list.

- Safety should be the numb
- Sarah Smith lost ~25 teachers over the summer. I heard the principal was a prime contributor, and being forced to use iPads during the school day. With the difficulty in hiring good teachers, leadership should focus on retention, higher teacher pay, and listening to teachers when there's demonstrable issues causing them to want to leave. I think technology use should be very limited for young children in elem school.
- Schools are not the same across the district. How can we have such stark disparities between some schools in the same district?? It's maddening. Academic rigor is not present. Are we preparing students for college??
- Schools are so radically different. My son goes to a school with zero school based extra curricular programs. We have to send him to boys and girls club to fulfill that need. There are zero school clubs. He also gets 45 minutes of foreign language learning a week. There's not enough arts support or clubs/programs for young children. These need to be across the board and pay teachers with these skills to work with our students. Also he has a part time guidance counselor but she's not trained to actually facilitate mental health counseling. What's the point? There's zero mental health support AT school.
- Self-contained and sped small groups are too large. There is no way to adequately support special needs students when there are so many students in one class.

- Since most students are behind as a result of the coronavirus, APS should offer free online tutoring with assessments for all students. Assessments are needed to assist the students on their levels. If a student is performing below level APS should assist students to ensure they are on their levels in all subjects. My student's school has no tutoring. I need a tutor that can assess my student and help him so that he can work towards getting on his grade level.
- Someone committed to protecting our children and keeping them safe while in school.
- Someone needs to help showcase why APS has schools that the community should be sending their kids to (vs. charter or private). The APS community is only as strong as the people who actually go to their schools so if people are choosing to send their children elsewhere because of APS' poor reputation, the entire community is not invested in their local schools. Getting the Atlanta community to choose APS should be something that is focused on. Also, getting parent involvement back up. How can parents be more welcomed into schools? How can parents be more involved in the operation of the school?
- Someone who can support inclusive and equitable policies for trans and non-binary students, especially in light of discriminatory laws being introduced and passed in GA
- Someone who is a strong leader and an effective communicator who can clearly articulate the goals and objectives of the district and who is willing to take on accountability for the decisions they make. Not someone who leads from behind.
- Someone who is actually committed to being superintendent for 3-5 years.
- Someone who is smart, engaged, a good communicator and motivator. Someone like [REDACTED].
- Someone who understands the importance of maintaining the morale of their employees. Someone who would advocate and support the staff that truly put in the work. Someone who just doesn't make the decisions from the top that affect the people at the bottom. Someone who has been there and has worked their way up and who can relate.
- Someone who will cut central office and push resources and autonomy down to the school level.
- Someone who will support preparing students for their future and fostering a love of learning. The person should have open communication with the community to support the needs of students and community to develop our next generation of people. We need someone who understands this is a foundation for students' futures not a ending for them. Someone who will give students the tools need to future success and that means partnering with the community to understand changes for what may impact students in the years to come.
- Someone with demonstrated experience of caring for children, not just treat them like a product with a financial bottom line.
- Special education department is failing their students and violating IEPs consistently.
- SROs for ALL elementary schools
- Increased individualized plans for advanced students and underachieving students
- Stability. It reflects poorly on the Board that it keeps firing it's Superintendents. Pick better and retain.
- Stop changing superintendents after 2-3 years. When I attended my superintendents were in place 20+ years
- Stop grade inflation
- Stop giving z50 for no effort
- Straight talk; ability to make tough decisions that might be politically unpopular with adults but are in the best interest of children; high standard for achievement and improvement for all schools even ones deemed to be doing well currently
- Strong manager and good communication
- Support students and teachers, not always the money
- Supporting teachers in an incredibly hostile environment, especially in terms of state-wide and legislative pressures. Teachers are essential and need to know they are supported, and support from the top is critical.

APS did a truly fantastic job during the height of COVID, with decisions that put students and teachers first. I very much hope that primary focus will continue.

Better technical infrastructure—most learning is now done online but this reliance on technology means that when laptops malfunction (which is often), or internet goes out (again, not uncommon), or other technology issues arise, learning breaks down. And constantly changing what platforms are used means time is spent learning the platform and not substantive material. I'm not entirely sure how to balance all of this without huge (& ongoing) infrastructure investments, but this reality needs to be more directly addressed in future planning.

- Sutton is a weak link in what would otherwise be a very strong pipeline of public education thru the North Atlanta cluster.
- Target ways to re-implement free meals and provide low or no cost aftercare for qualifying families
- That the person has the experience and knowledge to do a great job for the kids.
- That's enough!!!
- The Board must select a candidate who will commit to centralizing literacy instruction through the Science of Reading across the district. Schools should not be given autonomy to do whatever reading curriculum they want and it must be evidence-based using the Science of Reading. Talk to Marietta City and look at how well they have done already. Also need a strong Partnerships office again like when Rachel Sprecher was there and can truly appropriately place partners in high-need schools in an intentional way. Eliminate the culture of "be quiet" and "catch a bubble" and putting kids on colors for behavior. There needs to be system-wide SEL programming that doesn't silence children or punish them for using their voices.
- The housing shelters are concentrated in one or 2 downtown zones, and the students in those shelters are more unprepared than the regular student populace. This pulls down the test scores of the affected schools, and contributes to poor attendance and tardy records in the affected schools. Equity would be to distribute the students in the shelters more widely. Also, school attendance zones are gerrymandered. Why else would students at the end of Hollywood Rd in the up and coming "Riverline" district of upscale expensive houses be assigned to the Buckhead school districts? School districts affect realstate prices. The way the districts are drawn presently is not equitable .
- The audacity for us to just talk about school in general and not talk about the disgusting display of displacing to capable superintendents. I would love to have a survey come out about how we feel about the board itself.
- The Board and next Superintendent should not be biased against the schools with active funded PTOs.
- The Board needs to be changed. We need diversity, make, female, minority (not only white women) on the board and it needs to be diverse!. We have changed too many superintendents and this board is at fault for firing the last two! The school board needs to change! The board is the problem.
- The board needs to be transparent about who they are hiring and why. The board should commit to a multi-year hire and give them resources to commit to a specific improvement plan. Also student teacher ratios should be lowered.
- The board should consider selecting a leader that is willing to work collaboratively with all stakeholders to address the needs of APS students. The board should select a leader that believes in expanding the capacity of the district. The district should look to growth in all areas (fiscal, staffing, academic performance, facilities).
- The board should select a superintendent that will significantly reduce central office staff and spending.
- The Board should stop being the stepping stone for political careers.
- The decisions made about APS's highest performing schools u set [REDACTED] tenure were truly disastrous. In many ways, APS had a thriving, high performing culture in many schools. Now, redistricting in Midtown has divided neighborhoods and threatens to continue. Schools are underfunded while central office is bloated. APS needs to make students the priority, both in terms of funding and cohesion of the neighborhoods that make local schools strong. We need a leader who can navigate those challenges and bring a commitment to equity to APS so all students can access the education they deserve.
- The denial of Tapestry was a travesty
- The district needs to clean house. It seems to be filled with a lot of people that are not in the right roles. There is a lack of transparency.
- The district needs to hire a superintendent who has experience both in the classroom and as an administrator. In addition, the superintendent needs to actually work and not spend time with the media and on social media. Care more about schools than his/her image.
- The district needs to improve its special education services, including preschool special education. I submitted my son's paperwork to get an evaluation in January 2023. He did not receive an evaluation until September. It should not take nine months for a child to receive an evaluation. He missed almost a year of services at school because of this process.
- The financial mismanagement that occurred under the last superintendent is a HUGE problem. This district makes a lot of money from taxes...I don't see that money going back to the students the way that it should. The board of education has been worthless the past several years. Not renewing [REDACTED] contract set this district back years if not decades of growth. Cronyism and back-scratching has been "business as usual" and that has to stop. We need innovation but we also need leadership. We need a superintendent that will support staff as well as students. The district office has been too beholden to the business interests of Atlanta.

- The focus of the learning loss from the pandemic has left what was a strong developing SEL program in ruins. If kids aren't safe with themselves and their classmates, they're not going to learn. The whole world had a learning loss. We need to focus a little more on the human side and frankly trauma recovery.
- The focus on diversity and equity is very important and should continue. However, within equity we need to meet the needs of our more advanced students as well as those that are struggling. The focus for years has been on those that are at the lower end, an important task but one that should not be to the detriment of other students. The new math standards, along with constant rhetoric that advancing kids forward faster is not a priority, is disappointing. When our children are not challenged in their academics they become bored and often times disenfranchised. Please focus on meeting ALL students where they are academically, not just to meet the bare minimum georgia standards that are severely lacking.
- The focus should be on a safe environment for all students to learn and thrive, not to spend the resources on kids who are struggling academically and behaviorally at the expense of kids with the drive and upbringing to achieve at a high level academically. You are doing a disservice to the motivated kids who suffer under lax disciplinary standards.
- The inability of the Board to establish long term leadership with vision has been disgraceful and reverberates across the system. Even in a higher performing district, the lack of stability shakes the relationships parents have with the system and makes us lose trust. Student services are staff dependent and can be inconsistent, which always needs improvement. The principle at Sutton, Dr. M is FANTASTIC. We have been very pleased with most staff and the education overall. The 6th grade Sutton Campus idea is wonderful and was a great experience.

Lastly, please hire someone and make the contract regressive if/when the school board leaders lose their elections. The politicization of the Superintendent position is disgusting and the treatment by the City of the last few has been indefensible. We need long term leaders and not ego based games.

- The last superintendent did not seem to have common sense and bad leadership skills - she was not accountable for her mistakes, she blamed other people, she wasn't transparent, she didn't do simple things like google searching principal candidates.

I want a strong leader who knows how to hire excellent principals and team members. The HR team, according to her, is to "blame" for some of the bad decisions. Then TELL US how to fix it, we will go to work. We want a great team.

- The list is long.

My students principal lies to the students and parents. The bathrooms at her school are routinely locked.

On a regular basis my kid doesn't have a teacher and just has to sit in the back of some other class. And maybe do a worksheet. Or just play on her phone.

You all kept schools closed for a year...yet athletics were not stopped. I think the speaks to your priorities.

Parents are the enemy...not partners.

APS needs to figure out how to make parents part of the team.

And How to run logistics (seriously ask UPS to help you figure out the buses...they never come)

And How to not have a sexist and racist dress code.

And how to get subs into classrooms

- The most important factors that I see are improving literacy and equity in discipline by race and disability status. The next superintendent should have a strong understanding of these issues and a clear plan with discrete steps that can be understood by parents and community members to improve these current weaknesses.
- The most important thing is someone who is externally visible, leading with integrity, actively communicating the vision for Atlanta Public Schools. Someone who is warm and friendly and engaged with leadership in the community.
- The new superintendent needs to be someone who is willing to get in the trenches and really work to get things done. Not a figurehead, but someone who has energy and enthusiasm to affect real change.
- The new superintendent should focus on 1. students 2. teachers and admin and 3. parents and communities.

The most recent superintendent incorrectly prioritized her constituents and spent no time in schools and all of her time with elected officials and business leaders. This led to poor results in schools and a mistrust in the district overall.

We need an enthusiastic leader who is willing to spend a great deal of time getting to know each of the schools and principals as well as teachers and students throughout APS.

- The next superintendent for Atlanta Public Schools should have:
 - a proven record of leading a diverse urban district with sustained significant growth in literacy and numeracy
 - no legal, professional or financial relationships with any focus group contracted with APS
 - no formal complaints or open source complaints that suggest that the candidate may be racist, sexist, misogynist
 - gain credibility with the Black and brown community by explicitly stating the data that shows the enormous learning and achievement gap between white and Black and/or brown students, then holding all schools to the same standards instead of asking for only growth. While small wins should be celebrated, by not requiring the same standards as white students, the district is limiting Black and brown students. All students (aside from medical conditions) can learn to read, write and perform basic math however the district is only acknowledging that with majority white schools. Black schools are only asked for growth and that is not enough.
- The next superintendent has to be able to connect and work with families across the district. They need to be able to listen, see other people's perspectives, and see the communities they serve as partners, not enemies. There are a lot of good things happening in schools around the district. We need a leader who will be able to recognize that and help schools build upon what is working. We do NOT need 'one size fits all' approaches. Our district is big and diverse. We have smart, caring and engaged parents who want to support their local schools. The next superintendent needs to see that as an opportunity to be leveraged. And finally, the vast majority of APS teachers and employees are amazing. Their commitment, knowledge, energy, professionalism, and ability to connect with students and families is inspiring. Please pick someone who will listen to them, learn from them, and value them.
- The next superintendent has to be able to hire effective leaders for the schools in the district. The principles make this place go.
- The next superintendent needs to work to repair damaged trust from lack of transparency. The new hire must recognize the great complexity and diversity within our school district and not assume that one size fits all.
- The next Superintendent should be one who has been in the Atlanta Public School System in some capacity (teacher or principal, preferred for it to be both), should reside in the state of Georgia and be willing to come out to every school in the district to see what is going on in the school and focus on making those improvements. Also, the next Superintendent should be fully committed to getting the failing schools off of that list by providing the services to those schools that it will take to get it done. The next Superintendent should be willing and able to hold the Board Members accountable for their failings.
- The past 3 years have been rife with conflict, miscommunication, and change. I want a superintendent who is a good communicator and who takes community input seriously.
- The person needs to be wise, principled, humble, effective, organized and an excellent listener. We need someone who motivates, inspires and brings people together to solve problems. This person needs to understand the needs of the teachers and the ever-evolving needs of our students. Our children are very different from the children of 10- 15 years ago with the advent of phones, technology and COVID, to name a few.
- The person should have valued experience in many areas. We have a very diverse population. Everyone's needs should be addressed.
- The quality of special Ed, 504 and learning disability supports is very uneven between schools. At King for example, one kid in my family waited 7 month for her first 504 meeting, and we've been waiting for a year for a meeting we were promised when she was involved in an incident. We were refused access to hazel health for mental health support, and have been waiting 8 months for the alternative they promised us.
- The removal of PURPOSE BUILT SCHOOLS and those funds utilized to areas of critical needs. They have NOT PERFORMED OR IMPROVED THE SCHOOLS IN ANY CAPACITY!
- The special education department at the district needs more support or better training in communication with families and partners.

- The strongest efforts should be made to avoid redistricting, and promises made should be kept. The Midtown cluster redistricting fight has been a disaster - now we have elementary schools operating under capacity with no Pre-K programs, and talk of redistricting a newly renovated Midtown High School *again*. Why not look for a holistic, creative solution since obviously the reno didn't address capacity issues and perhaps even made it worse? Perhaps move to a Junior High model, with K-6 in Elementaries, 7-9 in Howard MS, and then 10-12 at Midtown HS? The focus on sports participation being disrupted is bogus. I don't send my kids to school for sports. 9th graders who want to participate can perhaps take a bus to Midtown for sports after school. Communication with the community has been problematic at best, and trust with this community has been broken. Data shared by the district to the community has been flawed at best. The Board and Superintendent must do better in strategic thinking as well as communication with stakeholders.

