

DeKalb County School District: Comprehensive Access & Opportunity Audit

Findings and Recommendations

Revised, August 2025

Report Organization

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- Access & Opportunity Audit Methodology
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A group of diverse school children, including boys and girls of various ethnicities, are running happily down a hallway. They are all carrying backpacks and smiling. The hallway has lockers on the left and a door on the right. The image is overlaid with a semi-transparent purple filter.

Audit Framework

What is Educational Access & Opportunity?

Educational Access & Opportunity (A&O) means ensuring all students have the resources, support, and pathways they need to succeed and reach their full potential, regardless of their background or circumstances.

Educational A&O is....

- Providing each student with individualized resources
- Providing all necessary support to meet desired expectations
- Demanding academic rigor and necessary resources

Educational A&O is not...

- Removing necessary resources from students
- Lowering expectations
- Reducing academic rigor
- Engaging in segregation or providing any programming that allows one race but not another or otherwise separates students, faculty, or staff based on race

What is an Access & Opportunity audit?

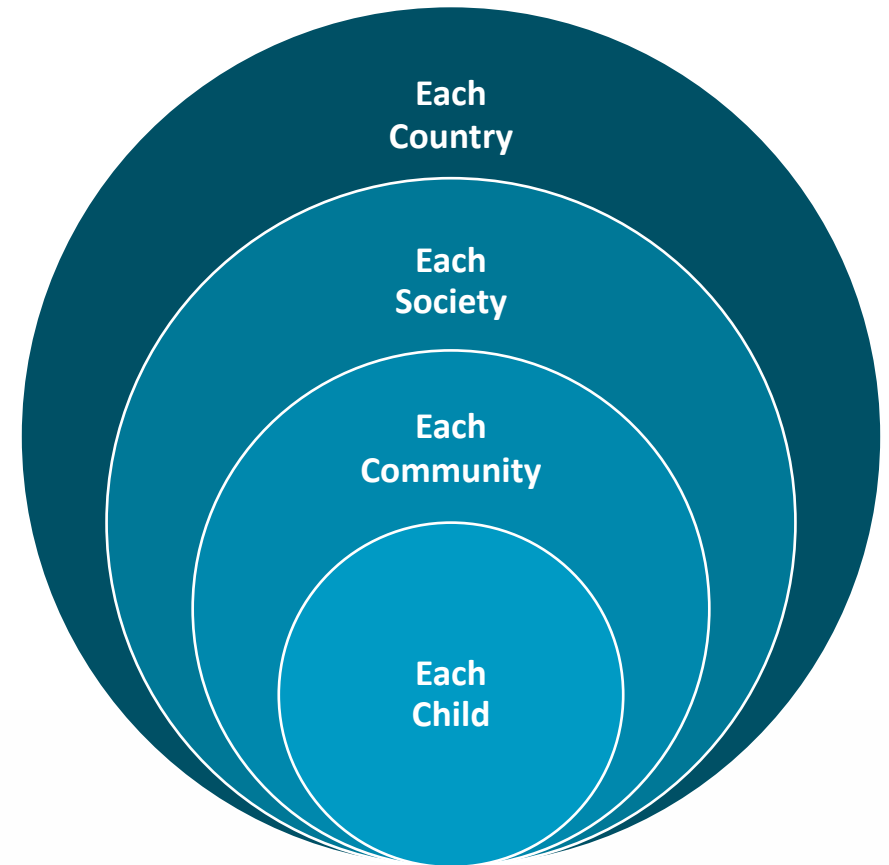
An access and opportunity audit is a study of an institution's policies, programs, and practices, in pursuit of **educational access and opportunity for all students.**

How does *Educational Access & Opportunity* benefit each child, each community, and society as a whole?

The education of a society's population directly correlates to the strength and health of the society.

With educational access and opportunity, **each child** has the opportunity for improved academic achievement, leading to improved future opportunities such as careers, income, housing, health, and quality of life.

With educational access and opportunity, each community is better positioned to have **more educated members**, leading to improved future opportunities such as a thriving and self-sufficient community.



DCSD's Commitment to Access & Opportunity

Strategic Plan 2024-2029 Summary

Access & Opportunity is an area of focus within DCSD's strategic framework.

DCSD Goal Area	Stated Objectives
Student Academic Success with Equity and Access	Improve academic achievement and equitable access to rigorous instruction, career pathways, and digital literacy for all students.
School, Family, and Community Engagement	Strengthen communication and partnerships with families, communities, and stakeholders to support student success.
Recruit, Develop, and Retain Talent	Build and sustain a diverse, high-quality workforce through professional growth and strategic retention efforts.
Culture and Climate	Foster safe, supportive, and inclusive school environments that promote positive behavior, attendance, and staff readiness.
Mental Health and Wellness	Promote mental health awareness, increase supports, and ensure safe, well-managed learning environments for students and staff.
Organizational Excellence	Ensure safe, efficient operations across facilities, transportation, nutrition, and digital access, and financial management

DCSD Core Beliefs

1. Meeting each student's academic, social, and emotional needs
2. Supporting quality teaching and learning
3. Creating equitable educational opportunities for all students
4. Embracing cultural diversity

Source: DeKalb County School District, "Strategic Plan 2024-2029". [DCSD Strategic Plan](#)



Access & Opportunity Audit Scope

The scope for this access and opportunity audit in DeKalb County School District includes **six research focus areas**, in alignment with PCG's overall Access and Opportunity audit framework:

1. Organizational Leadership
2. Instructional & Programmatic Opportunities
3. Professional Learning and Growth
4. Resource Distribution
5. Family Engagement
6. School Climate



Framework and Guiding Questions

Focus Area	Guiding Question
Organizational Leadership	To what extent do the policies and processes in DCSD promote access and opportunity?
Instructional & Programmatic Practices	To what extent do curriculum and instructional practices in the district focus on improving academic and social outcomes for each student?
Professional Learning and Growth	How does district professional learning promote access and opportunity?
Resource Distribution	To what extent are the processes that determine the distribution of resources across the district driven by access and opportunity?
Family Engagement	To what extent do the family engagement efforts of DCSD inclusive, collaborative, welcoming and supportive?
School Climate	To what extent is the climate of DCSD welcoming and supportive of all students and staff?

Report Terminology

There are several terms used throughout this report that require definition and clarification within the DeKalb County School District context. Some terms that appear throughout the report include:

- **DCSD:** DeKalb County School District
- **Economically Disadvantaged:** A student who is defined as economically disadvantaged based on eligibility for income-based programs, such as free or reduced lunch, SNAP, TANF, Medicaid. For school-level and district-level data, where available PCG utilized direct certification rates reported by Georgia's Governor's Office of Student Achievement. For student-level data (such as correlation between students' economically disadvantaged status and disciplinary referrals), PCG utilized economically disadvantaged designation provided by the district. PCG has cited in each page of this report the data source(s) used.
- **English Learners (ELs):** Student enrolled in K-12 schools with a home language other than English that qualify as English Learners (ELs) based on state-approved language screener criteria.
- **English to Speakers of other Languages (ESOL):** A language instruction educational program provided to help ELs overcome language barriers and participate meaningfully in schools; educational program.
- **ES:** Elementary School
- **HS:** High School
- **Limited English Proficiency:** Students whose primary or home language is other than English and who are eligible for English language instruction based on the results of an English Language proficiency assessment.
- **MS:** Middle School
- **SWD or Students with Disabilities:** Refers to those students who were assigned a state-required code corresponding to a specific exceptionality or disability on their Student Record.
- **PCG:** Public Consulting Group LLC

Content revised 6.3.2025

Source: Language Instruction Program for English Learners, ["Definitions". Language Instruction Program for English Learners \(ELs\)](#)

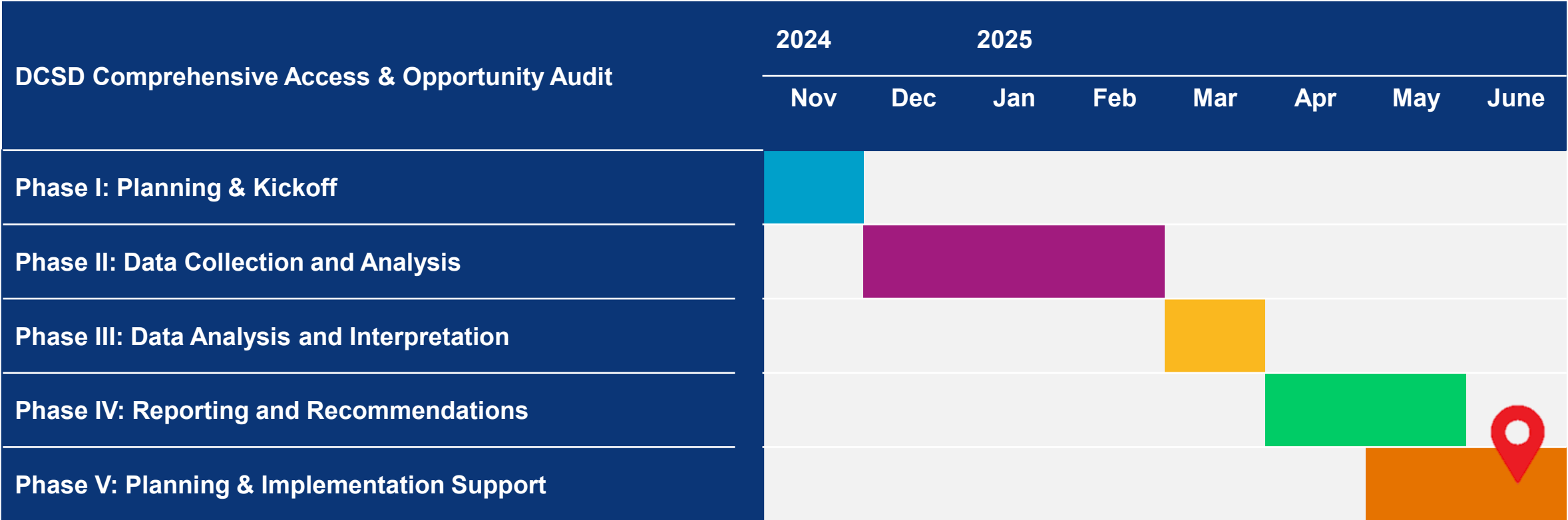
Source: The Governor's Office of Student Achievement, "Data Sources, Rules and Definitions. [Definitions & Dashboard](#)



A photograph of a young boy with short dark hair, smiling broadly at the camera. He is sitting at a desk in a classroom, holding a pencil in his right hand. In the background, another student is visible, leaning over their desk and writing. The entire image has a magenta color overlay. The text "Audit Methodology" is written in white, bold, sans-serif font on the left side of the image.

Audit Methodology

Project Timeline



Data and Document Review

PCG conducted a review of data and documents within each research focus area.