Our experience has been in the Midtown cluster, but I imagine other clusters feel similarly. No one wants their neighborhood schools broken up, even in the name of "equity." APS is such a diverse district - it seems like the best fit for leadership positions come from within the system, or from leaders who are very familiar with our system. This has been shown at the principal level as well as the superintendent level.

The district needs to be strongly supportive of educators and administrators with regards to school discipline and classroom management. Our teachers and administrators should not be afraid to discipline disruptive children for fear that parents will attempt to get them fired. There should be clear guardrails to protect both students and teachers - and this should be communicated with parents. All of this comes down to clear district leadership, which we have been lacking for several years.

- The student demographics of APS has shifted (and is continuing to). The majority of students now come from the NA cluster and the Midtown cluster. Those students come with a lot of parent engagement and involvement. The new superintendent needs to be ready to work WITH parents from across the district. Parents want to support all of APS, not just their children's schools. But, there needs to be trust, transparency, and accountability at the downtown office.
- The Superintendent and Board need to stop giving lip service to initiatives like Personalized Learning (which simply does not fit with one-size-fits-all unit testing and bell-to-bell use of platforms like Amplify). Give every student TRULY personalized learning in terms of path, pace, and priority. Implement move on when ready instruction. Stop buying in to educational quick fixes. Instead, focus on hiring highly qualified teachers in every school, reducing class sizes, and offering truly equitable participation opportunities for all students. (How about early and late buses so ALL children genuinely have an opportunity to participate in before and after school programs???) Forget about "innovation." Make sure students have functioning devices to use each day and reliable internet connections at school AND at home. Offer REAL flexible options to all students - like AVA flex AND the opportunity to take in-school classes for students who need hybrid learning environments - at EVERY school. We need someone who isn't all about edu-speak but is all about edu-action. Trim administrative staff downtown to those required to support instruction in schools, and spend that money on TEACHERS.
- The superintendent and the board need to listen to the parents and teachers. We feel unheard and powerless. It's like going up against a big corporation with their own agenda without any regard to parents, students or teachers feedback.
- The superintendent must have experience with large urban districts.
- The superintendent needs to be committed to serving students and families not building a personal, professional portfolio. They need to be a believer in the transformational power of public schools to end generational poverty and demonstrate that commitment with deep understanding of strong instruction and intervention practices. They need to be innovators - not talk about it - but do it. APS should have the finest schools in the nation - all of the resources are here to attain that status - including talent and budget. It is how those resources are allocated that matter. They must demonstrate a commitment to equity by examining facts and data - not conducting research and hosting conferences - and then deeply exploring why some students in APS receive an excellent education and others leave with a diploma and little else. They need to commit to every post secondary pathway being fully accessible including skilled trades and work based learning. How many electricians has APS produced? Our seniors should be in WBL in APS - working as paras, maintenance, technicians, food service. Our students receiving a paycheck from our district. And they should understand that a culture of compliance only generates adherence to rules - whereas a culture of excellence - where everyone top to bottom- believes that our children have endless capacity when they experience engaging instruction from strong teachers in safe, welcoming schools.
- The superintendent needs to understand the needs of the various clusters throughout Atlanta and embrace the Charter System Model. Schools needs to be able to direct what their school/community population needs with autonomy. The superintendent should be able to monitor and understand various populations from afar, adjusting to the needs of the specific clusters and identifying next steps to move forward.
- The superintendent should be someone that actually cares about the well-being of the students and not someone that is using this position as a political stepping stone.

- The track record of this board and this search firm is poor. APS doesn't need another APS based super. We need to find the best deputy super at an outstanding school system of roughly equal size. Kids who are underperforming need leadership to have a new plan to improve. But kids doing well need to be supported as well. To have the opportunity to be the best in metro atlanta. Atlanta is changing. The kids attending schools are changing. The last page of questions was disappointing. It was all about minority. It's not about race! It's about performance of kids-regardless of race. I don't care the race of my kid's teacher so long as they are good! I don't care the race breakdown of my kid's school, so long as the bad kids (regardless of race) are removed and the good kids are lifted up.
- There are many priorities that this board will need to take a closer look at. As a parent, I feel that Purpose Built Schools is not needed and especially the Principal of my high school student. We need mature, well experienced Principals for our children in this district. We need APS schools to fall under APS not other programs at all. What has happened to this district that you think bringing in outside people will correct issues. You have employees for that.
- There are specific problems that APS needs to address and a new leader should have a plan for. Previously, APS had magnet and specialty programs (Performing Arts, Math and Science, Business, Allied health etc). The void of not having anything for specializing beyond IB or STEAM is ridiculous when every surrounding county has performing arts, math and science at least. There are parents that move or arrange to send their kids to neighboring counties and districts to take advantage of programs that are not available in APS and that is a shame. Also APS Board of Education needs to acknowledge and address the disparity between the North Atlanta and Midtown clusters and the rest of the clusters. The education, opportunities available, facilities, money spent and student experience varies greatly between the northern clusters and the remaining clusters and it is awful and needs to immediately be addressed. Not to mention in the Midtown and North Atlanta clusters it feels like two or three different schools based on your racial demographic and your academic ability. The most shameful part is that teachers, administrators and the district and board all know it but do not discuss it or make goals around Diversity Equity and Inclusion. There does not appear to be a real effort that is demonstrated or measurable to provide equity among any dimension of diversity. Also the disparity in treatment of DSE (Department of Special Education) students varies greatly along the same lines of clusters and that is not good at all. I have grave concerns for the students that fall in the middle not TAG or DSE but general education students seem forgotten. There is too much of a focus on testing and not enough on teaching.
- There are thousands of students on waitlists for charter schools. The majority of charter schools in the city are outperforming traditional schools, some by very wide margins. APS MUST provide more opportunities for parents to have alternatives to their failing local schools. It is morally reprehensible that children continue to flounder in schools that do not give them basic and critical literacy skills. Charter schools cannot solve all problems, but having an alternative can help many. APS has not approved a new charter school in more than a decade, despite some strong applications. This is just not acceptable. Hire a Superintendent that will help educate the Board, Teachers, and other stake holders about the value of having alternatives for families.
- This is a very large, diverse district. Every school and cluster has different needs. We need someone who understands that and can lead the district as a whole, not just catering to certain schools or clusters. I would also like to see the next superintendent make equity and DEI initiatives a priority. I am concerned about redistricting solutions that will make some schools less diverse and remove the most vulnerable students/families from the highest performing schools. At the same time, it won't work to redistrict students from high performing clusters to low performing schools unless significant changes are made. The bottom line is that the Board and superintendent need to work to make all APS schools a desirable place for all students to be.
- This person should have a comparative advantage in change leadership and solution/results oriented. Strategic thinker that can think big and drive disruptive transformation within the education industry versus incremental change that demonstrates effort without impact. Skilled at creating a shared vision across the district and can be an activator. Empowering the staff, students, and communities to leverage their collective strengths to contribute to the betterment of society and our city. Focused on creating superior value while consuming fewer resources, being a good steward of the city's tax dollars with ruthless prioritization and transparency around spending.
- This superintendent needs to clearly be an independent... not tied to the Mayor or other elected officials... so as to avoid any assumption of bias.
This superintendent should encourage non-traditional schools -- particularly charter schools -- as they are proven to produce more well rounded, virtuous citizens.
This superintendent should crack down on violence and drugs in schools. Zero tolerance means ZERO.
- Those who focus on the big picture and needs of the district and don't get swayed into the squeakiest wheels. A superintendent who communicates and lets us know decisions along the way.

- Three key factors for a superintendent: Relatability, visibility, accountability.

Taking this open-ended opportunity to voice concerns I have with the school system today: When enrolling my children, who are visibly white but have a minority background, diversity was important to me. However, as the years have gone on, I have realized that the focus on diversity is superseding the focus on a quality education. Compared to students of the same age around the world, the education of American students and certainly students in this district is sadly low. The educational standards have been lowered to ensure passing grades. There is a strong focus on supporting students with lower than average abilities but little to no focus on supporting students with above average abilities. I can only speak for our school when I say the standards for learning are too low while the time spent in school is too high. Our kids have LONG days but come home having learned little.

Additionally, there is ENTIRELY too much screen time at school. My children have seen so many MOVIES at school. Their education is coming from the screen most of the time and not from an engaging teacher.

- To enable ALL students to have the best education possible, the next supervisor should be open to innovative school choices such as partner and charter schools as well as programs within schools that focus on diverse groups that include neurodivergent students. The superintendent should be open to stakeholder suggestions that include school staff, parents and students.

To seek and understand research and data, partnerships and support that can provide assistance to school and APS staff that supports student success.

To demand that staff provide accurate and timely information to school board, to internal staff and schools that make change and decisions possible.

That students deserve more. Not every student learns the exact same way, so education should not be cookie cutter as well.

Support teachers but also set expectations regarding engaging and interacting with students and the need for consistent, timely, transparent grading.

- Transparency and accountability for all and that should go up and down the organizational chart, without prejudice. Also there needs to be a realigned focus on teaching and learning. Very few supports are being leveraged in C & I and this is the heartbeat of a school district.
- Transparency in spending, excellent communication with staff and parents, and dedicated priority to the students, not just administration and teachers.
- Transparency. The restricting "process" of Herring administration destroyed all trust in APS.
- Transparency: the last two superintendents have been ousted with little explanation or communication. I was satisfied with both of them. It will be difficult to recruit a good superintendent if they feel like they could get fired over schoolboard vibes.
- Turning decision making abilities back over to clusters and principals. The leadership in each cluster knows what works best for its communities. A "one size fits all" approach is not going to work for a district of our size and socioeconomic diversity.
- Tying together the impact of institutional and systemic issues of wealth gap and gentrification of traditionally racially marginalized neighborhoods to educational consequences and achievement gaps.
- Understand how to be inclusive so not just the loudest voices are always heard. Data analysis and literacy, and how to make data-based decisions.
- Unmentioned among all the priorities was the curriculum. It's important to have a rigorous, content-rich curriculum that teaches critical thinking, reasoning, deep literacy, STEM, and Western Civ history. Standards are too low, and teachers are not held accountable. There is nothing more important than high quality teachers. Other stuff like quality of facilities and resources, sports programs, etc. are nice-to-haves. Look at Atlanta Classical as a model for how results can be obtained through a demanding curriculum and empowered high-quality teachers even in a highly resource-constrained environment.
- Vision with the ability to make rational, transparent decisions that can be effectively understood by the parent community.
- We have a large annual APS budget. Money needs to move from downtown to the actual schools. We need a police/resource officer at EVERY school. We need a superintendent who is committed to academic excellence. We need a superintendent who welcomes all students. We need a superintendent who partners with ADL and does not allow hate in our schools.
- We have to prioritize getting and keeping the best teachers in Metro Atlanta. We are losing teachers to other districts that pay or incentivize more.

We also need to pull back on the use of technology in the classroom. The pandemic is over but we're still using all virtual methods of teaching. It's not acceptable to say "it's a sign of the times" for kids to do everything on a computer but then lack very basic handwriting and grammar skills.

- We need a results driven superintendent.

- We need a superintendent focused on leveling UP ALL students and building an environment that empowers students to excel. We need additional resources to handle children with behavior problems in class so those kids don't cause a negative environment for kids wanting to learn. My child goes to Midtown High School. The only reason we kept him in APS is because he is in the majority of AP and Honors classes. We pulled my other child OUT of APS and sent him to a private school because we knew he wouldn't be in an environment conducive to learning in average level classes. There are too many students misbehaving in the classroom at the average and below average level.
- We need a superintendent that will go beyond the surface and what people “think “is going on. There are issues that are below the surface that are very important and that people ignore because of how it looks on the outside and different schools have different reputations. This is bullshit it needs to be stopped. Students are suffering, especially black students regardless of their education/financial/parent participation status/levels, because of this. Other minority students are being favored while black students continue to be left behind.
- We need a superintendent who has high expectations for students - they will rise to the challenge. The new superintendent should visit the Ron Clark academy and spend time learning about how they set expectations with kids. They teach to the highest level child in the class and expect everyone to come along, and they do. It is remarkable and proves it can be done.
- We need a superintendent who is committed to reducing the central office staff and budget. The increases Herring made to the central office are shameful.
- We need a superintendent who recognizes that we have a very diverse district with different needs per cluster. We need someone who is transparent, who values the safety of our children and teachers, who values fiscal responsibility and community input and guidance, who values the need for advanced courses to allow our kids to be properly prepared for college, and who recognizes that we need opportunities for ALL children whether they are ahead or behind their peers.
- We need a superintendent who will allow more cluster/principal control instead of having blanket district wide regulations. The clusters have different needs and these should be approached and addressed by those closest to the students. All clusters can improve when given more localized control to solve problems. The challenges and solutions that work in one cluster are not necessarily right for all of APS.
- We need a superintendent who will avoid bringing controversial discussions about gender and sexual orientation into the classrooms of children, especially elementary and middle school children. We also need a superintendent who respects the history of Atlanta and the Atlanta Public Schools. Someone who is not going to dismantle everything we love and believe in. We also need a superintendent who will raise substitute teacher salaries. We want a superintendent who will give out yearly bonuses as well. Thank you for your time and consideration.
- We need a superintendent with a backbone. Proposals need to be well-vetted before being presented to the community, and then there needs to be follow-through even if some in the community disagree. We need to ask why does the community disagree and are these loudest voices truly representative? Are their reasons for disagreement based on evidence of what is best for children or purely personal and emotional? Every proposal can't be backtracked just because there is not universal support. Sometimes hard decisions need to be made in order to create long-term improvement and progress.
- We need someone who is focused on quality curriculum and educating students. I am so sick of social emotional learning and equity. These are buzz words with no value. Students can't read or do math on grade level and this other nonsense is noise. Dumbing down curriculum and opportunities in the name of equity is killing academic excellence in public education. We need someone who will return the focus on quality instruction and who will stop pushing kids along who can't read or do math. Graduation rates mean nothing if kids aren't prepared! SEL is also wasting time in actually educating children. We don't need to focus on things that should be handled by medical professionals. It's a burden on teachers and why we can't retain quality educators. APS has been so focused on the wrong things that kids are not prepared. Also technology is great when used appropriately but it should not take the place of quality hands on instruction. Utilizing online apps and programs is lazy and gives teachers the ability to check out which is good for no one. The United States is failing at all dictating children and that is the case within APS. It's time to get back to real education and APS could be a leader if the right candidate is selected.
- We need someone who is going shift the budgetary funds from the central office to schools. We are paying a bunch of administrators a lot of money that never helps the clusters
- We need someone who will go back to educational basics. e.g. math on paper, more writing including drafts and red-lining papers(by teacher and peer-to-peer)
Less reliance on computers, apps, and programs excepts as supplemental/complementary to good live teaching.
We need to shrink the number of administrators/home office. Focus on good quality teachers and coaches and having the budget to attract them to come to APS.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Parent/Guardian Of A Student Attending An Aps School

- We need someone willing to hold everyone in central office or leadership accountable to supporting teachers & student success. We need to clean house.