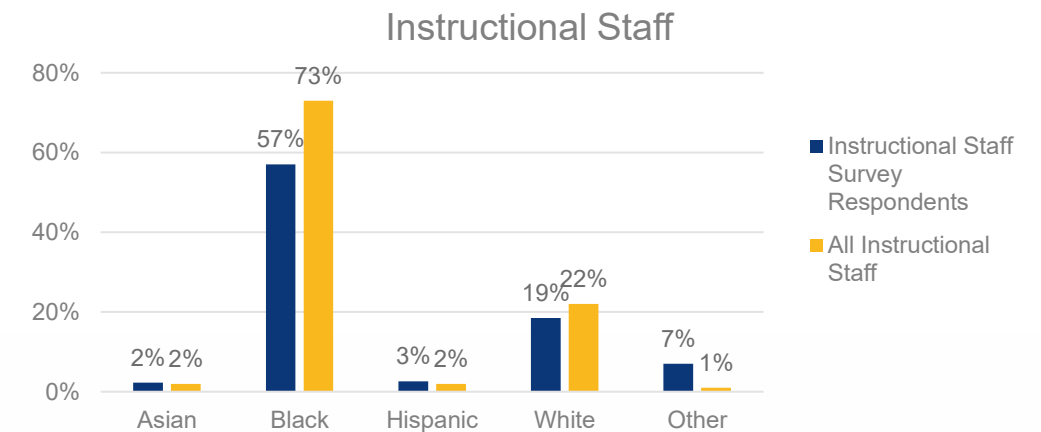
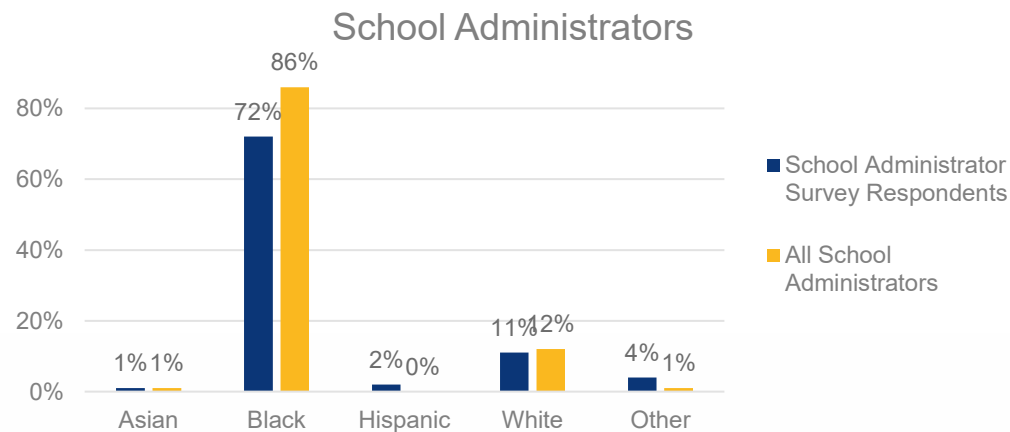
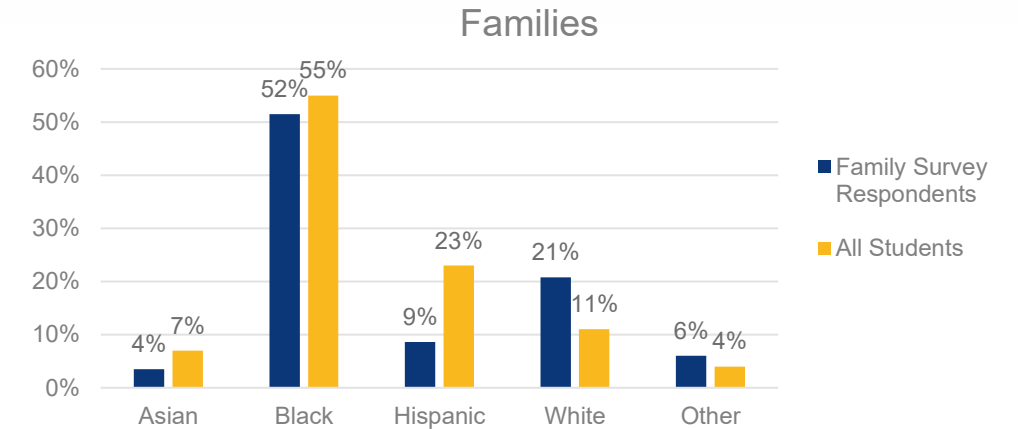
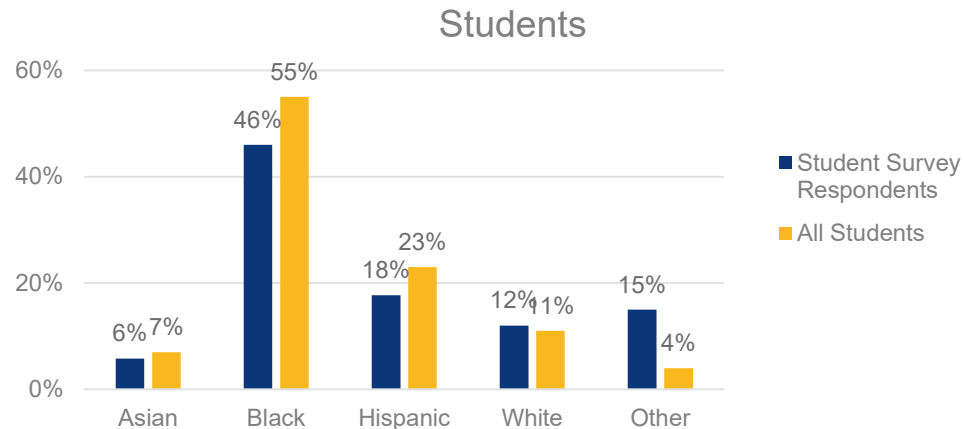
Organizational Leadership	Instructional & Programmatic Opportunities	Professional Learning & Growth	Resource Distribution	Family Engagement	School Climate
• Strategic plan • Student handbooks • Organizational charts • DCSD reports • Administrator & staff surveys • District demographics	• School parent/student handbook • School choice options • Code of student conduct • Course and programs by school • Extracurricular options • Student assessment outcomes • Graduation rates • IEP assignment • Enrollment at theme and magnet schools	• Professional development offerings • Professional development self-assessment process	• Federal, state, and local per pupil expenditures • Construction & building financial documents • Budget book • Donation transactions for all schools • Teacher certificate and years of experience	• Family engagement framework • Family & community empowerment & grants/partnerships	• Previous climate surveys • School-based activities and events • Staff, parent, student, admin survey • Bullying data • Discipline data

Stakeholder Survey

PCG conducted a survey of middle and high school students, families, instructional staff, and school administrators. The family survey was offered in 16 languages.

PCG received
23,601 survey
responses:

- 16,891 students (middle and high school)
- 1,653 family members
- 4,737 instructional staff
- 320 school administrators



Notes: On average, 9% of respondents selected "Prefer not to Respond" when asked to identify their race or ethnicity.

Source: Data retrieved from PCG survey. District demographic data retrieved from DeKalb County School District, Demographics (2024-25 School Year). [Demographics](#); Data provided by DeKalb County School District, "Leader Demographics," "Demographic data Request File 1"

Stakeholder Engagement

PCG conducted stakeholder engagement as part of the data collection process. Stakeholder engagement included focus groups, individual interviews, and small group interviews. The table below lists the **focus groups conducted**.

Stakeholder Group	Stakeholder Engagement	Number of Sessions	Number of Individuals Engaged
Family	Family Focus Groups	6	28
	Parent Advisory Council	1	23
	Bilingual Advisory Committee	1	7
Student	Student Advisory Committee	1	33
	Middle & High School Students Focus Groups	7	67
Staff	Access & Opportunity Steering Committee	1	10
	Principal Focus Groups	3	26
	Teacher Focus Groups	4	28
	Total	24	222

*Focus groups were conducted both virtual and in-person.

*Participants were randomly selected by PCG for family/parent & student focus groups



Stakeholder Engagement

The table below lists the **individual and small group interviews conducted** with district staff and leaders.

Engagement Type	Stakeholder	Number of Individuals Engaged
Individual Interviews	Board Members Interview	6
	Superintendent Interview	1
	Division Chiefs and Executive Directors Interviews	12
	Executive Director Interview	1
Small Group Interviews	Wrap Around Services Small Group Interview	5
	Instructional & Informational Technology Small Group Interview	5
	Area Superintendents	7
	Family & Community Engagement Small Group Interview	4
	Budget Personal Small Group Interview	3
	Human Resources Small Group Interview	7
	Student Services Small Group Interview	5
	Culture & Climate Coordinators Small Group Interview	7
	TOTAL	62

*Focus groups were conducted both virtual and in-person.

*Participants were randomly selected by PCG for family/parent & student focus groups



Mixed Methods Research Design

Quantitative Analysis

PCG analyzed a range of quantitative data items, including:

- Student, teacher, and administrator demographics
- Georgia Milestones results
- Graduation rates
- Participation in advanced coursework and SAT & ACT tests
- Theme & magnet school enrollment
- Disciplinary referrals
- School funding
- School enrollment and capacity
- School building age

In our quantitative analysis, PCG disaggregated data by student demographic subgroups.

Qualitative Analysis

PCG used ATLAS.ti to code qualitative data, including:

- Responses to open-ended survey questions
- Focus group notes
- Interview notes

PCG's analysis was guided by six key focus areas: Organizational Leadership, Family Engagement, School Climate, Instructional & Programmatic Opportunities, Professional Learning and Growth, and Resource Distribution. These categories serve as a consistent coding framework across all stakeholder groups, allowing us to identify themes, understand stakeholder perspectives, and align findings with the goals of the project. For each area, we also coded whether the data reflects a "need" or a "strength" as explained by the respondent. This structured approach helps ensure that the data is analyzed systematically.

Survey Data & Heatmaps

EXAMPLE

The total number of participants is shown for each group being analyzed

Research Area	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
Total Number of Participants	4,680	2,640	897	1,143
Staff have high expectations for every student regardless of background.	81%	85%	80%	75%

Groups are segmented by school level and by race/ethnicity

Survey question used by PCG

Percent of respondents that answered “Agree” or “Strongly Agree” to the survey question

PCG used the **Alchemer survey platform** to collect responses and then **organized the matrix question data into a heatmap** using conditional formatting, segmented by race/ethnicity and school level.

Conditional formatting displays values from red to green. The darker red corresponds to the lowest values and the darkest green corresponds to the highest values

0%

10%

20%

30%

40%

50%

60%

70%

80%

90%

100%



Classroom Visits

PCG used a structured classroom visit protocol with a focus on Teacher’s Practice and Student Learning.

The visit focus areas include:

- *Instructional Strategies*
- *Classroom Culture and Environment*
- *Student Relationship Building*
- *Facilities*

- PCG conducted classroom visits in January and February 2025. PCG visited **68 classrooms in 34 schools**.
- **PCG selected schools and classrooms for visits.** In identifying schools and classrooms to visit, PCG utilized a selection methodology to ensure a representative sample of grade levels, school demographics, school type (traditional, theme, magnet), classroom content areas, and course type (e.g. standard, remedial, ESOL, advanced). PCG’s selection process also ensured representation of schools in all Board Districts.
- **A team of two PCG observers visited each classroom.**

EXAMPLE: Classroom Visit Summary

Desired Outcomes: All teachers engage students in high quality instruction ensuring that every student regardless of their background has the tools, resources, and inspiration to reach their full potential.			
Evidence based strategy	Core Practice	Focus Area	% of visits demonstrating core practice
The environment is socially and intellectually safe for all students	Teacher instructs and models a growth mindset	Teacher Practice	24%
	Teachers create expectations and criteria for peer collaboration and feedback.		27%

Strategies derived from research that are shown to support the desired outcome(s)

Evidence of strategy in practice. *Core practices* are the indicators that PCG looks for in classroom visits.

Focus area captures whether the core practices are focused on *teacher practice* or on *student learning*.

Percent of classroom observations where PCG observed the core practice in action. PCG does not expect to see all core practices exhibited in every classroom within the time frame of the observation. There is not an expectation of 100% demonstration.



Strategies Analysis at a Glance

In each research area, PCG has summarized our analysis of all data sources, including quantitative and qualitative data such as interviews, focus groups, and classroom observations, through a **Strategies Analysis at a Glance**. This tool, found within each section of the presentation, serves as a high-level rubric to identify and analyze the implementation of core Access and Opportunity strategies across the classrooms.

Desired Outcome: List of desired outcome(s) based on the focus area				
Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome(s)</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in DCSD?		
		Yes	Partial	No

Determinations on whether core practices were observed in DCSD were made based on the data collected from the district, publicly available sources, and stakeholder engagement efforts over the course of this access and opportunity audit.

- A “Yes” designation means that a practice was fully observed or was agreed upon by most or all stakeholders engaged in data collection.
- A “Partial” designation means that a practice was observed partially, occasionally, inconsistently, or not agreed upon by most or all stakeholders.
- A “No” designation means PCG did not observe the practice. A “No” designation does not definitively mean that a particular practice doesn’t exist in DCSD, simply that PCG did not observe evidence of the practice during this Access and Opportunity audit.



A photograph of four diverse school children walking and laughing on a sidewalk. From left to right: a young girl with dark skin and braids, a boy with light skin and blonde hair, a girl with East Asian features, and a boy with Latin features. They are all wearing backpacks and casual clothing. The image has a purple color overlay.

DeKalb County School District Community

District Commitment to Access & Opportunity

Favorable Steps Toward Advancing Access and Opportunity

As described by students, parents, leadership, staff, and teachers, several initiatives and action steps have positively contributed to advancing educational access and opportunity within DCSD, including:

- Development and implementation of access and opportunity resources for various stakeholder groups, including the **MIRACLES** framework
- Programs, including Thought Exchange and district advisory councils, to **engage diverse communities in meaningful dialogue**.
- Emphasis on access and opportunity in the **District's Strategic Plan** and multiple school improvement plans.
- Integration of access and opportunity focused **tools into their instruction and evaluation practices**, as seen in many classrooms that PCG visited.
- **Review of student data by demographics** to identify potential disproportionalities.
- Access and opportunity centered **professional development**, including workshops, book studies, and external courses.