APS has spent 3 years of wasteful distraction with nonstop DEI & student surveys at the expense of academics and athletics/extra curricular for students. Considering APS is the most diverse district in Georgia, and white students/teachers are the minority, I don't understand the millions being spent pushing DEI. Just focus on all students and offer opportunities to all students. Rising tides will rise all boats.

- We need stability. We need corporate partnerships that will help advance the previous administration's call to action to effectively and accurately prepare tomorrow's future for success whether it be college readiness or applicable job training. We need to engage the students and do so earlier than high school to help them focus on what is needed to achieve greatness to be prepared for 'real world' scenarios.
- We need to address issues the children with learning challenges. As well as better conflict resolution in the school. Anti-bullying programs should be in place and enforced. Alternative Schools should be back in effect for those students suspended with mental evaluation in efforts to get to the roots of their negative behavior.
- We need to focus on the actual business of teaching children... less herding & controlling them, more actual classroom time actively spent actively teaching, talking & learning. My kids are smart & doing well but they still think that "school sucks" bc middle school seems to suppress them rather than engage them. Let teachers teach & do what they do best (instead of handcuffing them with admin, policy & box-checking bs curriculum nonsense). Thanks
- We need to select someone that had a proven track record of being able to handle the difficult and uncomfortable conversations that are needed to move our district to the higher level of excellence that it is capable of operating.
- We should hire an honest superintendent whose vision is for local, walkable schools that provide quality education for all. And we should attempt to keep that person so the vision is fulfilled instead of hiring and firing yearly.
- While closing the achievement gaps should be the number 1 priority, we can't forget the importance of quality nutrition and free/play time in the SEL of the student, particularly in light of many of our students come from less than ideal home settings.
- Will the next superintendent challenge the board? Will they defy the board where they strongly believe it makes sense and be allowed to remain if positive results bear out?
Will the next superintendent be able to advocate for all clusters despite advantages specific ones may have? Midtown cluster facilities are behind other clusters, yet because there is money in the cluster, the appearance is Midtown must wait for upgrades.
- Willingness to give building level leaders the autonomy they need to make their buildings successful. Building level leaders know the most about their school, staff, and community. The superintendent and their staff cannot know that about every school. Overwhelming bureaucracy stifles leaders' abilities to make dynamic decisions.
- Willingness to use data and current scholarship on education to make decisions that will benefit all children.
- Would love to see the International Baccalaureate program at APS.
- You just need to find another superintendent with the enthusiasm and engagement Maria Karstaphan(sp?) had; you should be paying top dollar for the best person you can find. Cut administrative positions downtown to have the funds for it if necessary.
- You need someone who has come through APS and understand the needs. Herring was abysmal on every level and I cannot fathom how she was hired. So whatever y'all did, don't do that again.
- You need to pay your teachers more. They are all frustrated and are not treated like professionals. Money is waisted on programs that don't help teachers or lessen the achievement gap.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Student

- As a current Junior in APS I believe we need a long term superintendent. On average it takes 3-5 years for you to see the effects of policies. Constantly getting rid of a superintendent is not good for the student body especially since the direction of aps changes due to constant change in superintendent. So I believe the board needs to get together and choose a superintendent whether they agree with all of his or her policies. We need consistency if you want APS and its students to succeed.
- [REDACTED] Junior at The BEST Academy 6-12

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Support Staff

- I believe that the Superintendent should listen to all employees and take their wellness into consideration. Ask how we are doing. They should have an open heart and beautiful spirit.

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- 1) Must understand the importance of technology in education. 2) Have a background in business. 3) Have an understanding of how one collaborative system would improve processes and efficiencies.
- 1. Equity Initiatives: Develop and implement policies and initiatives that specifically target the inequalities present in different parts of the city. This might involve allocating resources, staffing, and programs based on the specific needs of each area.
- 2. Community Engagement: Prioritize building relationships and engaging with the communities in each part of the city. Understanding their unique challenges and needs is crucial for tailoring educational strategies effectively.
- 3. Resource Allocation: Analyze the distribution of resources and identify areas where adjustments are needed. Ensure that funds, staff, and materials are distributed equitably to provide all students with an equal opportunity for success.
- 4. Curriculum Customization: Create or adapt curriculums and educational strategies that are responsive to the different needs of students in various areas. Customizing education to suit the cultural, economic, and social contexts of each community can foster more meaningful learning experiences.
- 5. Teacher Support and Development: Prioritize professional development for teachers, particularly in areas where students face greater challenges. Providing additional training and support can better equip teachers to address the diverse needs of their students.
- 6. Social and Emotional Support: Implement programs that address the social and emotional needs of students, especially in areas with higher rates of poverty or violence. These could include counseling services, mentorship programs, or trauma-informed approaches.
- 7. Data Analysis and Feedback Systems: Establish robust data collection systems to monitor progress and measure the impact of initiatives across different areas. Use this data to continuously refine strategies and ensure they are making a positive difference.
- 8. Parental and Community Involvement: Create avenues for increased involvement of parents and community members in the educational process. This could involve workshops, community events, or forums that facilitate dialogue and collaboration.
- 9. Collaboration with Local Agencies: Collaborate with local government agencies, non-profits, and businesses to provide additional support and resources to areas in need. Partnerships can offer unique resources and opportunities for students.
- A leader who embraces technology integration, tools and system to support teaching and learning to prepare this generation of students for the 21 Century learning. A leader is not threatened by existing leaders who have more experience and practice in implementation successful educational solutions. A leader who values employees input to make system wide decision that benefit all and not a set agenda. A leader who is familiar with Atlanta area and level of standards required to prepare our students to excel and close achievement gaps. A leader is 21 centuries forward thinking in all instructional practices, student support, and employee retention to ensure a modern district to support our modern students and families.
- A person that believes that team work makes the difference because it us 1 goal to help each person (students and staff) to go as high as possible and succeed in life
- A Superintendent who is compassionate yet a fervent advocate for the quality education and environment of what our students and staff deserve. One who looks at data and ensures the proper actions to the data takes place. Address the discipline/mental health issue that impacts our school environment/community.
- A vision for future challenges our students may have regarding sustainability, including equity and climate change issues. Partner with local resources around implementing renewable energy (Electric buses, solar panels etc) as well as district wide composting and school community gardens to improve community health and engagement .
- A vision to create more opportunities such as Atlanta College and Career Academy that will allow student to prepare for college or get apprenticeships, certifications, and skills to start working at graduation.
- Adequate resources for counseling IN schools. Not partnerships. Not virtual services. School counselors with appropriate ratios and clear duties. Social workers with intentional roles and resources to provide families.
- adhering to policy and trustworthy, honesty
- An understanding of the importance of Early Learning and that we are a PreK-12th grade system.
- Appreciate a superintendent who can uses data as a functional resource and does not cause others to use it as a weapon and have frank conversations about the data.

- APS needs someone that will come in and restore the culture of employees in the district as well as the community.
- Are the students the priorities?
- As it is unclear why the Board chose not to renew/extend the contract of a superintendent who was making positive improvements in the district, it is difficult to believe that they have the ability to prioritize what makes one an effective leader. Nonetheless, the next superintendent of Atlanta Public Schools should be one with a proven record of leading through significant transformation with a focus on instruction that truly uses data to increase student achievement. Building strong civic and corporate partnerships to provide innovative and equitable opportunities for all students across the district.
- As long as public schools' curricula are driven by large publishers who are politically motivated, and operating for-profit, public-school systems will suffer. We need a full, complete, comprehensive overhaul of public education. We need completely revamped teacher training; brand new curricula; a new school year calendar; new buildings. We need children learning to 'connect the dots', learning the value of character, learning civics, economics, logic; learning global history. We need to prioritize critical thinking, grammar (prepositions matter), while we also focus on technology, science, and the arts (steam).
- Beliefs in parent engagement, student attendance, parent and student responsibility for completing assignments, not giving grades, but students actually earning grades, teacher safety in regards to student disrespect and violence, appropriate discipline practices, parent and student responsibility
- Budgeting for school-based employees, NOT district-level staff - we have again become too top-heavy. Teachers need smaller class sizes, fair pay, and time to plan.
- Check into purpose built schools agreement test score is down Carver is one of the schools after 7 years.
- Clear communication with admin and teachers, someone that will put the kids best interests first. Also, someone who understands the needs of the specific community as a whole, and shows respect and value for each district employee.
- Creating streamlining for departments to work together with shared/common goals as opposed to working in silo with separate goals and objectives. Addressing equity issues between North/South sides of the district.
- Creating an environment that does not bully others in ALL departments. Providing a safe environment for staff to discuss matters in regards to their supervisor that may not be agreeable
To supervisor. Equity amongst staff.
- Culturally Responsive Teaching (CRT)
- Develop the use of technology to not only support the students but also how the administrative (non teaching personnel) use technology to work more efficiently. Learning the changing technology support will help the teams. One stop shopping for technological resources will better help support and maintain the processes and enhance as need is identified. Currently teams go out and buy / build based on knowledge but can prove to be prone to data issues.
- Discipline and mental health needs for students and families
- District-wide accountability while improving systems and structures that support employee success. Clear strategic focus that dismantles siloed approaches to working and duplication of effort. Restore district culture that values and unifies school-based and central office employees. Assess the current central office processes across all divisions/departments to eliminate inefficiencies.
- Effective leader who is fair to everyone
Focus on Douglass Cluster that needs more resources in providing support for student
Mission statement needs to be change college ready to secondary options. Some our students are not college ready.
Support staff and teachers needs more raises and less professional development.
Teachers needs more opportunity to work in their classrooms instead being in professional development
Teachers and support staff needs a week off in October and February
TOO many PLC 's during the school year taking away from teachers planning.
Schools needs more social emotional counselors
APS focus needs to on the needs of students. Changes is not good for students that are struggling.
Summer time students should be provide with reading books to read over the summer for their next grade level.
- ELA and Math curriculum and resources needed across the system!!
- Eliminate the charter school model. Schools should have standard operating procedures across the board, especially when concerns staffing. Principal's should be allowed to run the school without the pressures of determining staff based on budget constraints. This will eliminate staff feeling overwhelmed as they try to navigate the duties of multiple positions.
Example - a school that has a part-time counselor, will have to rely on others to conduct the duties of a counselor when the counselor is not in the building.

- Employee mental health and work/life balance
- Engaging each school with opportunities to voice concerns with staff/students on a regular basis.
- Ensure that the next superintendent values staff as well as students and see our well-being as equally important. Value the rich culture of APS, while also working to rid the toxic traits that continue to fester the District. Transparency and honesty is also very important.
- Ensure that WCI Team has the support to implement this innovative team to review data for student support.
- Ensure the individual is open to using the experience/ideas that surrounds them regarding the district from the superintendent's office all the way to students/student groups.
- Equity among employees, students and the community are important characteristics that should be found in the next superintendent.
- Every School counselor should actually counsel students, instead of a referral to a counseling program, it's a lot of mental health issues at the middle and high school level. Also it shouldn't be so easy for the students to just walk away from the campus, it should be some monitoring every exit of the school, also the bus drop off at the schools need supervision for the students getting off the bus at the school and walking off the campus,
- Excellent and effective leadership qualities. The next Superintendent should understand the demographics and support all students.
- Experience in large urban districts
- Experience in Special Education and bilingual. Mental health services for staff and students during the school day. Less paper and pencil and more use of technology. Allowing educators currently working in the classroom to design and create a curriculum effective for all students. Do away with state tests
- Fair practices when complaints come from the school and staff level.
- Giving all staff and students a virtual day. Incorporating an experienced mental health specialist in all schools.
- High level Instructional skills
Interpersonal skills
Leadership skills
- Hire someone who will....

Audit CLL departments and positions to identify if they are necessary for student academic growth. Get rid of CLL departments and positions that are unnecessary for student academic growth.

Evaluate instructional leaders in CLL and identify those who do not have the instructional knowledge to be in those positions.

Audit all of the instructional programs and get rid of those that are ineffective.

Hire someone who has been a teacher and principal.

Hold principals accountable for being instructional leaders.

Get rid of the "hire who you know" culture that is rampant in APS.

Hold people accountable at all levels.

- Hiring the right people to do the work and maintaining a focus on high student achievement with goals that reflect that. Eliminating hiring practices that reflect strong sorority, alumni, or other relationships that get in the way of moving the work forward for the students of APS.

Innovative and flexible working conditions such as remote work and hold those accountable for their work instead of across the board decision making about working conditions. This has the potential to help with retention of high quality employees.