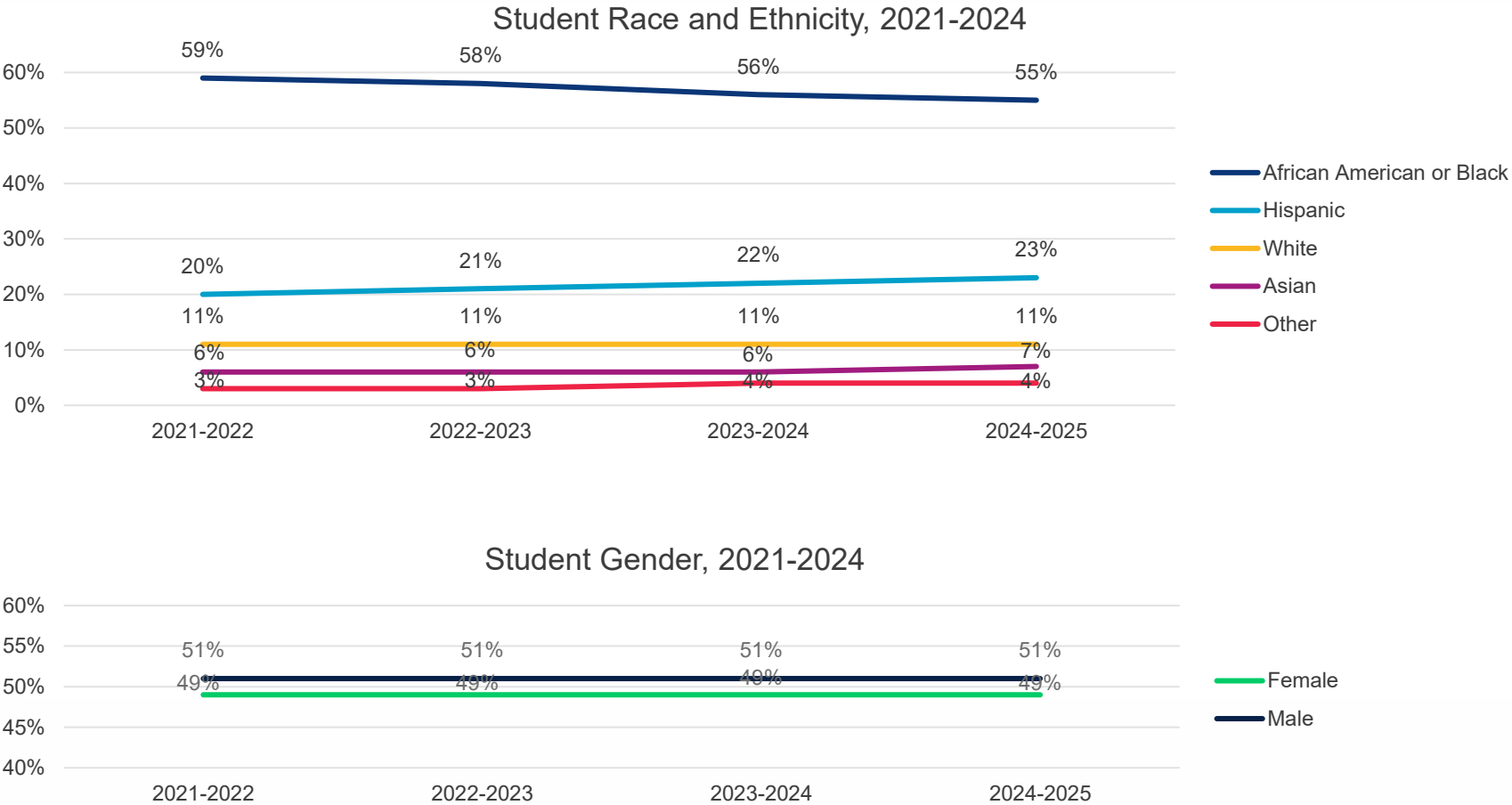
At the same time, **disparities exist in student outcomes and in student and family experiences**. In this report, PCG has detailed the strengths and opportunities for growth that exist in DCSD, along with recommendations for building on those strengths and addressing the opportunities for growth.

District Characteristics

DeKalb County School District Student Demographics

The majority of DCSD students are African American or Black, though the percent of African American or Black students has gradually declined. The second most represented group is Hispanic students.

DCSD has maintained a relatively even distribution of male (51%) and female (49%) students.



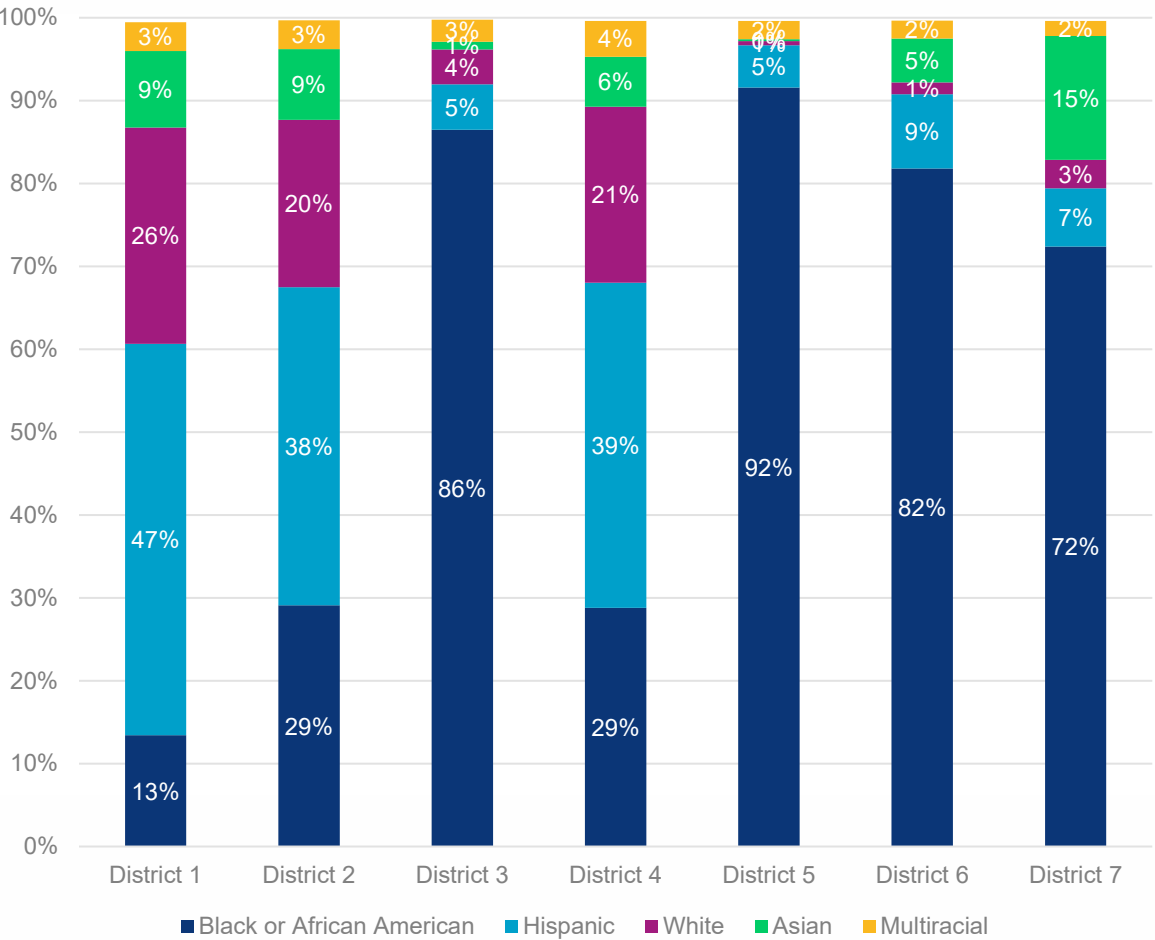
Source: DeKalb County School District, Demographics (2024-25 School Year). [Demographics](#).



District Characteristics

Student Demographics by Board District

Student Race and Ethnicity by Board District



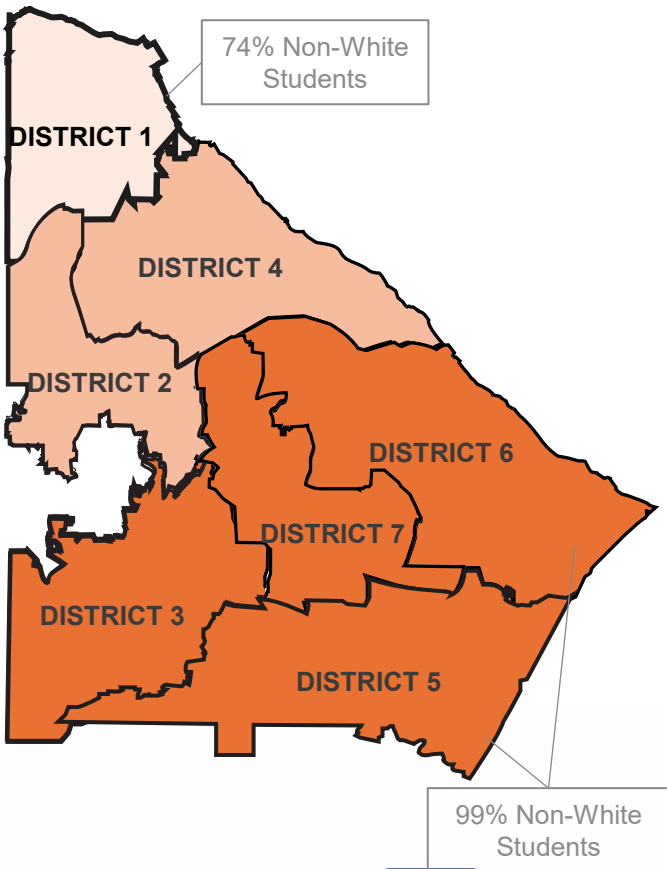
There are **significant differences in student enrollment demographics** across Board Districts.

Board District 1 has almost 75% Non-White students, while Board Districts 5 and 6 have 99% Non-White Students.

Black Students represent the largest student subgroup and majority of students in Board Districts 3, 5, 6 and 7 (ranging from 72% to 92%).

Hispanic students are the second most represented student subgroup, ranging from 5% in Board Districts 3 and 5 to 47% in Board District 1.

Percent of Non-White Students by District



Content revised 6.3.2025
Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53"



District Characteristics

DeKalb County School District Student Demographics

Approximately 61% of DCSD students are considered economically disadvantaged, based on direct certification. This is higher than the Georgia state average of 54%.

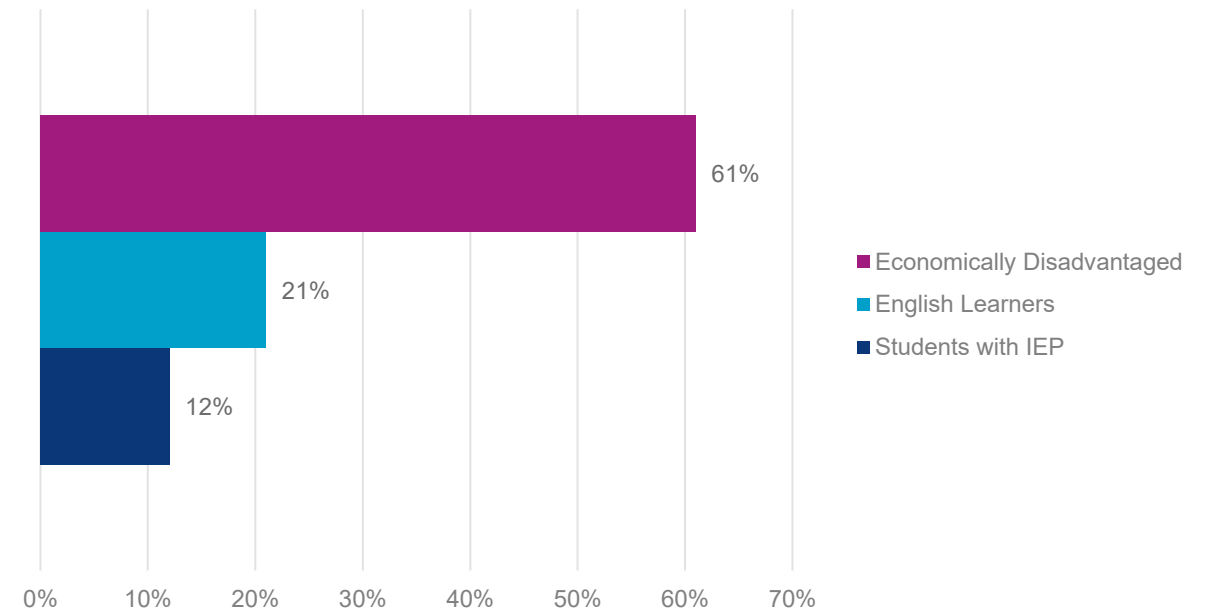
As of 2025, the median household income of DCSD families is \$72,276.

English Learners make up 21% of the district's student population, which is significantly higher than the state average of 12%. Among neighboring districts, Gwinnett County has a similarly high percentage (26%). In contrast, other nearby districts have lower proportions of English Learners:

- Clayton County: 15%
- Fulton County: 12%
- Cobb County: 16%
- Atlanta Public Schools: 5%

Approximately 12% of the district's students have an IEP. This rate is less than the Georgia state average of 13.3%.