- History of successful implementation and impact within an urban school district. Looking for a Superintendent who has held their position long enough to show GREAT growth! Not only in student data, but employee and community morale. Look for a person who has held a position doing this work, long enough to implement what they impact and stay around long enough to inspect their impact. Ability to understand the "big" picture while keeping our students at the forefront. A superintendent who is committed to capitalize on what is being done right for our students and staff, and continuously inspect areas of growth within the district. A superintendent who understands timing, surveys, data and planning. An ideal superintendent would have a high level of project management experience. A superintendent who is willing to understand the various departments and how they function (real-world experiences). Superintendents should have to undergo an opportunity to preform an performance task to involve the following: (The purpose of this task it to garner a real-life experience on what the work looks like in order to best serve students. A superintendent who is willing to create networking opportunities for support staff to collaborate and discuss barriers imposed within internal departments, which completely defy the goals of putting students and schools first.
- Honestly, I believe APS will not implement effective change until the district stops implementing the worst practice of hiring people to fill leadership positions because they know someone. In other words, the Buddy System has to end. Stop allowing ineffective people to be promoted to positions they are not qualified to fill.
- I believe discipline and enforcing rules or codes of conduct should be of utmost importance to ensure the academic success of the majority of students in the district. The disruptive nature of a few is detrimental to the masses. Weeding out the top 20 students per grade level with chronic discipline issues should be a priority. These students and their families need to be supported to encourage changing their undesired behaviors. After support via health services, if the negative behaviors continue, the student should be removed from the school and not allowed to enroll in another APS school without significant proof of seeking additional assistance to support changes in behavior. Those students should be offered alternative educational settings like AVA. The mental and physical health and well-being of the majority of the districts' students should always be our priority and primary focus. For too long we have allowed the few to be a detriment to the many. Societal flaws are rampant in today's schools and we must root them out in order to guarantee the success of our students' futures.
- I believe it is important to identify a leader that is committed to the growth and advancement of all students.
- I believe it's important for the next superintendent to narrow the number of priorities and focus for our district. I think we have too many initiatives and distinct priorities and it can be hard for teachers/staff to meet all of those demands. There is a lot of work to be done, but let's prioritize one or two initiatives. To enhance efficiency, let's concentrate on one or two key initiatives that align with our overarching goals. Additionally, fostering cohesion among central office personnel is crucial; we need to bring people together and streamline processes to eliminate unnecessary silos.
- I believe that board should diversify itself to include teachers, support staff, non instructional staff and other stakeholders from the various clusters to hear the voice of the people. I also would like to see student input be factored into who is named the new superintendent. Lastly, I believe the board should be limited to the power they have to dismiss a sup without presenting a case to a review board.
- I believe that it is important for our next superintendent to prioritize pay. The economy is constantly raising while pay is not rising enough to support the conditions that we are living in. Especially the base pay. I just became a full-time employee a few months ago and the pay is not much different from what I made hourly. It is not enough to support the cost of living. With my work load it is not as easy for me to try to find other ways to make money.
- I believe that the board should be more patient with the next person that is chosen. We keep getting rid of superintendent's too quickly and the expectations for superintendent's from the board are either not communicated well or are impossible to meet and we are stuck in a carousel of continually hiring and firing Superintendents which disrupts everything down the line in a way that harms students. I would encourage the board to work alongside the next Superintendent such that he or she can carry out the difficult work set before them in a way that assumes the best of this person and they do not feel like they have to keep looking over their shoulder and putting on good appearances in a way to impress the board and the public - the needs of schools and students should be the most important thing, not all the random distractions created by the board that come from squeaky wheel parents and community members who have their own pet issue they are concerned about which distracts from the larger growth of the district towards the major goals that are set and are attempting to be accomplished. The board has created a disruptive environment such that superintendent's can be easily fired which is passed down the line to stressed out principals and stressed out teachers and those impacting the daily life of our students - in the end all of this stress gets passed on to them, the students who are the innocent ones in this scenario - but who have to deal with additional problems created for them by adults - so students are left to navigate another new year which often brings along with it another new principal at my school implementing new policies, or another new teacher who is stressed and is learning how to make it work - and another new superintendent who has outsized expectations placed upon them.
- I believe that the next superintendent should also be knowledgeable in directing and managing central office staff to ensure alignment in the overall goals.
- I believe the district need a strong male as Superintendent at this time.

- I believe the emphasis needs to be genuinely on the needs and opportunities available for students. Much of what I have experienced is coordinating this to meet the needs of the adults, and the students become an unfortunate casualty. A leader who can balance the needs of stakeholders, from the students we serve to the teachers and schools that serve them, the communities they serve, the staff that supports those prior stakeholders mentioned, and the Board Superintendent that facilitates those needs.
- I believe the highest priority is unnecessary spending in the schools. They spend millions on products they do not use and/or don't work and central office is not given the authority to stop them. Next is remote work. I believe that only those who abuse the system should have it taken away. Those who get their work done should be allowed to continue remote work. Further more IT positions are shown to perform better in remote environments and the majority of people in IT could find fully remote positions that pay better. I think remote work is necessary to keep on IT employees as well as being good for the mental health and productivity of other departments.
- I believe we must get student behavior under control. The new Clayton County Superintendent had a meeting with those students with chronic discipline issues and made it known that it would not be tolerated and that they would be sent home to learn virtually. I'd like to find a superintendent who can model this. We need a superintendent who will be strong on discipline. Student behavior is interrupting instruction and this is the biggest barrier to students learning and achieving because the chronic disciplinary issues are preventing all students from learning and teachers from teaching. Student behavior is the number one reason we're losing teachers.
- I don't think any new grand strategy is needed. There isn't a secret sauce for education. The focus needs to be on relentless execution and continuous improvement. More accountability at CLL and if not adding value, push the resources back to the schools.
- I employ district leader to examine the character of our building leaders, coordinators and support staff. It should matter if someone is kind. It should matter if a leader is emotionally regulated. It should matter if a leader treats staff with dignity and respect. It should matter that discord among staff is addressed and staff held accountable for one's behavior. Character is essential and I find that it is an essential characteristic that is overlooked.
- I feel that APS is "top heavy" in the district offices. There needs to be more support in the actual school buildings (i.e. hall monitors, additional counselors/social workers, additional Math and ELA Instructional Coaches or Math and ELA Lead teachers who can assist teachers, and schools should have tutors who are able to consistently work with students). I also feel that content curriculum platforms need to address the needs of the students and be consistent across the district. Vocational programs need to be in the high schools for students who are not on a "college track" but still have the ability to be successful in life. Lastly, there needs to be consistent communication across the district between the district offices, schools, and communities. Teachers are the ones in the "trenches" and their voices/suggestions need to be heard.
- I think selecting someone that has experience as a teacher and school administrator within an urban district would be best. An emphasis on closing academic gaps should be a major priority with the utilization of research based interventions/programs that have been vetted and thought through to help lower performing students.
- I think that communication and transparency are of utmost importance. I also think behavior in our schools need to be better addressed. Current discipline practices do not address behavior, they just remove students from the educational environment. While discipline has been the focus, the focus should be on proactive strategies, teacher training, and function based interventions.
- I think that the Board had some good Superintendent in the past and I hope that they can continue to do so in the future.
- I think that the next superintendent should have a priority of retaining current staff and hiring qualified future staff. We are currently losing a lot of highly qualified employees to other districts due to various reasons including more responsibilities for similar pay compared to other districts. I think the next superintendent should show their employees appreciation and trust. Some ways to show this are through increased salaries, more flexibility with virtual options on holidays, and appreciation via district wide communication.
- I think the next superintendent should be well rounded with an extended overall background and experience and an overall knowledge of the school system and how it operates.
- I truly believe that the next superintendent should give particular attention to ensuring each school provides inclusion and equality as it relates to Special Education. It seems that Special Education, Autism and MOID, etc are treated as if they don't belong to the student body at all. You have Principals and Assistant Principals who are unknown to such students. They are ignored too often. There should be some kind of sensitivity training for administrative staff.
- I would like for the future superintendent to consider more work from home days for the technical professionals serving the district away from the schools.
- I would like to bring to the board's attention the idea of considering a qualified male candidate for the position of superintendent. It has been several years since we had a male superintendent, and I believe it would be beneficial to explore the prospect of having the district led from a male perspective. I propose that we actively seek out qualified male candidates during our superintendent search process.
- I would like to see something put in place for students who constantly disrupt the classroom.

- In addition to school staff, central office staff voice should be considered in decision making. Those position are hard to fill with qualified/quality staff as well.
- Instituting positive change, systems, and expectations require time, intentionality, and patience. Please allow the next superintendent sufficient time to do the job they are hired to do before they are deemed ineffective.
- It is important that we find someone who understands urban education and, more importantly, the importance of literacy and the complexity of Atlanta as a city, communities and schools.
- It is important that we look at the support of the teachers and support staff. The negative and disrespectful behaviors from students and parents make the work environment unbearable for teachers and support staff. It is important that we stop allowing the minority to affect the majority when it comes to the academic and behavioral apathy of some students and parents in our district.
- It is vitally important to collect facts and have context BEFORE making decisions that affect the well-being of all students in the district. Since September 1st, the interim administration has lost the trust of many in the central office by making decisions without asking for counsel of those who have been charged with doing the work. Their recent actions have sown dissention between district-level leadership and school leaders, which has made it increasingly difficult to reach established goals necessary to affect change through partnership between schools and leaders. The next superintendent of this district needs to take their time engaging with different groups, INCLUDING district leaders to ensure decisions are based in fact, data, and are serving the best interests of all students across the district. People will follow as long as they have a voice.
- Jobs analysis of responsibilities to assess positions that may not be full time or needed. Administer annual spend forecast to prevent financial waste. Develop training for bookkeepers and secretarial staff.
- [REDACTED] as Superintendent.
- Making sure you have highly qualified administrators to support teachers in all that we do.
Holding administrators accountable
- mental health, coping strategies, family wrap around services to support efforts of the district
- My suggestion is that the administrative support staff do a better job of supporting the Superintendent for APS so that the Superintendent has more hands-on relationships in her/his schools and thereby using firsthand knowledge of what would be the most appropriate fix for each and every situation as she/he recognizes issues and problems throughout the year.
- N/A
- N/A
- n/a
- n/a
- na
- New leadership needs to be address in all departments for atlanta public schools to be successful we a change system so all voices may be heard not just at top also people at bottom favoritism and others
- Nominating [REDACTED]
- none
- none
- None at this time
- none at this time
- None at this time.
- Other priorities I believe to be important for the Board to consider in selecting the next superintendent include an individual who has flexible mindset and being a servant leader - a leader who genuinely has the best interest of the overall wellbeing of the school district in mind, especially the students and school staff!
- Placing staff in CLL that not only have leadership skills but the capacity to impact change within the schools. You have people that are in positions that are ineffective who hire ineffective people who are disconnected from the schools meanwhile people who are in the schools doing the work are overlooked and not supported. [REDACTED] is a failure along with [REDACTED]. There's no evidence that they have been effective in any capacity.

- Qualified to meet and administer district goals
- Question for the new superintendent: Describe the ideal relationship between the superintendent and the school board. Right now it appears that the board believes they are the royal court that rules over district staff. They appear to want the superintendent and staff to act on their every whim. They appear to be self-serving when they should be servants of their respective districts. Their time on the school board often feels like a stepping stone toward their own career paths. What have they done for the school district and/or the districts they serve?
With all that being said, I am curious to know how the new superintendent would describe an ideal relationship between him/her and the school board. Will the new superintendent be afraid to tell the board no?
- Raising the academic and professional standards across the board. Promoting transparency and integrity throughout the educational hierarchy, especially with senior management. Integrating, promoting, and funding vocational programs, trade/technical schools as a major choice for career and postgraduate avenues for high school scholars. Expanding the recruitment of vocational professionals to enter the school system to instruct in vocational programs through out high schools and middle schools.
- Reducing the CLL and giving money back to schools.
- Relatable trustworthy change agent
Hire effective district level personnel
Supportive of school employees
Wise decision maker
Hire effective building level administrators
Open-Minded
Set high yet reasonable expectations for employees at the school level
- Remote days for students and employees is paramount to mental health. Consider fully remote positions, especially within the IT department.
- Selecting the best people to move the work of our district forward and ensuring that those people and their talents align well with the vision for APS.
- Seniority and Salary
- Some one who is visible and doesn't allow administrators just to sit in positions. We have leaders in this district who have been in positions forever and have not shown anything. It's time to move some of these leaders and bring in fresh new leaders for these schools.
- Someone that respects the ones that are actually doing the work. Getting feedback from staff will definitely help in providing what the school system needs.
- Someone that's going to do what's in the best interest of the students, staff and community.
- Someone who is open to hybrid work environment for those positions that can perform duties virtually. This provides APS with a better applicant pool and happier employees.
- Someone who is personable and considerate of others – not a pushover – they should be able to make difficult decisions while also remaining respectful. While this is not a must-have characteristic, having a leader who is empathetic and can engage with staff, students, employees, and the at-large community should also be considered.
- Someone who is putting practices in place that represent the evolution of educational processes in the current years. Out with traditional tactics that don't make sense, just because they are comfortable. Flexibility, as much as possible, with employees to maintain satisfaction and retain high quality educators.
- Someone who will be more supportive of the teachers. Often times, teachers feel like they don't matter.
- Someone willing to bring support staff development more broadly in the district's focus.
- Special education understanding
- Superintendent does not need to have any hidden agendas. He or she needs to understand that we reside in the City of Atlanta so that means collaborating with the City. Additionally, we really need someone who is extremely transparent and care not only for families and community members but really care about the employees! It is important that he or she understands that it takes at least a year to understand what is and isn't working before making major decisions or changes. Also, ensure that the focus is on one to three priorities.
- Support non teacher staff better.
- That the Superintendent Supports all Staff Members such as nutrition, Paraprofessionals, school bus drivers and Custodians.
- That they know how to speak on behalf of everyone attached to the APS SCHOOL DISTRICT

- The ability to lead effectively without the desire for accolades and one's personal ambition causing interference with the goal. Putting the needs of ALL children first not just a select area. Understanding the dynamics of the children in need and how those unique needs play a part in the learning cycle for children. Balanced and proven track record of success. A dedicated person with the love of children and the desire to make a change and impact not just a political or financial move up the ladder.
- The board has a duty to look for a leader who can tackle the uncomfortable issues that are dividing the APS community. These topics include the segregation incident at Mary Lin and how it was allowed to happen, the admissions process at Atlanta Classical, and whether their student enrollment and staff hiring process is fair and equitable. Bringing successful principals from high-performing schools to struggling ones could be beneficial. It's important for employees throughout the district to respect and work with each other towards a common goal. We need a unifying force to bring everyone together – students, staff, parents, and administrators alike – as the division in the district is not productive.
- The Board needs to ensure they are hiring a Superintendent that can have longevity within APS. APS lacks "positive" consistency. The turnover rate for APS Superintendents is almost as bad as teacher turnover rates in APS.
- The board needs to hire someone they can keep employed for longer than a couple of years. There are too many changes and inconsistencies that happen with every switch. It is very frustrating.
- The board needs to take a closer look at the Purpose Built Schools who were put in place as a turnaround option for the district that should not have happened in the first place. Atlanta Public Schools has the right qualified educators and support staff to provide support to its students academically and etc. without an outside entity being placed here. Furthermore, the schools under this entity (that were taken over) have not yet turned around. Test scores, graduation rates under Purpose Built have not made any significant changes. Turn the schools back over to the district, turn the funds back over to the district that aid in supporting this and allow "us" to do what we are all capable of doing which is to provide support and quality education to "our" students. There is absolutely no need to have an outside entity for educating our students that has yet to work!
- The district needs a true turnaround/transformational leader, with proven results turning around a district with similar demographics. The leader should employ a staff with a similar background and strong in curriculum and innovation. The leader should not be a "yes" person, but knows how to collaborate, motivate and be inclusive. APS is a diamond in the rough with a lot of talented and smart people, we need a leader to help move us forward.
- The district office is too top heavy (with directors/specialist/ etc) and needs to be re-structured. Also, there are too many small schools that can be combined/consolidated.
- The in-coming Superintendent needs to consider the Paraprofessional positions within APS. The work load is enormous especially in the in PreK inclusion model funded by the GA lottery. The pay scale for Paraprofessionals like myself that hold degrees needs to be considered for better pay. At year sixteen, I am making a mere 33,394. I have worked tirelessly full time for 16 years and have always put students first. I believe this to be incredibly low compensation and out of line with APS expectations to facilitate children's education. I work in small groups each day teaching literacy as well as Math. In PreK, you find yourself working much harder since they are the earliest learners. It is incredible to think it is ok to continue paying Paraprofessionals these very low salaries. If the district's intent is to recruit and retain qualified employees they need to find a way to treat Paraprofessionals like valued employees by vastly increasing the pay. It is a huge position that the district has continued to overlook. I challenge you to work with the in-coming Superintendent to address this inequality among support staff employees as morale among Paraprofessionals is not positive. We are a committed group within APS that care about the students education outcome and well being. Honestly, we work harder than any other employees I am aware of at my school. A school system that professes to value education isn't illustrating this notion with their own Paraprofessionals. It is very disappointing that it has gone on as long as it has.
- The last administration completely ignored the experience, relationships, and talent of existing leaders in the district. Decisions were made in a vacuum and didn't include the voice of those that know the community best.
- The next superintendent cannot be afraid to eliminate top-heavy positions where people are serving with their own personal agendas. The district had a better track record when there were fewer district level positions and funds were being poured into the local schools. There was a time when central office staff had to be integral components of schools, and this just does not seem to be the case now. There is still too much emphasis on "who you know" as opposed to "what you know". Qualified people cannot get the opportunity to serve in leadership roles because positions are already "filled" before they even post. Each time we get a new leader, they stress that this will not be the case, but then it happens all over again. Principal and AP pools have been a joke, adhering to ethics and the follow-up on complaints have been a joke, and there is very little trust within the system.
- The next superintendent must be able to create a culture of trust and open communication with its employees in order to retain them and avoid mass turnover year to year. They should hold the district to high, equitable standards when it comes to spending taxpayer money and allocating resources. Student and student-related program expenses should be the bulk of the budget. No school should be less equipped for students and teachers than for staff working in the district office.

- The next superintendent needs experience in a district with a similar make up of Atlanta. We need someone who will hold students and staff accountability. We need someone who can relate to the issues students of color. We have gangs, drugs, weapons, poverty, and poor mental health that staff deal with DAILY. Then we have the issue of students who are behind/low academically. We need someone who has success in tackling all of these issues in a BIG CITY setting. The person should have more than 3 years experience as a teacher and administrator.
- The next superintendent needs to be open-minded and listens to the needs and voices of the community. The superintendent should be fair and impartial. The next superintendent must put an emphasis on mental health awareness and create a plan to help the schools and community.
- The next Superintendent needs to work on increasing employee morale and changing the Culture of APS. Professionals who work at CLL are underpaid, don't have a career path, don't have upward mobility, don't receive regular pay increases, have limited benefits and not appreciated even though they are responsible for everything that happen in schools. HR needs to pay for past experience. Benefits needs to offer tuition reimbursement.
- The next superintendent should be confident in partnering/working with a diverse group of people, should have a strong connection to and understanding of the APS community. Strong and capable of making decisions that may not please everyone but are in the best interest of the students.
- The next Superintendent should not be so far removed from the classroom and/or school. The reality is the reality, and there needs to be realistic goals and expectations placed of school-based staff. Those hired to lead schools should be personable and truly understand the importance of building a positive culture to increase teacher/staff retention rates. Low performing schools with a 50-75% staff turnover rate each year will never have an opportunity to improve.
- The school district needs a superintendent that will support the employees. There has been many occasions where there is a reaction to an issue without thorough investigation because of negative publicity. APS needs a strong superintendent that will "Have the Backs" of those who are in the trenches.
- The superintendent and board need to take a look at Purpose Built Schools. Why are we paying a school to do what APS can do? We need to get rid of Purpose-Built schools because they have failed their contract. Why would the APS Board vote to bring in school to correct what we can do. Look at their test scores and graduation rate?
- The superintendent needs to be able to show that they value faculty and staff and students need to be held accountable. Students aren't being held accountable for their education nor their behavior. Attendance is a big issue in APS and schools are expected to develop their own plan on how to deal with attendance in their individual schools. The district needs an attendance policy for schools to follow. Students are given a grade of "50" even if they don't attend school or do the required the assignments and ultimately get promoted to the next grade. (Very low academic standards)
- The superintendent needs to be someone who is actively engaged in improving the district and not showing up for pictures. It is important that Administration concerns are addressed. Someone needs to come in and clean house within APS. There are a lot of people employed only because they are friends or a part of the same Fraternity/Sorority. We do not need another superintendent who is greek. Favor is shown only because someone represents greek, but their work ethic is horrible. We have leadership who do not have interpersonal skills. They do not know how to healthily lead a school building. Something needs to be done in this district to not only address how we impact a student's academics, but also their social and emotional health. As long as we focus on academics, students will continue to struggle mentally. Mental health need to be the driving force for students and staff. Lastly the staff work schedule needs to be adjusted. What is the point of staff being present at work when students are out. The same things are being repeated to teachers, but no changes are being made. There isn't any fidelity or follow-through from the meetings held on teacher work days. No one is being held accountable in this district and it shows.
- The superintendent should be empathetic and HAVE CHILDREN.
- The superintendent should encompass a deep passion for the education of ALL students. The focus should not be on improving quality of life for students on the north side only, but ALL students in the Atlanta Public School system. In addition, there needs to be some real talk about ensuring that educators and administrators are receiving quality pay for the amount of work that is done day in and day out. Atlanta Public Schools should be the highest paying school district in the state and we currently are not. Finally, there needs to be a focus on mental health services provided in the schools as there are many students dealing w/ issues that staff are not equipped to handle.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Support Staff

- The support staff that work at the district should be highly considered. The district office is the beginning phase of the hiring process & ensuring adequate staff are selected to work in all entities of APS. Bridging the gap between the district office & the schools, should definitely be an important spectrum on the scale. The district office is what makes all items to flow appropriately, so being very involved with those employees & ensuring they are treated fairly should be a priority for the superintendent. Dr. Herring was instrumental in the process of bridging the gap between the schools & district office, she also made sure the district office employees received fair treatment & were rewarded accordingly with working from home opportunities, always celebrating the accomplishments of everyone from the students to the top tier of her employees. The next superintendent should possess the same love & care as her!
- The top heavy CLL staffing - certain coordinators or other CLL leaders who do not do their job well yet do not receive consequences for their actions that hinder work and cause us to lose talent.
- Their commitment to working for an organization for at least 7-10 years at a time.
- There is very little employee accountability in APS unless something goes wrong. I believe we can be more supportive to our students and families if (all level) employees were held accountable on a consistent basis.
- They need to look at the overall pay for the district. We were top pay for a reason; we need the best in all areas.
- To empower value ALL employees i.e support staff
Create realistic career programs and paths for support staff to grow into.
- Transparency and consistent visibility in the schools. Also, a very strong instructional leader.
- Transparency, compassionate, fair, engaging, someone who loves all children, hands on, accountable, and understands the political structure of Atlanta, someone not driven by popularity or bringing in friends who are not qualified for the position or cabinet leadership. Our students deserve better!!! They are our future! If we don't invest in them now, we will surely pay the price later.
Thank you
- True Two-Way Communications rather than Top Down.
- Values in human qualities and compassion over compliance. Improving student outcomes for all!!
- Valuing the central office staff is fundamental to the success of Atlanta Public Schools, given their pivotal role in underpinning the district's operations. Acknowledging and appreciating their contributions not only cultivates a positive work environment, boosts morale, and elevates productivity but also bolsters the district's capacity to deliver a high-quality education. The central office staff offers indispensable support across instructional, administrative, financial, and logistical domains, directly influencing the district's ability to provide top-tier education. By expressing genuine appreciation for their efforts, the new superintendent can instill a culture of collaboration and efficiency, fostering a transformation that is currently absent.
- We need a strong male
- We need a superintendent who also values the voices of the support staffers. It is important to understand that using the same policies to govern teachers and support staffers is unfair. The current systems seems to impose teachers opinions on other employees, even when working conditions and schedules are different. Everyone must be heard and policies must favor all stakeholders.
- We need a superintendent who with the help of the board actively works to achieve equity in schools across the District. For example, if the Northside is doing so much better than the Southside, figure out what the Northside is doing and then plug in people and resources to bring the Southside up. It is horrible and unacceptable that the same schools keep doing poorly when we are all a part of the same school district. Our leaders are innovative enough to change the culture of our poor performing schools. I also believe we have great teachers at all our schools. We obviously have a bright light in [REDACTED] based on what is happening at [REDACTED]. We must start to duplicate these wonderful experiences.
- We need someone who can manage a large scale operation. Business management skills would be welcomed change. Person needs to be humble and not need to be the center of attention. No more LARGE staff to take care of one person (supt) in the district. We need fiscal management and less micro management of schools. There is a huge disconnect between CLL to schools. It sometimes feels that CLL has lost sight of the reason we are here: students.
- We need to figure out how to integrate our schools. 60 years post Brown vs. Board of Ed and most of our schools are still entirely segregated by race and class. We are asking/expecting our schools to make separate and (not even) equal work. It isn't fair to the schools or the kids.

Transportation has been an issue for years and also needs to be fixed.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Support Staff

- We would like to see maybe a male leader with strong leadership skills that has compassion and cares for the employees they lead and someone who is open, honest and transparent about the districts business and are approachable. Someone who does not employ good friends and hires from outside the district giving someone new an opportunity to thrive and someone who doesn't just visits the schools on the north side and aren't afraid to visit and engage with the low income community schools where there is a greater need for resources.
- When choosing the next superintendent the priority is not about who knows who but the experience and dedication they must bring.
- While it is important to have a superintendent who can build relationships with stakeholders and community leaders, the position should not be treated as a political office based on popularity and public opinion. The office should be filled based on individual ability, even if it seems that this person would not immediately have unilateral support.
- Whomever is chosen please consider them staying at the MINIMUM of 5 years; the constant back-and-forth of urban superintendents leaves the staff with "whiplash" as we constantly have to adjust to new policies, new visions, new initiatives, new curriculum, etc. when we are just learning the first-round. All the research around learning shows you need at LEAST 3 years of complex change but if we keep changing leadership every few years we can never get any traction on success.
- Willingness to listen to staff concerns and ideas. Be EMPATHETIC!
- Willingness to look at the long-term impacts of a declining birth rate and gentrification and make decisions that are going to do right long-term by the communities that APS serves.
- Would love to [REDACTED]..period!

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Teacher

- A hands-on supt who is down to earth., who leads the district without FANFARE.
Someone who has been in the classroom and knows the struggles of a teacher.
A supt who is personable, yet professional.
 - - Create more adult education/night school/second chance options for students requiring a nontraditional setting to graduate high school.
 - Aggressive approaches to networking with families, hospitals, daycares, etc. in low income communities to ensure children can read, write and perform mathematics proficiently by 3rd grade.
 - Create educational incentives for teachers (i.e. Georgia's Best) to obtain graduate degrees without cost.
 - Create multi-year contracts for exceptional support staff, teachers and administrators, this may decrease turnover issues within the district.
 - Create more positions within schools for mental health workers or create telehealth labs/rooms within schools to offer students and adults SEL support.
 - Prioritize pupils (i.e. classroom teaching) over paperwork, meetings, etc. (eliminate the redundancy as it pertains to administrative duties to provide better work life balance).
 - Effective demonstration of stewardship, pertaining to time, talent and resources.
 - -proper pay for teachers that supports the growing inflation.
- inclusive practices for students with special needs that are in the self-contained units
- 1. Compensation
 - 2. Retaining Teachers
 - 3. Student discipline
 - 4. Relevant professional learning
- A deep understanding of the effects of programming choices that are rolled out to the whole district. Amplify should have been a choice not mandated it replaced great work taking place in schools. I am not an ELA teacher but it looks from the outside that it should have been an optional tool. I have had 3 students go through this cluster (Midtown), 2 have done fabulous in ELA the third is bored by the curriculum and is underperforming.
Consumable books should be available for science and social studies in all schools or at least an online equivalent.
- More investment in providing alternative teaching career options like master teachers, or part-time teaching part-time in a leadership role. Leadership roles that follow the teaching calendar, a lot of good teachers don't apply because they don't want to work year-round. Invest in options and careers to retain experienced teachers. I have 10 years and there is nothing more for me to do, no career progression.
- A sincere compassionate individual who understands all students regardless of socioeconomics and also supports teachers.

- A student who does not meet academic standards should not be passed along to the next grade without requiring and receiving intensive and extensive support. All too often, by the time a student is identified by the system as needing support, the school year is over and the process must begin again next year. The process is cumbersome and requires far too much time on the part of the teacher, so teachers do not have time to identify more than just the most needy students. Once a student is identified as needing assistance the student should be referred to experts outside the classroom so as to not disrupt the other students and to get help for the student as soon as possible. It does not matter what our graduation rate is if the students who graduate are still reading on an elementary school level.
- A superintendent who support all multicultural programs in the district and the teachers in the district. A superintendent who is fair and provides grow opportunities to her teachers.
- A superintendent who will be present in classrooms to understand what the actual issues children and teachers face socio-emotionally and academically. Make teachers jobs EASIER to do. EASIER, not with more forms and data and testing to do, but with more time to design robust lessons, testing opportunities, tutorial, specialization for kids with IEP's, etc.
- Addressing bad leadership within schools. Also, do exit interviews with schools that have extreme turnover with teachers. An obvious issue is occurring, do your research. You're losing good teachers and community members.
- All of my top priorities for the Board to consider were represented in this survey.
- All students come to us diverse. It would be great if it were not a cookie cutter situation, and that we considered what kids were awesome at innately. Integrate that with tech and normal curriculum. It should be weighted different.
- APS really needs to eliminate the people that Herring hired. I see too much Central Office waste, such as the so called Innovation Office. I review what they do on Twitter and I am very disappointed in their so called work. I have seen people at their homes talking about the money they make with less work done. This is waste!!! The majority of the people in that office did not do anything at the local school level and were hired to do nothing at the Central Office level. How dreadful!!! Therefore, the next Superintendent really needs to analyze, examine, and determine offices that will be beneficial towards student academic achievement and growth.
- APS, particularly schools in the south, must STOP faking grades to enhance graduation rates. It is factual that teachers are not allowed to give below 50% so that grades are inflated. Principals should not be allowed to continue this practice; it is cheating.
- As a highly qualified, Level Five veteran teacher in Georgia on my way out of education, I am especially mortified at the state of this school district. I've taught here for five years and each year is worse. The reverse racism is out of control. I may not make it to the end of the school year. I'm disgusted with the way classroom teachers are treated each day by leadership. Surely they are paid enough to at least ACT like they don't despise us. They need to be trained and PL'd to death by classroom teachers without thought or differentiation. Idiots.
- Being new to the education world I see educators physically and mentally defeated. Educators are challenged everyday with students bringing their home issues to school. The biggest challenge is the unseen parents not engaged with their Childs education or discipline that bleeds into how children interact with educators and other students. Teachers have a quiet battle of dealing with children baggage from home and then finding time to provide education with substance. Which in my opinion they are being defeated and I am sure makes it hard for educators to be retained. There needs to be heavy research into why and the fix to support educators in this battle. They want to make an impact, but everyday hands are being tide. I myself just in my first year am exhausted and not sure if I will be back next year. Simply because I can see what the kids bring from home and the lack of parents understanding educators cannot defeat the lack of discipline that should be nurtured from home.
- Brave, firm and fair.
- Central office personnel needs to be downsized and spend more in educating students .