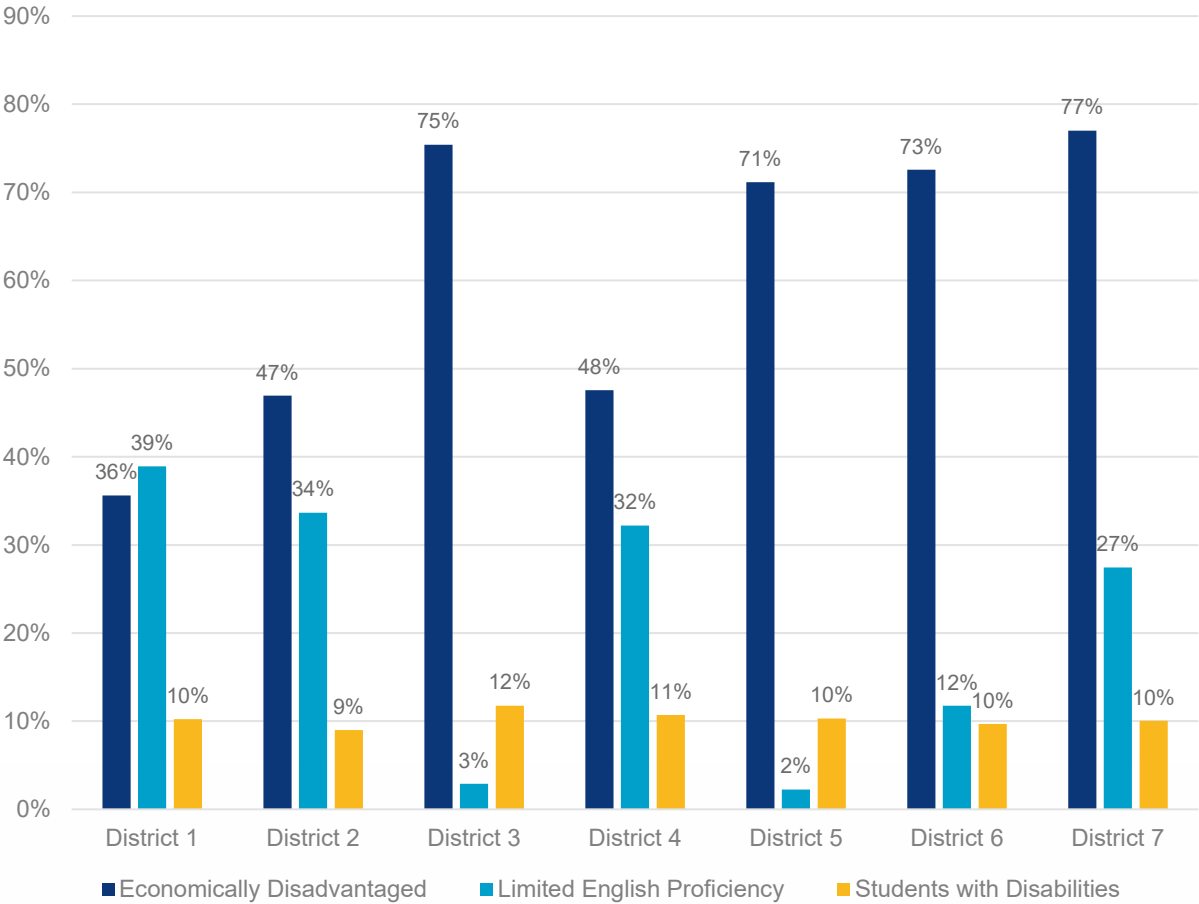
Student Demographics



District Characteristics

DeKalb County School District Student Demographics (2024-2025)

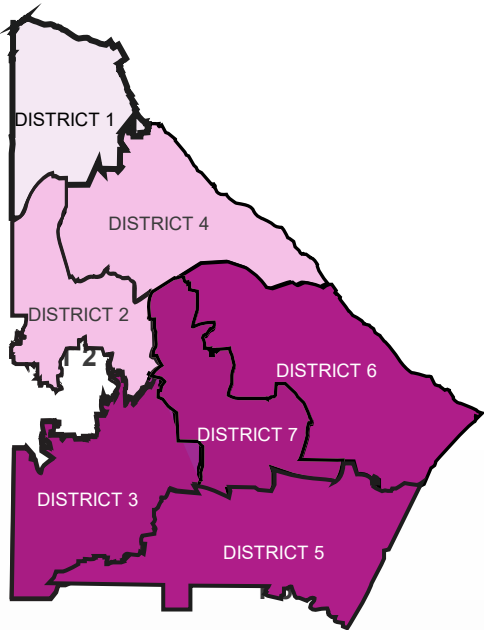
Student Characteristics by Board District



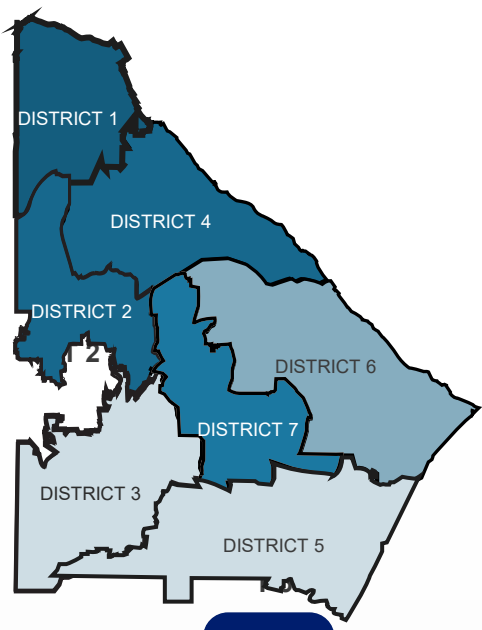
There is **wide variance across Board Districts in the percent of students who are economically disadvantaged** as measured by Direct Certification, from 36% in District 1 to 77% in District 7.

There is a **wide variance as it related to students with limited English proficiency**, ranging from 2% in District 5 to 39% in District 1.

Percent of Economically Disadvantaged Students



Percent of Students with Limited English Proficiency

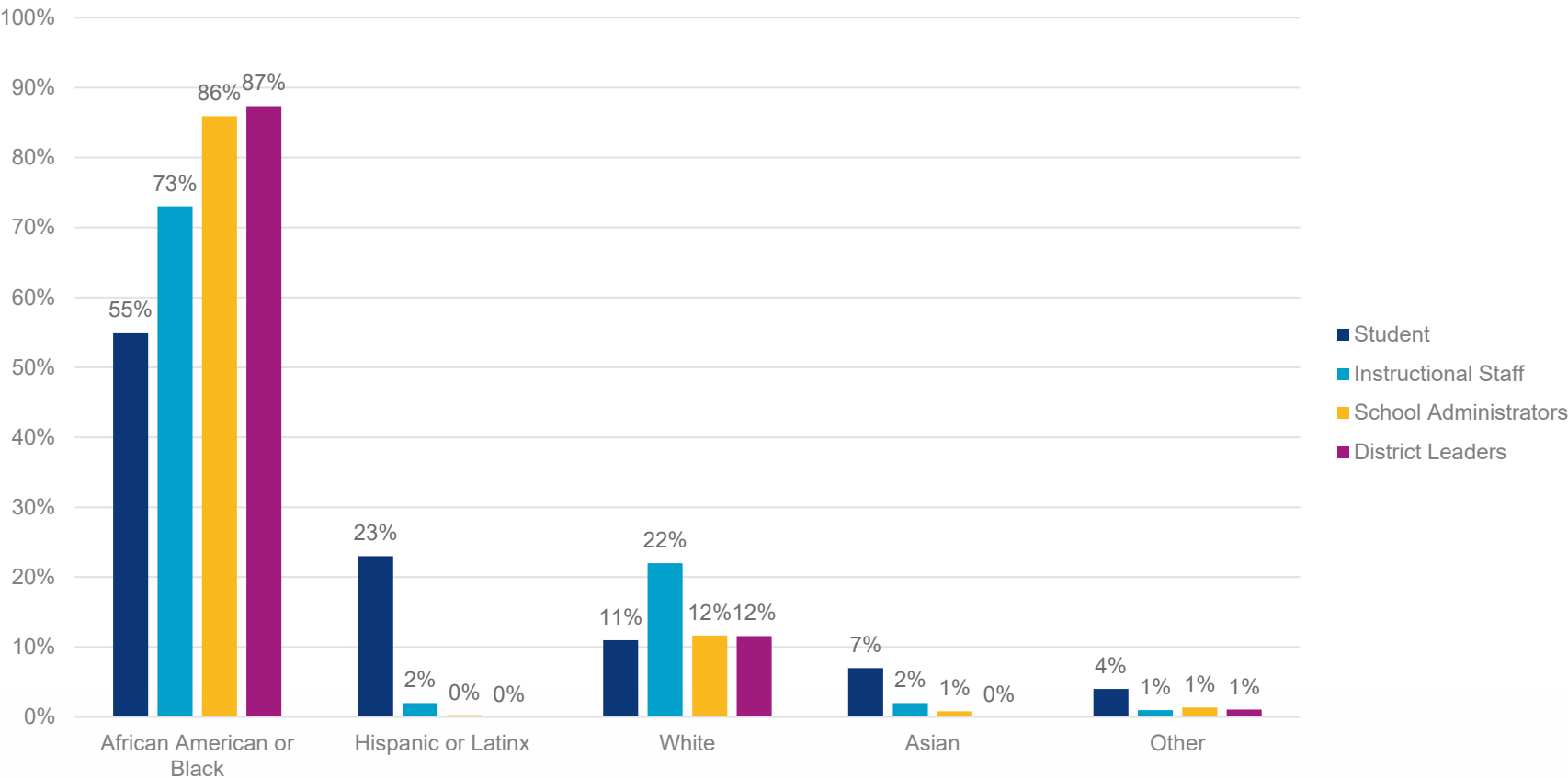


Content revised 6.3.2025
Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53;" "Direct Certification (School) 2023-2024";



Student, Teacher, and Leadership Demographics

District Demographics, Race and Ethnicity



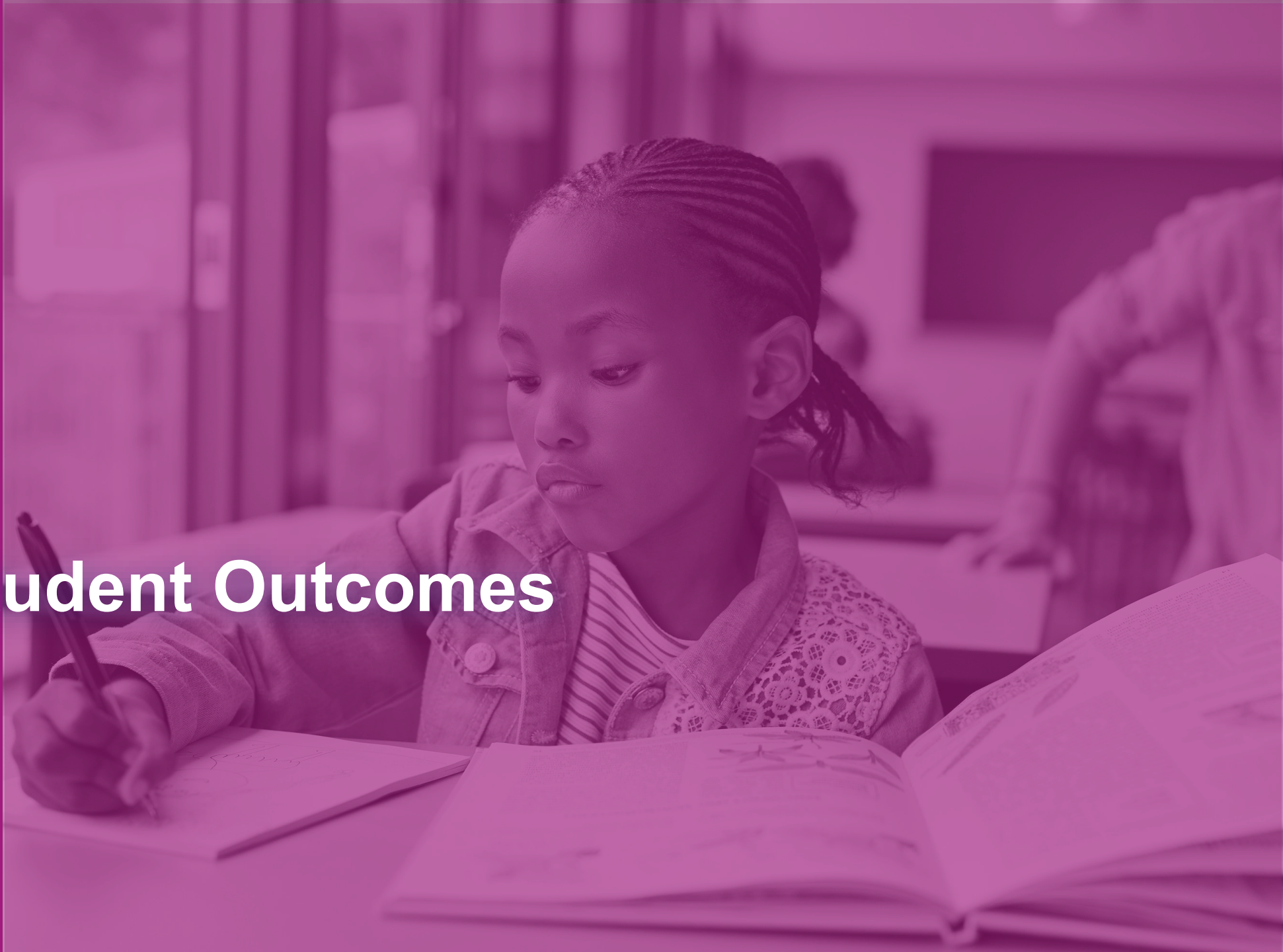
African American or Black students make up over half of the student body (55%). Instructional staff (73%), school administrators (86%) and district leaders (87%) are also predominantly Black or African American.

The second highest student subgroup are **Hispanic or Latinx students, making up almost a quarter of the student body. This subgroup is not reflected in instructional staff (2%), school administrators (0%), or district leaders (0%).**

Note: District leaders are defined as district-level staff with a Director or higher title
Source: DeKalb County School District, *Demographics (2024-25 School Year)*. [Demographics](#).
Source: Data provided by DeKalb County School District, *"Leader Demographics"*
Source: Data provided by DeKalb County School District, *"Demographic data Request File 1"*



Student Outcomes



Student Outcomes

Georgia Milestones Gap Analysis

PCG examined differences in Georgia Milestones proficiency across the following subgroups:

- Students with disabilities
- Students with limited English proficiency
- Economically disadvantaged students
- Black and African American students
- Hispanic and Latinx students
- Asian students
- Multiracial students
- Female students
- Male students

Data was retrieved from gaawards.gosa.ga.gov/analytics and is aggregated across grades 3-8.

Proficiency Rates are defined as the percentage of students identified as *Proficient Learners* or *Distinguished Learners* on the Georgia Milestones.

Proficiency Gaps are defined as the difference between the proficiency rate of the identified subgroup and the proficiency rate of the entire analytic dataset (all student test takers grades 3-8).



Student Outcomes

Georgia Milestones

There are large gaps in the Georgia Milestones proficiency rates between student demographic groups in 2024.

Proficiency rates are defined as the percent of students receiving a *Proficient Learner* or *Distinguished Learner* score.

In the table below, **positive numbers** indicate the number of percentage points this demographic groups scored **higher than the District average**. **Negative numbers** indicate the number of percentage points this demographic group scored **lower than the District average**.

Student Groups	In comparison to...	
	ELA All students, grades 3-8 2023-2024	MATH All Students, grades 3-8 2023-2024
Students with IEPs	-24	-18
English Learners	-25	-16
Economically Disadvantaged Students	-8	-8
African American or Black Students	-5	-7
Asian Students	+12	+22
Hispanic or Latinx Students	-12	-9
White Students	+40	+42
Multiracial Students	+21	+16
Female	+4	-2
Male	-4	+2

Across both ELA and Math, **White, Asian, and Multiracial students score higher than the district average**, while all other subgroups score lower, with **students with IEPs, English Learners, and Hispanic or Latinx students scoring the lowest** of the subgroups.

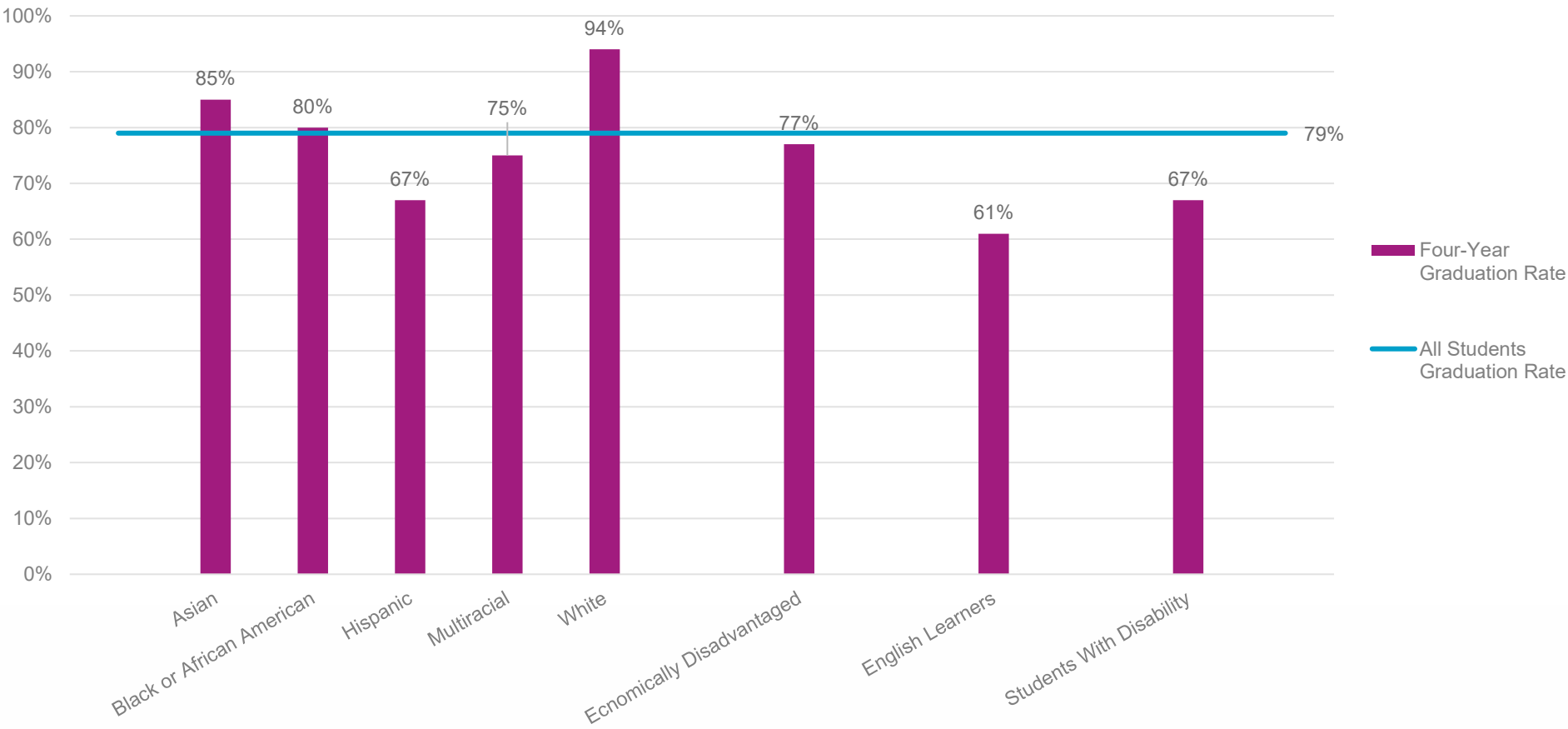
Note: Additional Georgia Milestones gap analysis data is included in the Appendix.
Data retrieved from Governor’s Office of Student Achievement, “Consolidated Student Performance Comparison Summary - by Subgroup 2023-2024”



Student Outcomes

Graduation Rate

Four-Year Graduation Rate by Subgroup, 2024



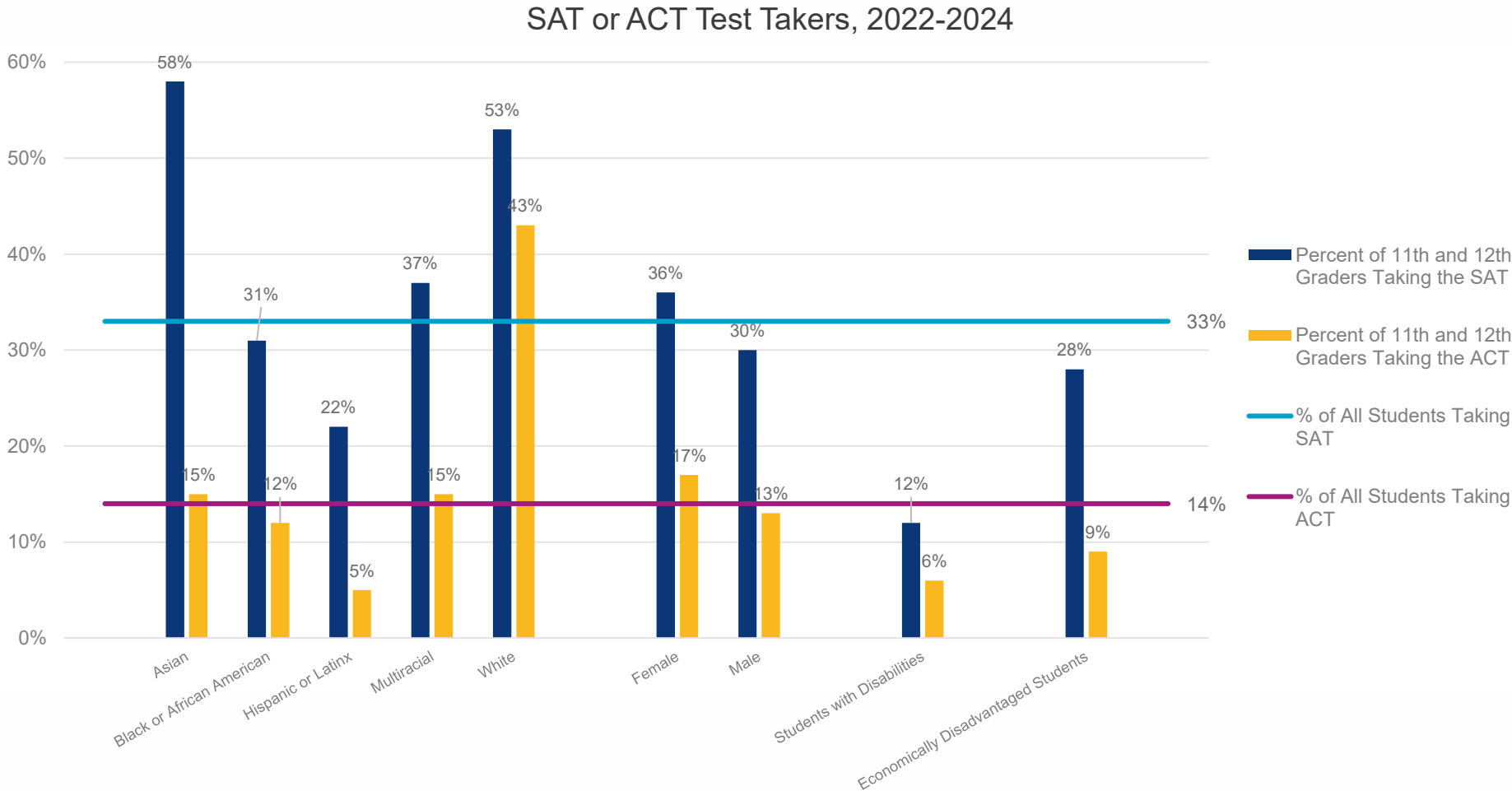
Hispanic Students, English Learners, and Students with Disabilities have a significantly lower 4-year graduation rate than the district average. White students have a 4-year graduation rate of 94%, 15 percentage points higher than the district average.

Note: Data retrieved from District Graduation Rates | Tableau Public 2023-2024.



Student Outcomes

SAT and ACT



Hispanic Students and Students with Disabilities are significantly underrepresented in SAT and ACT test takers, with 33% of students in the district taking the SAT but only 5% of Hispanic Students taking it. White and Asian students, however, are overrepresented in both tests.

Note: Data provided by DeKalb County School District, "2022-2024 ACT_SAT Summary".



A photograph of a group of young children sitting on the floor in a classroom, clapping their hands. The image is overlaid with a semi-transparent purple filter. The children are of various ethnicities and are smiling and clapping. The text "Priority Recommendations" is written in white, bold, sans-serif font across the middle of the image.

Priority Recommendations

Priority Recommendations

Based on the findings of this Access & Opportunity Audit, PCG recommends DeKalb County School District prioritize the following items for immediate implementation and focus:

- 1. Districtwide Access & Opportunity Vision**
- 2. Access & Opportunity Accountability Framework**
- 3. School-Based Access & Opportunity Integration**

Priority Recommendation: Districtwide A&O Vision

1. Set and communicate a clear vision for access and opportunity across DCSD.

- Define and communicate a comprehensive access and opportunity vision to all stakeholders.
- Include how the vision will be enacted upon by each stakeholder, i.e., staff will use instructional strategies based on student needs; administrators will create programs based on student needs, etc.
- Clearly communicate the connection between access and opportunity and academic achievement and social emotional wellness for each student.
- Engage a diverse range of stakeholders to contribute to and build the shared vision, including students.
- Make the access and opportunity vision statement highly visible in district's communications and materials in multiple languages.