Small class sizes

- choose someone who understands that lowering performance standard does not improve outcomes but speeds up mediocrity and failure. We need a person who understands teachers come first not students. We need a person who actively hires veterans into teaching job since they bring discipline and readiness to classroom. We need someone who can lead and to stop tell us about data driven results. If we have all this data and our schools are still failing, then what are we doing with the data Either we are asking the wrong questions with the data and or we don't know how to do statistical analysis to formulate and implement new strategies.

We need to eliminate lesson plans. Lesson plans don't teach. If we are using google classroom, why do we need to do lesson plans and post them in three different places. Absolute waste of a teacher's time. Again, people who have never worked in industry outside of education has no idea of the value of time as a resource. AO can do a lesson plan now.

WE NEED A PERSON WHO THINKS DIFFERENTLY FROM ALL THE EDUCATORS WHO HAVE COME THROUGH THE SYSTEM. GET SOME NEW BECAUSE YOUR PEOPLES EDUCATORS ARE UNABLE TO DO THE JOB EFFECTIVELY.

- College is not for everyone, in fact it's not for most. Students not suited for college are wasting their time and money, getting into debt when they enter college but then drop out because of lack of interest, commitment or aptitude. The percentages of this type of student are high, especially in less competitive colleges who accept less prepared and qualified applicants. I would really like to see the district focus more energy and resources toward developing and implementing vocational training programs, with links to internships or apprenticeships in the community. This would be for students in regional MOED classes as well as any student in general education drawn to the trades and other well paying careers not dependent on a college education. The district needs to better help students identify and develop their passions, interests, aptitudes, and abilities through high quality vocational counseling and instruction - earlier on in their academic career and toward a wider variety of ends. Those students who are determined to attend college and who have the aptitude need highly competent instruction in order to gain the necessary background knowledge and thinking, reading and writing skills to succeed in a rigorous academic environment. I would hope for a superintendent with this orientation and commitment - one who does not pursue the misguided goal of obtaining equal outcomes for all students but rather who focuses resources on guiding, supporting and preparing students in finding and pursuing their unique callings according to their unique gifts. - providing ALL of them with excellent instruction by exceptional teachers who are experts in their respective fields.
- commitment to high expectations for students and staff, and proper allocation of resources based on students' needs. Proper strategies and/or consideration of high stakes testing.
- Connection to Atlanta Public Schools. We have leaders that attended district schools and/or have worked for many years in various leadership roles in the district. I'd love to see the Board focus on hiring someone like our current interim superintendent that has this background. Other priorities are retention and promotion of the excellent educators in the district. The last few years, people were hired in various central leadership roles with and are no longer here. The transient movement of staff in and out of the district should be a priority.
- Consistency, Transparency, Show teachers they are valued, Show students they are valued, Willingness to make a decision and follow through with that decision, More teacher support

- Dear Members of the Atlanta Public School Search Committee,

I am writing to express profound concerns about the current state of affairs within our esteemed school district and the critical need for significant improvements in various operational facets. As a dedicated member of this community and a passionate advocate for educational excellence, I implore you to take urgent action in addressing a range of issues that are adversely affecting the work environment and the educational experience of both staff and students.

The importance of supportive Human Resources in aiding our teachers cannot be overstated. Too often, remote work has become the norm, leaving many employees isolated and without the necessary support they require. Furthermore, there's a prevailing issue in the hiring process where qualified male applicants seem to be overlooked, contributing to an overwhelming representation of female staff. This imbalance suggests a potential bias that urgently needs to be rectified to ensure fair and equitable hiring practices.

It's disheartening to note the prolonged delays and the multiple attempts required to elicit a response within our administrative systems. The inefficiency of such prolonged response times can severely impact the timely resolution of critical matters. Moreover, the infrastructure and facilities that directly impact the daily lives of both teachers and students are severely lacking. Basic amenities such as hygienic and well-equipped restrooms and a teacher bar in the lunchroom are fundamental necessities that are regrettably absent.

These issues point to a systemic need for an overhaul within our district. It's imperative to reevaluate and redefine our strategies, ensuring a more inclusive and supportive environment for all employees. To foster an environment conducive to effective learning and teaching, improvements in the HR support, hiring practices, administrative responsiveness, and the provision of adequate facilities are non-negotiable.

I implore the Search Committee to consider these critical issues with the utmost urgency. Addressing these concerns will not only enhance the work environment for our educators but will also significantly contribute to the holistic improvement of the educational experience for our students. Your immediate attention to these matters is crucial in the pursuit of creating a thriving educational ecosystem in our community.

- Discipline being taken seriously, parent accountability, retention, staffing for the growing population or SPED
- Educational decisions need to be made by educators, not by district units that are not directly involved in instruction. Teachers need the equipment/supplies to teach. Decisions concerning what texts, tools, and technologies are available to teach require input from teachers and then these things need to be purchased and made available in a timely fashion.
- Educator Voice.
- Emergent literacy to PREVENT reading gaps. Our students, especially Black ones, are not performing well in reading.
- Empathy, respect,
- Ensuring that DLI schools have resources that are easily accessible in Spanish as well and create a science curriculum with possibly a physical textbook.
- Es importante atender la salud mental y emocional de nuestros niños , muchos viven situaciones que para su corta edad son difíciles de entender , me encantaría que pudieran tomar una clase dentro de su currículo que pudiera darles herramientas para poder canalizar sus emociones , frustraciones y anhelos,
- Getting rid of all these tests for teachers to take when they come to the district. It is a slap in the face to be recruited here and still have to take all these tests. The pay should be raised, and you should be given the correct pay for degrees and steps. I for one know APS is not for me. The city is too expensive to have to battle for pay and to have to teach in low level schools. They just keep passing kids along the way. No way kids should not be able to read in 6TH grade. It's a buddy system here and that should be stopped. I have never had to wait to be compensated or wait for them to give back pay. As a whole this has been the lowest level I have ever taught and the school I work for is like a prison. They police the teachers and let the students run wild. If I can keep my sanity for the year, I will stay because of a few of the kids I have touched. But for sure I will either leave Georgia or seek out another district where you can be paid your worth and actually teach. This is my 13th year and let alone the most pointless meetings I have ever been in. Out of a 5-day week we have 8 meetings about nothing. I see why the teacher shortage is happening because the higher ups are not in the classroom seeing what we have to go through. Money should be the last thing a teacher should worry about when dealing with all of these poverty schools. The fact that we don't even get a proper lunch break or planning period is the most insane part. I know for one I have taught worst kids, but I have not ever taught kids this low. But who am I? Just another person who is looking to leave APS, Georgia, and teaching. My journey seems to end in APS/Georgia. Teacher aren't appreciated and way underpaid.
- Gifted students are not given enough opportunities for AP and Honors classes.
- Giving educators the necessary time and materials

- Good fiscal management focused on supporting educators in the classroom.
- Hiring a Superintendent that has an idea of what APS is about and is dedicated to the district, the Atlanta community, the teachers and employees. I believe the person is currently in this role. [REDACTED] is a capable and ready candidate. She has knowledge of APS and how it operates. She is vested and is a tenured employee.
- Hiring of Administrators is equitable and everyone is practicing the same procedures.
- Holding corrupt employees accountable for their violations of APS policies, instead of sweeping their inappropriate conduct under the rug and then attempting to intimidate and retaliate against the person who reported the wrongdoing.
- How are SWD students adequately served and supported to make them college and career-ready not just housed until completion?
- HR- HR should consider hiring more workers in HR especially in the Compensation department to handle circumstances and to ensure new employees are compensated within a specific time
- I believe it's crucial that our next superintendent possesses a forward-thinking vision for education. We need a leader who is committed to empowering students to have a voice in their own learning, allowing them to shape their educational experiences. This approach not only reflects the diverse needs of our students but also prepares them for success in their future careers, recognizing that college may not be the best path for everyone. We must prioritize practical skills and holistic development to ensure our public school system is relevant and effective for all.
- I believe that this time APS should consider hiring from within. Someone with 5-10 years of experience in the district is more likely to understand the culture and recent history in order to be mindful of those factors when making decisions. Also, the next superintendent should have no personal relationships with the members of the board.
- I believe that we need more teachers and smaller class sizes at some schools in the district to ensure that all students receive the education they deserve. The large class sizes along with the many different learning needs in one class is not a setup for success. Teachers with large class sizes should have a para or other instructional support staff available to ensure all students receive a quality education. This will also help to close achievement gaps and prepare students for the next grade level.
- I believe the next superintendent should be for the students but also very much so for the teachers. Teachers are not only underpaid but made to feel as though they aren't valued.
- I believe we need someone that is going to hold students and their parents accountable for educational outcomes. Someone with a backbone that isn't afraid to make decisions and stick with it. We need someone willing to let schools do what is best for their school because equity isn't giving every school \$10,000 for supplies, it's giving school A \$20,000 because they have more children in need, school B \$1000, school C \$10,000, etc.
- I do not want a Superintendent that has a one-size-fits all approach. High expectations for all, yes. I believe that the locally targeted approach would be more effective and reduce wasteful spending.
- I don't have a specific "priority" at this time.
- I feel that it is important that the stakeholders have someone who is familiar, trustworthy, and has experience with Atlanta Public Schools.
- I feel that there should be a discussion on the push forward of students. There are students that are way below grade level(pre and post Covid) and there are not enough programs in place to help these students. The students are just being pushed on to the next grade without fully addressing their needs. ELA should be a critical needs area just as the district has made Science and Math. The district has passed down a policy that states students can not get less than a 50. What we are teaching kids with this policy is that you either don't have to do the work, its okay to do mediocre work or you do not have to fully invest in your education because the district is going to push you on anyways. Some students need extreme remediation and a lot of assistance with learning, utilizing this method goes against our goal of helping the students.
- I have no further comments at this time.
- I honestly believe that if the next superintendent doesn't come up with a quick plan to compensate teachers, leaders and support staff, we are going to lose a lot of great educators. Even myself, I question every day is this worth it. The work is getting harder, less supported and feels like the work I do every day makes less and less of a difference. As a professional who has worked hard to obtain degrees and professional certifications, one who sacrifices my time outside of work and money that I'm never reimbursed, it doesn't seem worth it to continue to be a teacher anymore. I don't feel I'm paid what I deserve. I'm just being honest but I love my students and the work; that's what keeps me here but not sure for long. Many of my colleagues feel the same.
- I think it is important to realize that different schools on out system have different needs. A one size fits all model does not work.

- I think it is very important to make a selection for a superintendent that may not have the experience in working with as large a system as APS, but has a record that demonstrates equity across the lines. What does it look like? It looks like someone who has a proven record of rolling up his/her sleeves to make sure that students in every area of the district has the opportunity to excel academically and culturally. One who believes in bottom up. One who believes in hands-on not hands off. Textbooks in classrooms. Science and Social Studies are important at every grade level. History should not have to repeat itself in order for improvement in change to occur.
- I think it's important for the superintendent to have experience in the classroom and incorporate current teacher voice into decision making.
- I think that APS has been focusing on data and numbers instead of student's actual learning and experiences. We aim to have high graduation rates and to make that happen we have reduced the expectations for students to close to zero. Students are encouraged to get passed to the next grade even if they have not mastered these skills. I think that recent grade decisions such as not penalizing late work and the no-zero grading policy actively lowering expectations and are severely hurting our students learning and habits now and for the future. However, on paper it looks like we have done great work in increasing student performance. I would like to see APS move from these policies and the extreme focus on standardized testing and instead focus on providing students with high quality, rigorous, authentic learning experiences.
- I think the survey covers it.
- I think this survey covers everything. I think continued awareness of all communities within Atlanta Public Schools, both underprivileged and comfortable is always a positive attribute.
- I want a leader who is charismatic, responsible, innovative and approachable. I want a superintendent who visits schools and gets to know the teachers and children and unique programs. I want a super who can stand up to the the school board's scrutiny, put children first, and bring in school-level talent. Raising graduation rates is good, but raising college and training program acceptance rates is a better indicator of success for our students. Bring in a Super who wants to stay rather than make Atlanta Public Schools a stepping -stone to a future goal.
- I would like to see a superintendent who listens to the educators (or representatives) who are actually teaching the students. Perhaps invite your top 2-3 teachers from each school to express what they see in terms of the resources given to us.
- I would strongly recommend the next superintendent have classroom experience both pre Covid and post Covid. The achievement gap has gotten a lot wider post Covid with our students. Also the superintendent should definitely think about giving teachers more autonomy within the classroom. More than often teachers are having to scaffold 3 or 4 grade levels back for students to be able to grasp the concepts they need in their current grade level. Many of our kids are getting passed from one grade level to the next when their ultimately not ready to promote. It's a disservice to our youth and also our future. This is one of the reasons our standardized testing scores are low. Planning periods also need to be honored as well. Is it important to have PLC meetings? Of course, but teachers need individual time to plan for the week as well. It wears us down when we're meeting 4 times a week during our lunch /planning period and don't have individual time to plan on our own nor time to eat some days. Keeping teachers happy and feeling support is the key to retention and student success.
- If the next superintendent is to succeed, the board must be willing to be transparent with all stakeholders. Thus, it should come as no surprise if there is an issue with the super. Additionally, the board must be willing to compromise with the super. Because the superintendent is versed in education, the board must take into account that there are procedures and policies that must be in place to ensure that safety and growth occur all students. A thriving APS is orderly and innovative. Additionally, the board and the superintendent must be willing to invest in programs which offer more than college preparation, namely vocational education. Lastly, special education must be revamped. We have to follow federal guidelines, propely train not just SELTs and special teachers but all teachers. If we want to improve as a district, we have to confront our issues head on. We have to admit that many of our teachers are ill prepared for behaviors that are becoming too common. Purposeful professional development must be implemented. The Super must be willing to use funding to improve teaching and learning. This may require some district jobs to be eradicated.
- In order to prepare students for real, post secondary experiences, academic, social and behavioral expectations must be set. They should come with standards and consequences that are designed to appropriately deter negative behaviors and set a precedence for future leaders and civically responsible citizens.
- INCLUSION
- Is the person educated on fiscal responsibility?
- Is the person educated on fiscal responsibility?

- It is critical that the next superintendent have actual classroom experience. It was abundantly clear the Lisa Herring had next to no true classroom experience, and it became obvious that her background was wildly lacking. Frankly, the fact that she was hired despite not even passing the Georgia licensure exam is still mind-boggling to consider. That said, the recent decisions made by interim leadership also show a disconnect with real schools and real demands. They are burning through teacher energy and good will faster than I can express adequately, and you will lose teachers, guaranteed, if you don't stop putting demands on our plates. We are stretched so thin - there is no indication that central office has any real idea of the demands on teachers in their classrooms, and under Herring it became clear that our stakeholder voice was meaningless. Under Carstarphen (who had her faults too) we were listened to and our input mattered. The next superintendent needs to LISTEN to teachers as they speak about their experiences, or your staff is going to flee to Cobb. Not only is pay comparable or better, but Cobb is placing fewer extra demands on teacher plates, leaving them more time to do the critical teaching, assessing, and feedback that contribute to positive student outcomes.
- It is extremely important that the next superintendent have experience as a classroom teacher and as a principal of a school. The next superintendent must have knowledge of the communities that Atlanta Public Schools serves. This includes the history and changes (good and bad) that have taken place over the years. The superintendent must listen to and take into consideration the concerns and needs of ALL stakeholders when decisions are being made.
- It is imperative that staff members and teachers are fully supported. In order for that to happen, the district will need a superintendent who has been in the classroom as a classroom teacher.
- It is important for the next superintendent to recognize the gap in achievement and have a firm plan on how to bring these struggling students up to grade level. The next superintendent also needs to have a plan to lower the district requirements on assessments to ensure we are meeting students at their level and pushing for growth instead of having unrealistic expectations.
- It is very important to choose someone with a demonstrated track record of leadership in change management and/or implementation science, not just the ability to talk about it. Under Dr. Herring the district made "equity" synonymous with "everyone will pass" and "everyone will do the same work" even if what the district was requiring was ultimately lowering the standards and ceiling for all students. It takes courage to raise the bar and give schools autonomy to deliver results. I hope the board selects a leader who has deep knowledge in the science of reading and a passion for implementing and prioritizing a literacy strategy. I also hope that leader will not attempt to buy every program that has been proven to work somewhere, but instead will really focus on creating a coherent student experience where their tier 1 ELA instruction is the basis of their work in tier 2/tier 3 intervention. With the exception of a very small minority of students with IEPs who do not take state tests, all APS students should be spending a majority of their time in ELA classes in grade-level texts and the intervention work to help accelerate student learning in tier 2 and 3 supports should be working on the necessary skills from Scarborough's Rope to help students access those tier 1 ELA texts.
- It's important that they look/recruit from within as well. Outside candidates are not always the best fit for our district. Personally, [REDACTED] should be offered the position if she wants to come out of retirement.

The board needs to also revisit their current student discipline policy (student suspensions (OSS) and no (ISS) programs are discouraged or outlawed completely. This policy is directly impacting good teacher retention and quality administration retention.

- Lessen the demands on teachers' time. We are constantly being bombarded (nearly every day) with emails all of the things we have to keep in mind for students (weekly PBLs, collaborative learning, gradual release, etc, etc) and it's impossible to keep up with the demands. The stress level among teachers is very high. I know the belief that the students should be doing the heavy lifting is sound, but this denies the reality of a modern, post-covid classroom, where many of the students are not at all interested in doing heavy lifting and because of a skills deficit, may be unable to even if they want to. Stop treating teachers like they are the problem. They are not. Policies that push students to the next grade level regardless of whether they are ready and teach them to be irresponsible are a problem.

• Let me begin by saying I love, support and advocate for APS. I honestly feel like APS does a lot for students and they work well with and within the community, and with stakeholders. The issues are that we need just a few adjustments that I am not sure that the district is willing to make. My major concern is that there is a teacher exodus going on nationwide. APS focuses a lot on kids and their mental health and they say that they advocate for work life balance with educators. However, then, why are we losing teachers and our student's achievement so low and our students are not college and career ready. We have a million supports in place for students, but we need parent accountability and parenting classes for parents. We allow teachers to be abused and we don't value their opinions. The majority of teachers are good, love student and are passionate about education. So, since they are on the first line, why aren't they treated better. I don't understand how a school can have high turnover and associate superintendent's don't come and talk to the staff. There are schools where there are always only a few openings and they have high achievement. However, when we have schools that have high turnover rates and low scores, the teachers are not valued and the students are not performing; associate superintendent's need to be visiting those schools and talking to the teachers. It is expensive to hire new teachers. Why not retain the teachers that you have. If and when we treat teachers correctly, we will see quality student achievement. Teachers that are treated, fairly and equitably perform to high standards for their administrators and their students. Teachers that are bullied and abused are beat down from the overload that is placed on teachers these days and they have little to give to students that need so much! APS does the majority of things right. We just need a better accountability system for our students and parents. Teachers still want to teach! Students are not demonstrating such fervency to learn. They are allowed to have cell phones in school. Headphones in their ears. We need less distractions, parties and real instruction for our students that are struggling. It's perfectly ok to have celebrations. However, we are feeding kids, clothing kids and providing health and mental care. We need to raise the bar on what we expect for our kiddos and their parents. I still advocate for APS and I still believe in the mission and values. We just need to tweak a few things and our district would be second to none just like Apple, Verizon, Tide, Dial, Dawn, and Scott! APS is a 1st class district and I hope that the absolute best superintendent is chosen. The district deserves the very best, especially our children.

- Listening to teacher's feedback on the district's assessment expectations. We have too many tests and not enough time to teach.
- Longevity and consistency of programming and personnel
- Looking for someone that believes clusters of schools and individual schools are different and need different resources/support just as each student in a classroom is different and needs different supports.
- More money for school sites, less for downtown administrative staff - too many positions that work very hard mainly to maintain the position. For example, Gifted and Talented office and content oversight (such as district level science and social studies coordinators) try too hard to introduce new initiatives that teachers are pressured or forced to implement ON TOP OF site-based initiatives (like STEAM certification) and APS initiatives (like the APS 5). Any personnel that are department based (like subject area coordinators) need to be focused on support for school-based and APS initiatives rather than introducing MORE for teachers to try and juggle. Teachers need to be worked with, not be given more initiatives to do that the teachers did not develop.
- Move away from excessive standardized testing and improve working conditions to drive teacher retention
- N/A
- N/A
- N/A
- NA
- none

- Our next superintendent needs to understand the realities of education in a modern, post-Covid world. Students are disinterested, disengaged. APS policies that are in place aren't holding the students accountable. These policies teach students that deadlines are arbitrary, that they can do something whenever they want and there will be no consequences. And instead of trying to hold students accountable, to enforce deadlines and consequences, to fail students who need to be failed, schools are just letting students get away with everything. We need to be willing to take a hit with out numbers. We need to fail students who need to fail. We need to hold them accountable instead of consistently lowering our standards, because we are setting them up for failure. And teachers are drowning. We're miserable. We're micromanaged, we're grossly underpaid, and we're not even trusted enough to work from home when we trust children to log on and do virtual work.

APS has its priorities wrong. APS cares about outward appearances. About how our numbers look. But we don't care about the accuracy and authenticity of those numbers. We don't maintain high standards. We tell the kids that it's okay not to try because we'll just lower the expectations to what they want, not what they are capable of. That it's okay not to do work from August until December, as long as it's submitted by the last day of the semester. But god forbid the teachers, with a strict deadline to post grades, be unable to meet the deadline because we have pushed "extending Grace" to "letting the students walk all over us."

Our students deserve better. Our teachers deserve better. Our community and our country deserves better. We're not setting our students up for success, nor are we giving them accurate expectations of what the real world is like. And until we stop caring so much about appearance and start caring about what's beneath the surface, we'll never actually accomplish the goals that APS claims we've already hit.

- Please consider [REDACTED].
- Please re-evaluate our grading policy. Please consider bringing back the "D" as an option for "below-level" mastery of content on the middle and high school levels.

Also, please re-evaluate the criteria for students to participate in the "Early College" and ACCA programs. Consider a quarterly evaluation of student "campus grades" as a way to provide incentive for participants to stay in these programs. If they do not maintain a "C-average" in all of their other courses they should not be allowed to leave campus for these programs.

Please re-evaluate the use of "All In Learning" as a recovery learning tool for high school. Most students do not truly do the work of the program; they merely "google" answers. It is well known that there are several websites that provide verbatim answers to the company's content and there is little that they can/will do to prevent this. As a result students are NOT learning from the program. They are merely getting credit for "googling" answers. This is in the case of campus credit recovery, night school, summer school ect. If our District is truly committed to providing scholars opportunities to re-learn the content we should investigate new methods and/or revert to traditional re-teaching of small units for recovery.

- Prioritize the students' well being. The board has a reputation for being insular and political. It seemed like the last superintendent did not "play the game" and had an uphill battle with the board. Prioritize setting up the next superintendent for success.
- Prioritizing the individualized needs of each cluster outside of in-school supports (teachers, administrators, social worker, etc.) based on whole student needs is essential.

Developing a system of vertical alignment from middle school to high school in support of improving mathematics achievement in high schools of ALL clusters.

- Professional experience with all grade levels.
- Raising teacher salaries to compete with Cobb county and other districts.
- Record or proven achievement in another school system
- Respect and Discipline is very important to the development of our students for adulthood, and we are failing as a disrespect in this area, because we allow our students to curse, disrespect, and callout the very teacher who is charged to instruct/teach them. Disrespectful students become disrespectful adults and society is not kind to disrespectful adults.

Also, our dress code is very important to this district when majority of our students live in title one areas, it stops a lot of the mess that goes on in the day-to-day operation of the school system if they were made to wear uniforms. It also prepares them for life outside of high school, because almost every job today requires its employees to wear a uniform.

- Retaining current and veteran teachers - handling discipline appropriately - supporting educators - using funds in the school appropriately (not creating jobs that don't serve a purpose) - using funding to help teachers with classroom supplies - using funding for teachers to have a salary that they can live on - taking care and maintaining buildings - district unloading a multitude of tedious things off teachers plates and hand them over to other support staff to avoid burn out

- Safety
- See if [REDACTED].
- Some schools have very different demographics than others--take that into consideration when you deliver materials that are available in Spanish, and when you are designing professional development. Additionally, the number for standardized tests administered to students, especially advanced students exceeds 30 days. It limits instruction--and the benchmark tests do not align with the curriculum or standards. We are just giving tests and kids are tested out---they no longer have buy-in due to the number of assessment given--remove some of the testing.
- Someone that has management experience of a large organization regardless of its specialization. Also someone that can allocate a budget effectively without adding too many executive level positions needlessly.
- Someone who believes that one size does not fit all and that autonomy is important. Also, too many people downtown, take those resources and give to schools. It is incredibly frustrating to deal with people in the central office.
- Someone who can implement a solid literacy program for ALL students, provide a safe environment for students and staff by finding solutions for violent students (repeat offenders), and allow teachers to dictate what is best for their classes.
- Someone who has a history of collaborating well with others and has had multiple years in a district, allowing consistent growth and support to occur under their years of experience.
- Someone who has and exhibits compassion and empathy for students, teachers, staff, administrators, parents and community at large.
- Someone who is visible in all schools and interacts with both parents and educators
- Someone who isn't afraid to change the status quo.
- Someone who understand that classroom teachers do NOT need the micromanaging, bureaucratic, nonsensical dictates we have been receiving lately. Manage the budget well, set high goals for the district, increase school safety at all levels, hold students accountable for their actions or inactions (attendance and grades), be optimistic and enthusiastic, and then leave us alone to do our jobs! We need support but not supervision. Hold teachers and administrators accountable, but also understand that most of us know how to teach our subjects and get results without someone in the district offices telling us what to put on our boards ("I CAN statements?? Really??) or walls ("Word Walls"? Why is this even a thing?) Honestly, I joined APS because of Meria Carstarphen and since she was "not retained" the district morale and outlook has been diminished severely. The board would do well to hire an outsider with qualities and personality very similar in nature to hers. Someone who understands the value of hard work, accountability, and getting things done rather than focusing on current catchphrases like equity and SEL. If this person also understands that "professional development" can be maintained through means other than attending boring training sessions on federal holidays (and during preplanning week), then that would be an added plus. Bottom line ... hire someone with some practical common sense that teachers can rally behind and support going forward.
- Someone who will not cause major turnaround in the district and schools. Someone who has not publicly stated that people with disabilities should not teach. Someone who did not call their population of students hoodrats or thugs.
- Someone who will put the students' and teachers needs as priority.
- Someone who will stand up for teachers, and will be equitable to all based on various needs.
- Special Education inclusion practices need to place children with special needs in the appropriate setting so the regular education students' achievement is not jeopardized.
- Special Education knowledge and/or background. Willingness to actively learn, listen, and grow with the teachers. Understand or be willing to help aid and assist the south side of APS teachers and scholars. Develop a plan/system/strategy for proper placement for our special education regional (FUNCTIONAL COMMUNICATION AUT, SID/PID, MOID, SOCIAL AUT, EBD, etc..) students. Giving them more time with their gen education peers. Making sure that schools are having SELTs/LEAs in place that are fully competent in advocating for the scholars and teachers who service them. Proper trainings (hands on, peer to peer, experienced trainers). Making sure school-based leadership (principals) is not adding extra things for us teachers to do. Someone to vetting principals. Especially at the elementary level
- Stability in the district is paramount. Please do not hire someone whose track record as a leader shows great turnaround in staff.

What other priorities do you believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools?

Teacher

- Staff recruitment and retention
increased pay
school safety
simplifying the foundation of teaching and learning to prepare for innovation
someone that has integrity, is concerned with the mental and emotional well-being of the teachers
ensuring that principals come highly qualified, are well-rounded, fair, accountable, someone that's an equity crusader, a change agent, and a reflective learner
- Stop firing people for political reasons. Keep students' best interest at heart.
- Student discipline and accountability are lacking the most schools, especially at some high schools. This makes it hard to be a teacher and raise the bar to improve academic levels and behavior. There is not much structure at least at my school to ensure academic success for some students. Lastly, parents should be held accountable for poor student behavior.
- Teacher incentives, bonuses, and retention.
- Teachers need more autonomy and bigger salaries.
- The APS Board should seriously consider the next superintendent's experience with urban issues that plague large districts.
- The APS students should also have a voice in deciding on the next superintendent.