Priority Recommendation: A&O Accountability Framework

2. Develop and implement a districtwide access and opportunity accountability framework.

- Establish **specific, measurable, achievable, relevant, and time-bound (SMART) key performance indicators to track progress towards the district's access and opportunity vision**. These KPIs should go beyond traditional academic metrics and may include measures related to resource allocation, access to advanced coursework, disciplinary outcomes, participation in extracurricular activities, student support services utilization, and stakeholder experience.
- Develop robust systems for **collecting and interpreting disaggregated data related to the identified indicators**. This includes ensuring data accuracy, security, and accessibility. Implement processes for analyzing this data to identify disparities, monitor trends, and understand the impact of implemented initiatives on different student groups.
- Establish a schedule for regularly reviewing the collected data and reporting on progress towards the access and opportunity goals. This reporting should be transparent and shared with all stakeholders, highlighting both successes and areas needing improvement. These reports should **inform ongoing adjustments to strategies and resource allocation**.
- **Embed the access and opportunity accountability framework within existing district evaluation processes for schools and administrators**. This ensures progress towards access and opportunity outcomes is a valued component of performance, and defines clear expectations and responsibilities at all levels of the organization.

Priority Recommendation: School-Based Access & Opportunity Integration

3. Support school-based access and opportunity integration through an Access and Opportunity Liaison (AOL) program.

- Designate a specific **individual (liaison) at each school site who will serve as a champion and point person for access and opportunity initiatives**. This role will involve building awareness, facilitating communication, coordinating efforts, and supporting the implementation of district-wide and school-based strategies to promote access and opportunity.
- Clearly **outline the responsibilities of the Liaisons**, which may include: collaborating with the district's Access & Opportunity Office, building an A&O team of school leaders and staff, analyzing school-level data related to access and opportunity, identifying and addressing barriers to all students' participation, engaging families and the community, and serving as a resource for students and staff.
- **Equip the Access and Opportunity Liaisons with the necessary knowledge, skills, and resources** to effectively fulfill their roles. This includes initial training on topics such as access and opportunity frameworks, implicit bias, culturally responsive practices, data analysis, and facilitation skills, as well as ongoing professional development and networking opportunities.
- Ensure that the Access and Opportunity Liaison program is **aligned with and integrated into existing school improvement plans and initiatives**. This prevents the program from operating in isolation and ensures that efforts to promote access and opportunity are embedded within the broader school culture and improvement cycle.

A photograph of four young children of diverse backgrounds, all smiling and looking towards the camera. The image is overlaid with a semi-transparent purple filter. The children are standing close together, and their expressions are joyful and happy.

Findings and Recommendations

Rules of Engagement for Findings and Recommendations

Successful access & opportunity audits require trust between all parties. PCG assured all DCSD stakeholders of the following:

- DCSD leadership has hired PCG to enact impactful change for **each stakeholder.**
- DCSD leadership understands educational access and opportunity is rooted in **each individual's experience.**
- **Anonymity** is respected and protected.

Organizational Leadership

Section Contents

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*
- *Survey Data*

*To what extent do the **policies and processes** in DCSD promote access and opportunity?*



Organizational Leadership

Strengths to Build On

Clear commitment to access and opportunity from the superintendent and district leadership

- DCSD demonstrates a commitment to access and opportunity by prioritizing educational advancement for all students, embedding these principles into district policies, and ensuring they remain a central focus across the district. In focus groups and interviews, multiple board members, district staff, principals, and families expressed that Dr. Horton is bringing a strong vision to access and opportunity efforts as Superintendent.
- The MIRACLES Framework, Strategic Plan, and SMARTIE Goals are understood to be shared indicators for district alignment.

Emerging systems of accountability

- The strategic planning for access and opportunity is evident in the 2024-2029 Strategic Plan, which includes clear, measurable goals designed to expand educational access, track progress, and hold the district accountable for creating opportunities for all students to succeed.
- Structures like 30/60/90-day updates, steering committee meetings, Reality Checks, and monthly reporting help foster a culture of transparency and results.
- Data is increasingly being disaggregated by student subgroups, leading to greater focus on addressing access and opportunity gaps.

"Before we all had our own goals—now we work together toward one."

- District Staff member

"I see the difference with this administration—they're trying."

- Family Survey respondent

Organizational Leadership

Strengths to Build On

Growing cross-departmental collaboration

- District staff described a shift from siloed work to more intentional collaboration across divisions, driven by shared strategic goals.
- Meetings and tools (e.g., Smartsheets, principal coaching models, and H-Pride visits) are helping align support for schools.

Increased community engagement structures

- In focus groups and surveys, some families and district staff noted that Dr. Horton's visibility and responsiveness have improved district credibility. Families also noted that Advisory Councils, family events, listening tours, and town halls are more frequent than under previous leadership.

"The superintendent is present.
He listens. That's new."

- Family Survey respondent

Organizational Leadership

Strategies Analysis at-a-Glance

Desired Outcome: The district leadership, including the Board of Education, leads with inclusive lens and promotes access and opportunity through explicit policies, decision-making, and communications in every aspect of their work.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
A clear commitment to access and opportunity in district communications, policies, and practices	Access and opportunity are explicitly stated in the district's mission, vision, and core values	X		
	Official district policies, including board policies, include explicit expectations for access and opportunity		X	
	Access is included as an expectation in decision-making in all aspects of the district's work		X	
	Stakeholders across the district's community understand and can articulate the district's vision for and commitment to access and opportunity		X	
	The district has a stated access-focused decision-making tool for policies	X		
	The district implements sustainable practices to ensure that access and opportunity frameworks are woven into its organizational fabric		X	
A clear commitment to access and opportunity in district staffing, actions, and decisions	District-wide and school-based priorities and action plans are focused on access and opportunity	X		
	The district leaders and school committee consistently utilize a decision-making tool focused on access and opportunity in all aspects of their work		X	
	Staff and leaders across the district are held accountable for progress towards access and opportunity benchmarks	X		
	The Access and Opportunity Leader, or similar role, is empowered as a leader and decision-maker and has the resources and support to be successful		X	
	District leaders are able and willing to facilitate hard conversations and stand for access and opportunity-focused decisions in the face of pushback		X	

Organizational Leadership

Opportunities for Growth

Lack of shared understanding of access and opportunity

- Among board members, district staff, school leaders, teachers, and families, there is confusion about what access and opportunity actually means in practice, which was indicated in respective focus groups and surveys.
- Despite strong district-level vision regarding access and opportunity, implementation varies widely across schools and departments, as noted by school leaders and district staff in respective focus group conversations.
- Some families, school leaders, and central office staff expressed concern that district messaging is inconsistent or unclear, as stated in respective focus groups.

Limited accountability

- There are limited structures to ensure accountability for promoting access and opportunity among school-based and district staff and leaders and there isn't a process to ensure that decisions made at the school and district level are grounded in considerations of access and opportunity. In the survey, only 55% of instructional staff agreed that policies and decisions that are made at DCSD take access and opportunity into account, and only 58% agreed that staff and leaders are held accountable for promoting access and opportunity.

Inconsistency in school leadership

- Some staff and families described significant inconsistency in school-based leadership, with a perception that some school leaders are ineffective, and uninformed or uncommitted to access and opportunity. Additionally, there is a perception among some families and some staff that a number of school leaders were hired into their roles due to relationships rather than their knowledge and skills.

"We need more messaging across the district so it travels down to everyone, so everyone understands what it means."

- School Leader

"The superintendent tells us what to do, but he's so far removed from people in schools. [...]How can we help them see it matters?"

- District Staff member

"School leadership is very up and down, in terms of engagement, interest in running a school, communication, leadership qualities."

- Family Focus Group respondent



Organizational Leadership

Recommendations

1. Define and communicate a clear, unified vision of access and opportunity

- Create a district-wide access and opportunity playbook that contains guidelines for what access and opportunity means at each level—central office, school leaders, teachers, families, and students.
- Embed this in orientation, professional learning, community messaging, and school improvement planning.
- Use accessible language, translated materials, and visuals that make the access and opportunity vision clear and tangible.
- Streamline communication from central office, schools, and leaders into a single, coordinated strategy.
- Offer training for staff on how to communicate consistently and effectively across platforms and departments.

2. Sustain and scale systems of accountability

- Continue using the MIRACLES Framework, SMARTIE Goals, and monthly reporting, but ensure they are understood and actionable at every level.
- Develop and utilize access and opportunity accountability tools, such as rubrics and decision-making protocols.
- Provide school-based coaching and progress monitoring support to help translate district-level goals into meaningful school-level action.
- Use H-Pride visits and leadership audits to identify success stories and target supports where gaps persist.

Organizational Leadership

Recommendations

3. Close the feedback loop with families and staff

- After each major engagement (e.g., survey, council meeting, town hall), publish a "You Said, We Did" summary that explains what feedback was heard and how it's being addressed.
 - Make this practice public, regular, and multilingual to rebuild trust.
- Highlight examples of real change that resulted from community voice.

4. Continue to invest in leadership development and talent management

- Expand and consistently implement systems to ensure school-based leaders across all districts are evaluated, supported and, when needed, terminated.
- Build on existing mentorship, cross-regional placements, and leadership pipelines to ensure access and opportunity values are exhibited by school leaders consistently across the district.



Organizational Leadership Survey Data

Survey of Instructional Staff: Organizational Leadership

Organizational Leadership	All	American Indian	Asian	Black	Hispanic	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	4,737	22	110	2,647	123	859	189	81	604
The district has a clear commitment to access and opportunity.	64%	68%	83%	69%	67%	60%	63%	52%	51%
Staff and leaders across the district are held accountable for promoting access and opportunity.	58%	55%	81%	64%	63%	51%	51%	49%	44%
Policies and decisions that are made at DCSD take access and opportunity into account.	55%	57%	76%	60%	61%	48%	53%	45%	40%
The district has a process for planning, monitoring and evaluating the implementation of learning in the areas of access and opportunity.	61%	64%	83%	68%	66%	49%	59%	46%	46%
My school administrators maintain an open-door policy and are approachable.	79%	91%	84%	81%	80%	78%	73%	74%	73%

- Source: Data retrieved from PCG Instructional staff survey.
- Instructional staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Organizational Leadership

Organizational Leadership	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
<i>Total Number of Participants</i>	4,680	2,640	897	1,143
The district has a clear commitment to access and opportunity.	64%	65%	64%	63%
Staff and leaders across the district are held accountable for promoting access and opportunity.	58%	62%	56%	53%
Policies and decisions that are made at DCSD take access and opportunity into account.	55%	56%	54%	53%
The district has a process for planning, monitoring and evaluating the implementation of learning in the areas of access and opportunity.	61%	63%	60%	57%
My school administrators maintain an open-door policy and are approachable.	79%	80%	80%	76%

- Source: Data retrieved from PCG Instructional staff survey.

Survey of School Administrator: Organizational Leadership

Organizational Leadership	All	Black	White	Prefer not to respond
<i>Total Number of Participants</i>	312	227	35	31
The district has a clear commitment to access and opportunity for all students.	84%	87%	83%	66%
Staff and leaders across the district are held accountable for promoting access and opportunity for all students.	80%	81%	83%	75%
Policies and decisions that are made at DCSD take access and opportunity for all students into account.	77%	81%	77%	50%
Processes are in place in my school to monitor whether all students have equitable access to resources, advanced courses, and extracurricular opportunities.	77%	79%	80%	65%
I maintain an open-door policy and am approachable to staff in my school.	95%	97%	100%	87%

- Data retrieved from PCG School Administrator survey.
- School Administrator subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Instructional & Programmatic Practices

Section Contents:

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Student Outcomes*
- *Classroom Visits*
- *Opportunities for Growth*
- *Recommendations*
- *Survey Data*

To what extent do curriculum and instructional practices in the district focus on improving academic and social outcomes for each student?



Instructional and Programmatic Practices

Strengths to Build On

Advanced Academic Opportunities

- DCSD **provides advanced academic opportunities through AP, IB, and magnet and theme school programs**, ensuring students have access to rigorous and challenging learning experiences that support their academic growth. A review of district data shows that **all DCSD high schools have AP offerings**, as well as **13 Magnet schools** (6 High Achiever, 7 Special Interest) and **9 IB programs**.
- Schools **actively promote access to specialized academic tracks**, such as magnet and theme schools, ensuring students have multiple pathways to explore their interests, develop critical skills, and achieve long-term success.
- Pathway programs are **designed to prepare students for college and career readiness** by offering structured learning experiences that align with postsecondary goals and workforce demands.

Data Tracking and Transparency

- DCSD **tracks key academic performance metrics** such as graduation rates, AP participation, and student achievement trends to monitor progress, identify gaps, and drive informed decision-making that enhances student outcomes.
- Online dashboards provide **real-time data accessibility for administrators and educators**, enabling them to analyze performance trends, adjust instructional strategies, and implement targeted interventions that support student success.
- DCSD has implemented a **structured data collection and performance trend analysis** process that is deeply embedded within its **MIRACLES framework**, which is an acronym that represents district priorities, including data-informed instructional leadership. Through **monthly Academic Review** reports and **Collaborative Calibration Visits (CCVs)**, the district systematically evaluates student achievement data, instructional practices, and school climate indicators.

Source data retrieved from DeKalb Strategic Plan [DeKalb County School District Strategic Plan](#)
Source data retrieved from DeKalb Course Offerings



Instructional and Programmatic Practices

Strengths to Build On

Promising Instructional Practices

Note: The following strengths were identified through data collected in PCG's classroom visits. Classroom visits last approximately 20 minutes each and PCG does not expect to see all access and opportunity indicators exhibited in every classroom within that time frame. With that, there is not an expectation of 100% demonstration of indicators. The below strengths were observed 40%-60% of the time and are promising practices that can be further amplified within the district.

- In the classrooms that PCG observed, **59% of teachers emphasized** student effort, showing some signs of reinforcing a growth mindset. This directly supports the desired outcome of high-quality, inclusive instruction that motivates all learners.
- **Forty-two percent** of teachers provided **timely feedback**, which reflects responsiveness and attention to individual growth, key indicators of instructional quality.
- **57% of students** engaged **collaboratively with peers**, showing some evidence of **comprehensive learning environments** that build a sense of belonging.
- In the classrooms that PCG observed, an **average of 50%** of teachers used visuals that reflected **various student identities** and made academic tools visible and accessible to learners.
- **Fifty-one percent** of classrooms were **organized with distinct, purposeful learning areas**, indicating a level of design intentionality that **supports access** and **differentiated learning**.

Instructional and Programmatic Practices

Strategies at-a-Glance

Desired Outcome: All students have the opportunities and the support they need to succeed.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in DCSD?		
		Yes	Partial	No
There is clear communication from the district that there are high expectations for academic achievement from all students	District has explicit language in their strategic plan and other relevant materials affirming that all students in the district are capable of high academic achievement	✓		
	School staff and administrators consistently communicate high expectations		✓	
Systems ensure that every student has access to high-quality educators, and rigorous and relevant academic programming	Enrollment in specialized schools (magnet, theme) is representative of the district's student body			✓
	Students receive differentiated instruction that is tailored to meet their unique needs.		✓	
	The District's curricula are inclusive and reflects the diversity of cultures and communities within the district.		✓	
The district has strategies to ensure representative enrollment of students in advanced coursework	Enrollment in advanced classes is representative of the student body			✓

Instructional and Programmatic Practices

Strategies at-a-Glance

Desired Outcome:

All students have the opportunities and the support they need to succeed.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in DCSD?		
		Yes	Partial	No
The district has strategies to prioritize identifying and closing the achievement gaps and opportunity gaps between student subgroups.	District team routinely examines data from advanced course enrollment, AP performance, ACT/SAT participation, ACT/SAT performance and state assessment scores to understand which students are being underserved		✓	
	Findings from data team are routinely summarized and presented to school and district leadership	✓		
	There are no significant gaps between student demographic groups when analyzing performance on the state standardized test, AP performance, and ACT/SAT performance			✓
	There are no significant differences in graduation rates across student demographic groups			✓
The district has a strategy to promote access to extracurricular activities for all.	Students from low-income families can participate in extracurricular activities at reduced or no cost		✓	
	After-school transportation is provided to all students participating in an after-school enrichment activity (sports, music, theater, academic support)			✓
	Information regarding extracurricular activities is shared widely in an easily accessible location to all stakeholders, including non-English speaking families		✓	



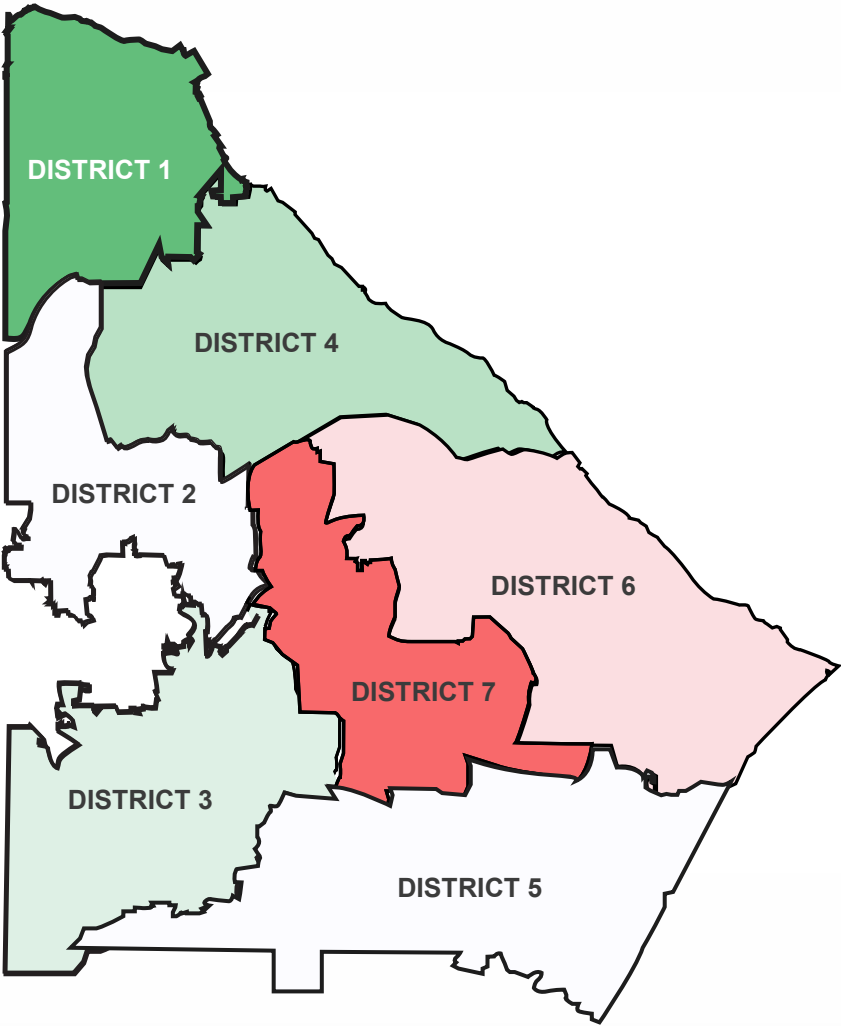
Access to Advanced and Specialized Learning Opportunities

Access to Advanced Learning Opportunities

Advanced Placement Courses Offered by District

A total of 1,655 AP courses are offered during the 2024-25 school year across DCSD. Of those courses, **34% were offered at schools in District 1** (North) and **only 5% were offered in Districts 6 and 7** (Central). The percent of students enrolled in AP courses follow this trend as well. While high school student enrollment varies slightly by Board District, the variance in student enrollment is not proportionate to the variance in AP courses offered.

Board District	Number of AP Courses	% of AP Courses	Number of High School Students	% of High School Students	Δ % AP Course Offerings to % High School Students
District 1	564	34%	3,737	14%	+20%
District 2	120	7%	3,143	12%	-5%
District 3	241	15%	3,754	14%	+1%
District 4	330	20%	3,675	14%	+6%
District 5	234	14%	4,837	19%	-5%
District 6	83	5%	3,060	12%	-7%
District 7	83	5%	3,770	15%	-10%



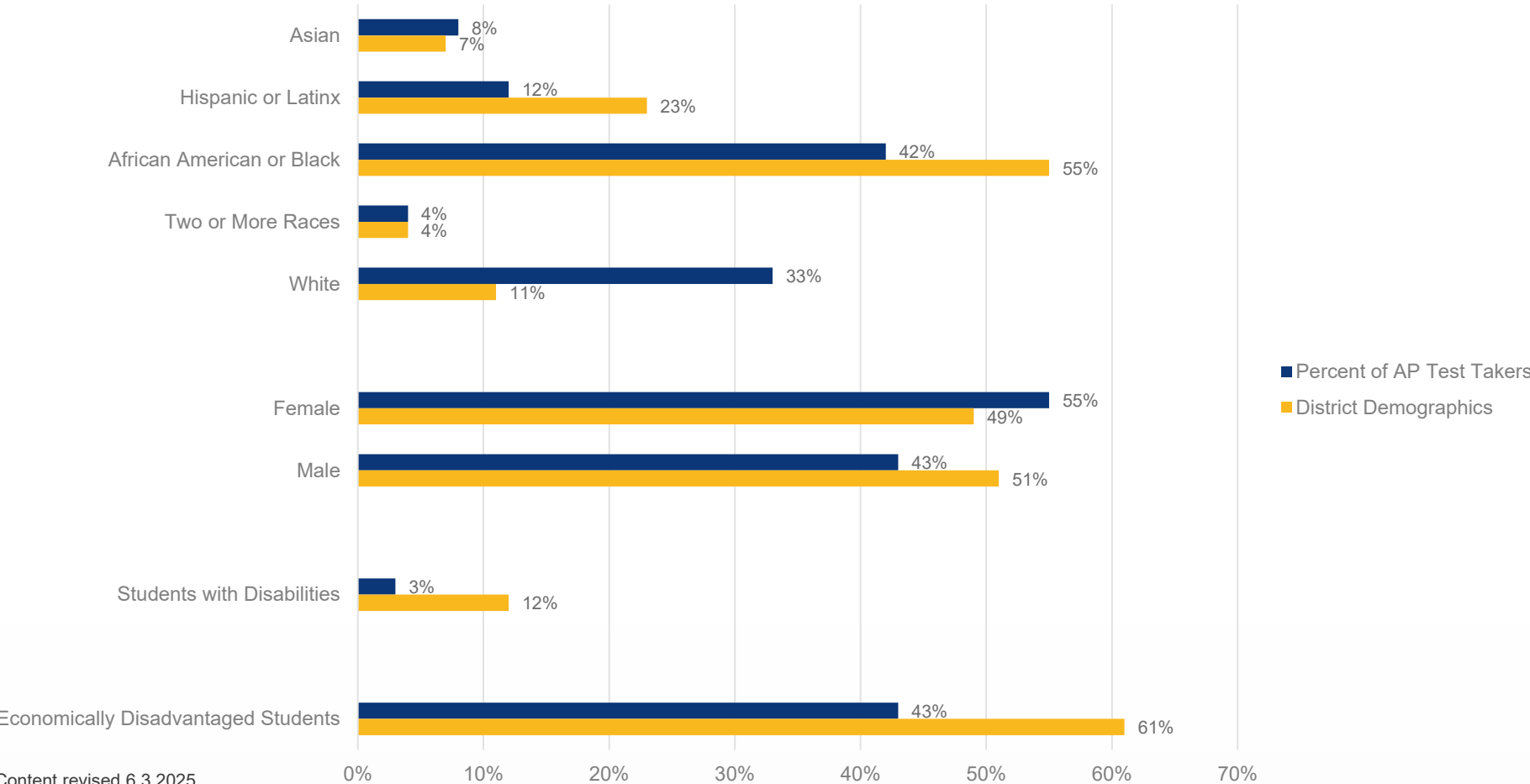
Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "Course and Programs by School".
High School Student numbers derived from Governor's Office of Student Achievement, "Enrollment_by_Grade_2023-24_2025-01_14_16_45_56"



Access to Advanced Learning Opportunities

Advanced Placement

Advanced Placement (AP) Test Takers, 2024



Students who are **Black, Hispanic, economically disadvantaged**, or **have a disability** are **underrepresented in AP test takers**. White students are **overrepresented**, making up 33% of AP test takers but only 11% of the district.

Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "AP by Subgroup".