An APS student also needs to be added to the school board.

Consequences need to be put in place for disruptive behaviors in class that prevent teachers from teaching, and other students in the classroom from learning. Those consequences need to be for the student AND the parent. When you start making things inconvenient for the parent, i.e fines, mandatory pick up your student in the middle of the day, making it mandatory for a parent to have to sit with their disruptive student all day until they start behaving, things will start changing.

Parenting classes need to be offered.

A binding contract (outlining the behavior, attendance, and homework expectations), with consequences, needs to be signed by each parent before their student can enroll.

Teachers cannot be effective if they do not have parental support!

- The Board needs to strongly consider a superintendent who is a firm disciplinarian. Until our schools are safe, we will continue to fail. Teachers spend too much instructional time with discipline issues. Issues such as threats of violence, fights, bringing weapons to schools, parental threats to teachers and other students, and gang activity are far too common. STOP worrying about CCRPI Scores and keep us safe. Dead teachers and students can't achieve!
- The Board of Education should seek qualified Superintendents within the State of Ga. before selecting outside.
The Board of Education should allow ALL workers to vote and take part in the selection process of a Superintendent
- The Board should look for a candidate who will take our existing systems, analyze their efficiency and either discontinue or improve them rather than creating new systems. The Board and superintendents yearly come up with new initiatives, new textbooks, new technology programs, new professional development requirements and new paperwork requirements that are suppose to improve the District. Changing these items creates positive media coverage, sounds good to everyone and looks good on the surface. The truth is it wastes time and money and changes little. A ton of money goes to textbook companies and educational companies rather to additional personnel and having enough resources to genuinely support students.
- The candidate should have experience in teaching, been a principal,
- The next superintendent needs to be open and a people person. They should also be open to new ideas and strategies.
- The next superintendent needs to cultivate a culture of equity for all and not show favoritism towards personal friends with principalships. The individual needs to lead with fairness allowing all stakeholders to have a voice without fear of retaliation. The superintendent should hold principals accountable for creating a culture in which teachers are supported and valued. The individual should hold forums consisting of randomly selected teachers of various positions within a site to hear from those whom otherwise would not have a voice or an opportunity to share their perception of the current state of the assigned facility's condition.

- The next superintendent needs to take a look at administration practices and teacher support. Last year 32 teachers left our school and that many or more will leave at the end of this school year. Teachers do not feel supported, rather overworked, underpaid, and abused. The creativity is being taken away as APS are creating robots with no autonomy in the classroom. The current Math curriculum will cause a nose dive in Math scores and the GADOE has taken tasks from Illustrative Math and put their name on it. There is no curriculum for writing and grammar and teachers are being asked to find their own content, however, standards are not to be taught in isolation. My students do not know/ understand grammar skills and are being asked to use them in paragraph writing when they can't even write a solid sentence. I have had more walk-thrus from coaches when I need coach support on content/materials. Sarah Smith is an absolute train wreck and the amount of students that leave each year is astronomical. TEACHERS NEED SUPPORT FROM THE DISTRICT, ADMINISTRATORS, AND COACHES. THEY NEED TIME TO CREATE RATHER THAN CHECK BOXES IN PLCs for ADMINISTRATORS AND COACHES. I have been in the business for 13+ years in another state and have just finished my first year in APS. I have never experienced anything like this and it will cause me to leave the profession for a year and possible forever. The search for a Superintendent needs to be taken seriously and this person needs to cause a great shakeup in the way things have been done in APS for years.

What teachers are being asked to do are not in the best interest of the kiddos. PLEASE find someone who will put the students FIRST.

- The next superintendent should be extremely vetted and there should not be just one finalist. This is absurd. The track record of success should be the focus. More importantly, there is not a person in APS that has the academic and track record qualities to lead this district.
- The next Superintendent should be the Superintendent for the whole district and not just parts of the district. The Superintendent should not only hear what teachers are saying, but listen. The Superintendent as well as all of the Superintendent's Cabinet should experience the day in the life of a teacher prior to passing down directives that may not fit all students and teachers. Extensive training is needed for all staff when dealing with Students with Special Needs. Principals should be required to allow staff to participate in needed trainings, and not hold them in the buildings just because. It would be great if the Superintendent had some working knowledge of IDEA. Last, but not least the next Superintendent should be allowed to do his or her job with integrity and not feel pressured to be a puppet and controlled by those that don't have all of the students and staff best interest in mind, but their own personal agenda.
- The next superintendent should have a vested interest in Atlanta, the community and the children. We don't need another superintendent to come here to build their resume and make money off the backs of our children. Academically the students are suffering due to the violent and drugs in our schools. We need a superintendent that is well hold the parents, students, and teachers accountable for student success.
- The next Superintendent should listen to the voices of all parents, not just the ones in the Midtown and North Atlanta clusters.
- The other priorities that are imperative are adult education learners and the educational support that currently does not exist. I teach learners that have decided to obtain a GED and sadly I am teaching out of books that were written in the 70's. I have limited technology and no access to a smart board to help learners adapt to the current learning environment that should be given to any learner seeking any quality of education. This is sad and embarrassing but daily I push and teach with limited educational materials, i.e. markers, paper, pens, folders, ink for a printer that have been sitting since June 2023, just to name a few. I cannot afford to pay for the items, and yes, I provided a list to receive items in June 2023, yet I'm still waiting. I love teaching learners that are vested in education, my learners want to be here they travel near and far on public transit, with limited and fixed income and they work so very hard, sadly we can't provide assistance with that because it does not exist. If there is any information, support or resources that you feel you can help this community of learners do so.
- The schoolboard and superintendent need to understand that the only way to improve student success is through happy teachers. The lack of respect for educators and the micromanaging of our day-to-day is astounding. We are not paid enough for all of the ridiculous requests they make of us, and when they ask us what we need, it's only lip service. They spend thousands of dollars on research and new curricula, they waste our time with pointless professional development that they require us to travel for without pay, and then wonder why people are leaving or nothing is changing with student achievement. Let teachers teach and stay out of it if you've never personally spent a year as a homeroom teacher. We need a superintendent who does what's right for the kids, not for optics. The financial irresponsibility needs to stop. We have spent unconscionable amounts of money on things to make it look like the district cares about student social and emotional health, but none of it actually does anything. This entire district is a dog-and-pony show with the naïve public seeing buzz words and thinking APS is doing big things. Put funding into teachers and listen to TEACHERS about what kids need, and then we will start to see achievement gaps close.
- The superintendent needs to be a people person and care about the well-being of the students and staff at APS. There is a need for transparency and understanding of the needs of the students at APS. While we are one of the largest districts, we need to ensure we are receiving equitable resources and opportunities to be successful in college and the workforce.

- The Superintendent should prioritize spending time in schools talking to teachers and students and truly observing the realities of the day to day. The Superintendent's communication should be relatable and clear, reflecting a true understanding of the state of the District and our needs.
- Their insight and strategies on how to increase teachers' salaries and retention of teachers.
- There are many priorities that I believe are important for the Board to consider as they select the next superintendent for Atlanta Public Schools.

I trust that we will be honest, transparent and really want what is best for students and carefully select a candidate this time. It may even be good to have more than one candidate to choose from this time as well.

- They should be electing someone who has spent time as a teacher in a classroom, period. And someone who is going to eliminate all of the pointless fluff jobs in the central office. Teachers are MISERABLE in APS and no one seems to understand that they need to be the priority or kids are not getting the best they deserve every day. This district is a mess because of the idiots making decisions about education who have zero experience in education. Stop asking so much of teachers and let them make the decisions as they are the absolutely most knowledgeable on how to make education better. Wake up and look at the nationwide trends. Soon there are going to be no teachers left.
- They should have a proven track record for increasing expectations for urban students and raises test scores
- They should look for someone who has experienced life in another country. This way they can better relate to the full student body and have a better understanding of what school is like for our multilingual learners. It would also be great if they spoke a language other than English, preferably Spanish, so they can not only relate to our student's learning experiences, but the staff as well.
- This person needs to allow teachers more voice-- right now, the district has squashed all teacher creativity and autonomy. We are all expected to teach the same thing the same way and test at the same time, no matter the student population, especially when it comes to English Language Arts. Any request to deviate from that is denied. Teachers are tired of being treated like idiots who have nothing to offer. This is why so many people have left teaching. Stop talent from leaving and make them love their jobs!
- To ensure schools in low income areas have facilities, technology, faculty, instruction, meals, teacher training, student opportunities, etc are EQUAL to Sarah Smith, Jackson, North Atlanta, Sutton, etc.
- To know in deep the multiple programs that are implemented in the District such as STEM and Dual Language Immersion. These programs give excellent results but the support from the district is minimal. These programs require different practices, experienced teachers, and more personnel from the district office who really understand the structure and needs of the programs.
- Transparent and timely communication is of paramount importance! As a parent and CAT member in one cluster and a teacher in a different cluster, it is blatantly obvious that communication, academic, discipline, and SEL practices and priorities are not equitable. Additionally, teachers are held to unrealistic standards and are held accountable to unattainable goals, given that the district has failed many of the students in the practices mentioned above. The new superintendent should prioritize the reality of what is truly needed to close the achievement gap and communicate with ALL stakeholders with efficacy and fidelity. Meaning, hard and difficult conversations, policies, and current ineffective practices need to be addressed expeditiously and realistically, with the community. The BOE should encourage and allow the new superintendent ample time to do so and provide support for he/she/they to do so without fear of redundancy.
- Vocational Education in every cluster. We have many students that should be given skills to enter the workforce after they graduate from school to support and help family. The new superintendent should know that some of our communities are high poverty areas, and our students lack many of their personal needs. Some of our families need safe and reliable housing. The inequality is very evident in Atlanta Public Schools.
- We have to be equity guided and data-driven. The data says the almost 2/3rd of the students in the district struggle in reading and math. Yet there is no "real" practice in supporting students. It's all about standardized tests and "exposure" to education. We have got to get back to the basics. A strategic plan with innovative strategies and support to support students that struggle with literacy and numeracy. Blaming teachers for working conditions that don't support getting to the root of the problems affects morale and retention. Adding more responsibility to teachers, ineffective building leadership for the sake of "compliance" is why we cannot move forward. Furthermore, if you know that 2/3rds of your students can't read, how are we proud of graduating 85%. Change requires not only innovation (technology and gadgets) it requires honestly examining the root cause and actually addressing it with fidelity not "box checking". We can do better. AND, these problems didn't happen overnight. It will take time to make the changes but it can be done.
- We need a person who has vision, who is relatable, and who is a person of integrity. We don't need a politician. We don't need a person who will bow to the loudest voices, but who will keep their eyes on the importance of the students. Every single decision needs to be student focused. Not focused on tests, but how we can open doors for every student to mitigate barriers they may have.

- We need a superintendent that understands that practices in the school house account for very little in terms of student achievement. They instead must understand that outcomes relate directly to systemic racism and persistent poverty. Instead of promising improvements from within, they should focus on communicating to outside stakeholders and policy makers that educational outcome change comes from dismantling racism, eliminating poverty, and the improvement of a variety of factors including public housing, prenatal care, health care, nutrition access, birth to 3 day care cost, minimum wage, and environmental conditions in our city, state, and nation.

Instead of claiming that we (who account for at most 15 percent of educational outcomes) can change things on our own, they must constantly point to governmental failures including undertaking commercial real-estate, not expanding Medicare, not extending the child tax credit, not passing universal birth to 3 childcare, and the existence of cop city and qualified immunity allowing police to willfully murder the parents and families of our black and brown students, and redline based attendance zones which all affect outcomes more than pedagogy or the instructional practices in the classroom.

- We need someone who can navigate the different needs of the clusters. One size does not fit all in APS.
- We need to move to a consequence culture. The current restorative practices are not working. Schools are not safe. Students are wandering the halls and are not committed to academic excellence. We need to move away from rewarding students from doing nothing and instead hold them accountable to high rigorous standards. This means students must produce in order to show mastery of the standards. If a student does nothing we can no longer afford to placate them with 50%. We can no longer placate them with a pat on the head and allow infinite time to turn in assignments, often at the last minute. And if this means a student can not read past the 3rd grade they need to be put in a support system that helps them then so be it. The majority of students that act up in my classes can not read nor write at their high school grade level. So they act out, disrupt the class and make teaching and learning extremely challenging. This is not fair to the students that want to work and it allows our students to rob others of educational opportunities for success. We can no longer continue to pass students into high school who are not academically or emotionally ready for it. We must identify students with behavioral disorders and move them to an environment where they can no longer cause disruptions, or unsafe behavior. Without true consequences which include ultimately removal to alternative, special, or virtual school our students will continue to perform at lower levels and butt up against the socio-economic barriers that continue to plague our district. If we are truly here for students we need to more than identify and label students and provide true support. Support that really matters and forces the child to engage and do better. We must stop blaming teachers and even our community for our student's failings. As it feels like we are engaged in a dance where the teacher and community is on the floor doing everything within their power yet the child refuses to step up and do their part.
- We say we use data, but it is not used reliably to truly diagnose problems or influence procedures. Too much done with buddies and not credentials.
- When you really want to turn this pitiful district around, you will start listening to your classroom teachers - the real experts. In the face of a National Teacher Shortage, you all incorporate even more testing and demands on classroom teachers. There will be another mass exodus of highly qualified educators again this year, and I will be a part of it. I will not continue to be racially discriminated against, and blatantly disrespected every day.
- While I think technology is an important part of every curriculum, I am witnessing more and more students with an inability to write with proper grammar, capitalization, and punctuation as their age increases. Considering I have taught different grade levels spanning from Kindergarten to Eighth Grade over seventeen years, I would hope to observe middle school students with writing and editing skills that are not on a third grade level. I hope the new superintendent along with the State Board of Education in Georgia continues to promote well-balanced educational experiences that provide students with the skills necessary to be able to write complete sentences to form more than one paragraph. What is the point of knowledge and technology if students are unable to write about what they are learning or if they are unable to creatively write about what is happening in the world around them? I hope the history of our world continues to be preserved in some written form for future generations to read about and not just search about on Google.
- Work options that are available to all such as remote, hybrid, or 4-day work weeks so that teachers can have time to update grades, create intervention plans and individualized learning plans. This will increase teacher retention and avoid teacher burnout.
- work practices and conditions for teacher; better school calendar offering teachers full weeks off instead of using part of the week for professional development