Access to Specialized Learning Opportunities

Magnet and Theme Schools

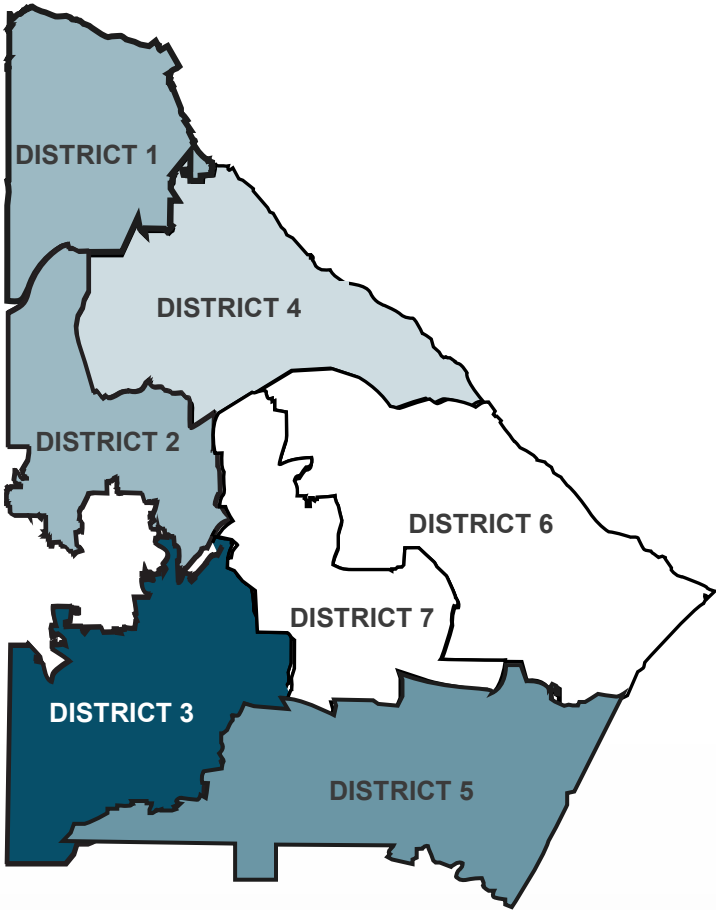
There are 13 magnet schools in DCSD, with **wide variability across Board Districts**, ranging from no magnet schools in districts 6 and 7 to five magnet schools in district 3.

There are seven theme schools across the district, with a range of zero to two in each Board District.

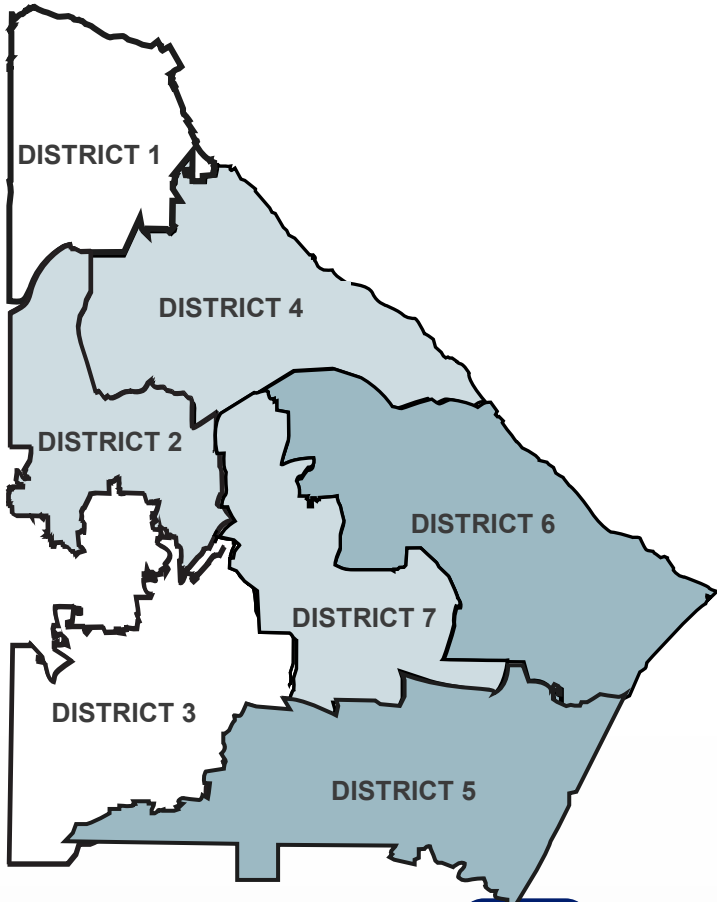
Board District	Number of Magnet Schools	Number of Theme Schools
District 1	2	0
District 2	2	1
District 3	5	0
District 4	1	1
District 5	3	2
District 6	0	2
District 7	0	1
TOTAL	13	7

Source: Data provided by DeKalb County School District, "School Choice List".

Magnet Schools



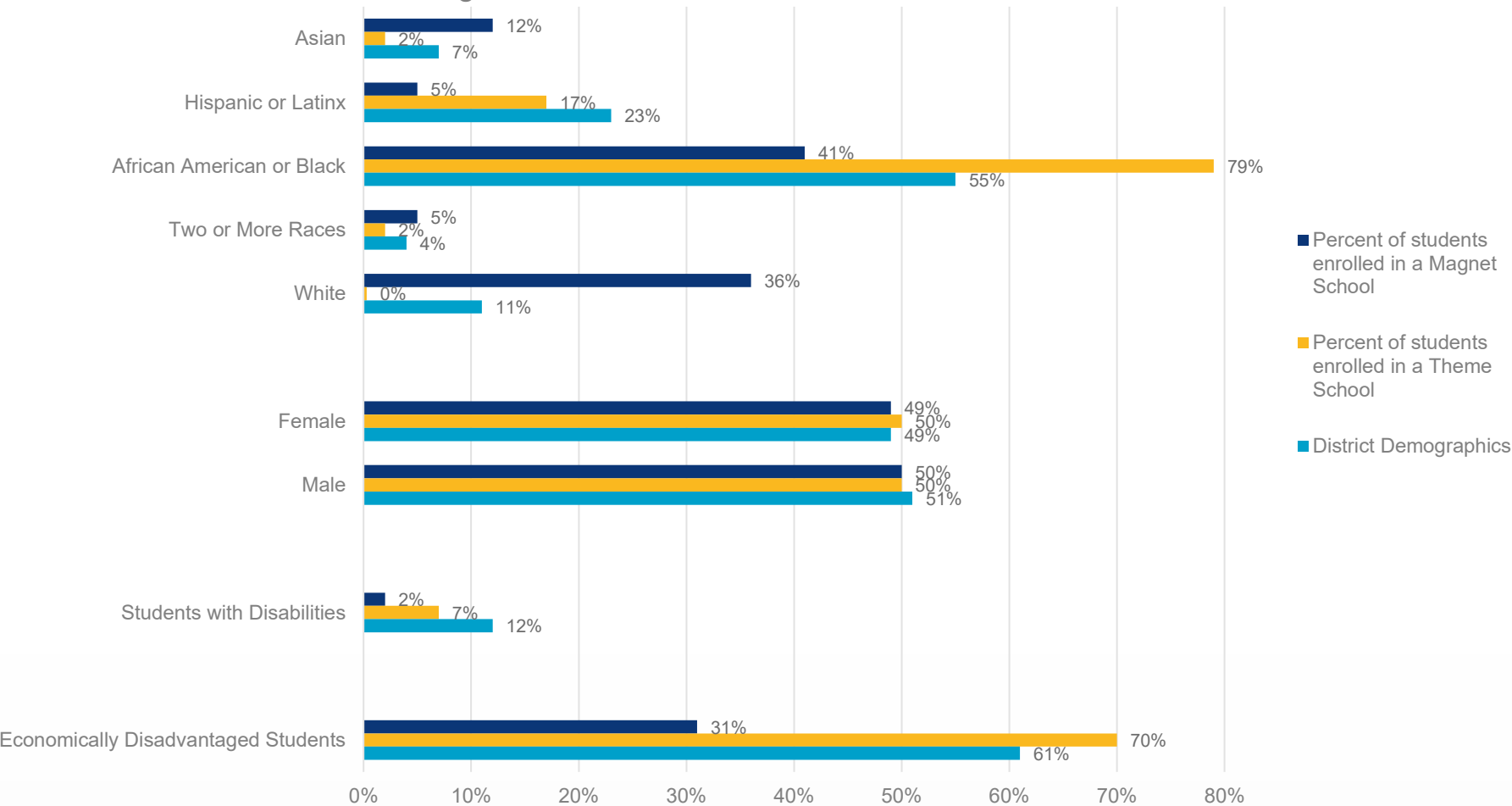
Theme Schools



Access to Specialized Learning Opportunities

Magnet and Theme

Magnet and Theme School Enrollment, 2024-2025



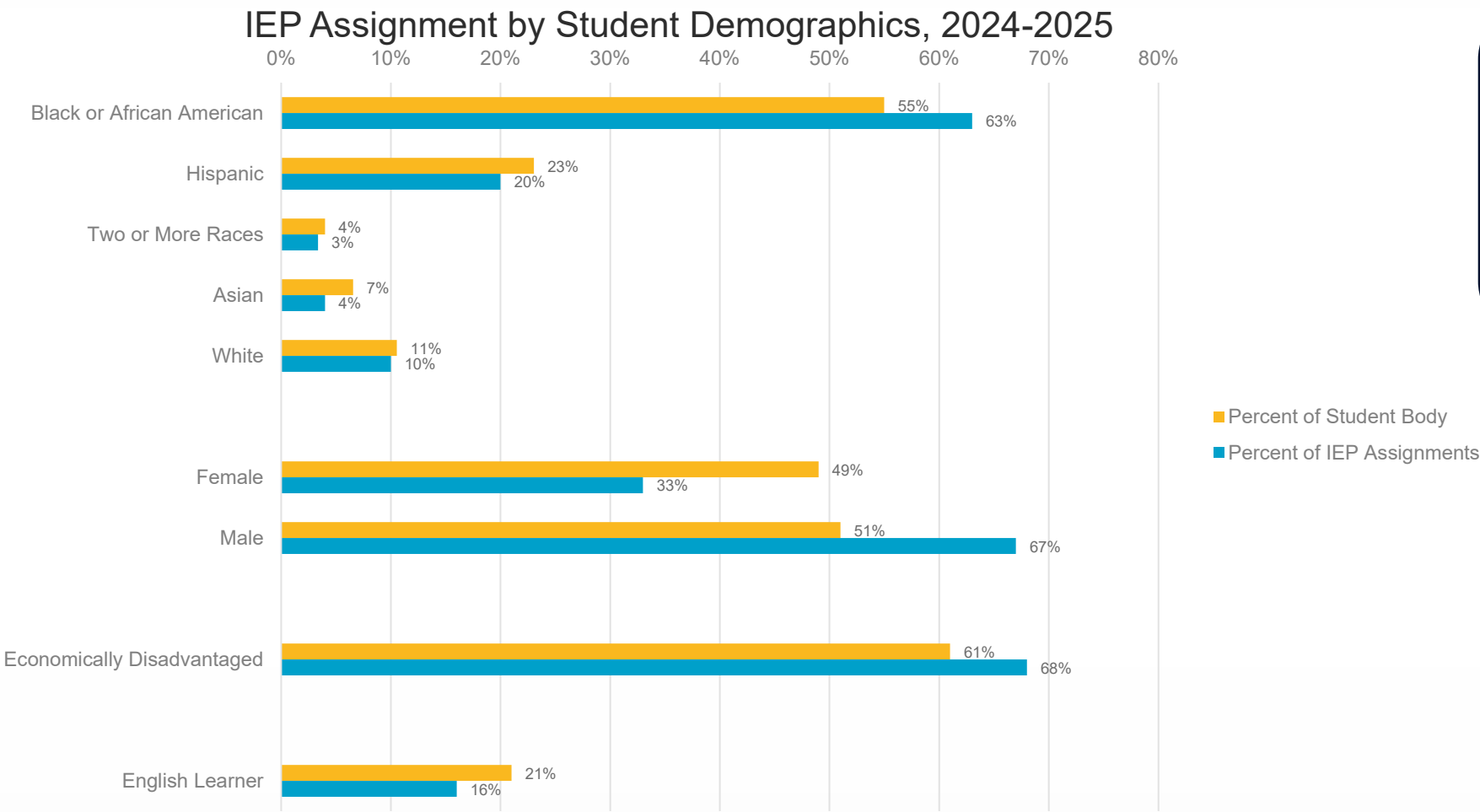
Magnet schools tend to have an overrepresentation of White and Asian students while economically disadvantaged, Black, and Hispanic students are underrepresented. Theme schools, however, see a flip with an overrepresentation of Black and economically disadvantaged students and an underrepresentation of White and Asian students.

Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "2021-2025 Magnet and Theme School Student List".



IEP Assignment

IEP Assignments by Student Demographics



Male students, Black students, and economically disadvantaged students are overrepresented in the population of students with IEP assignments.



Risk Ratio Analysis: Disproportionality in IEP Assignment

Disaggregated IEP assignment data was provided by DCSD for the 2024-25 school year. PCG calculated risk ratios, which are used to examine whether students from different subgroups are overrepresented in IEP assignment. Risk ratios are calculated using the following formula:

$$\text{Risk Ratio} = \frac{\text{Number of students from a subgroup with an IEP} \div \text{the total number of students in the data set from that subgroup}}{\text{Total number of students with an IEP excluding the same subgroup} \div \text{the total number of students in the data set excluding that subgroup}}$$

A risk ratio of 1.0 means there is no association between the student's demographic group and their likelihood of having an IEP. A risk ratio of **greater than 1.0** indicates a risk of overrepresentation in IEP assignment, while a risk ratio of **less than 1.0** indicates possible underrepresentation. Student subgroups with fewer than twenty (20) students in the data set were excluded from analysis.

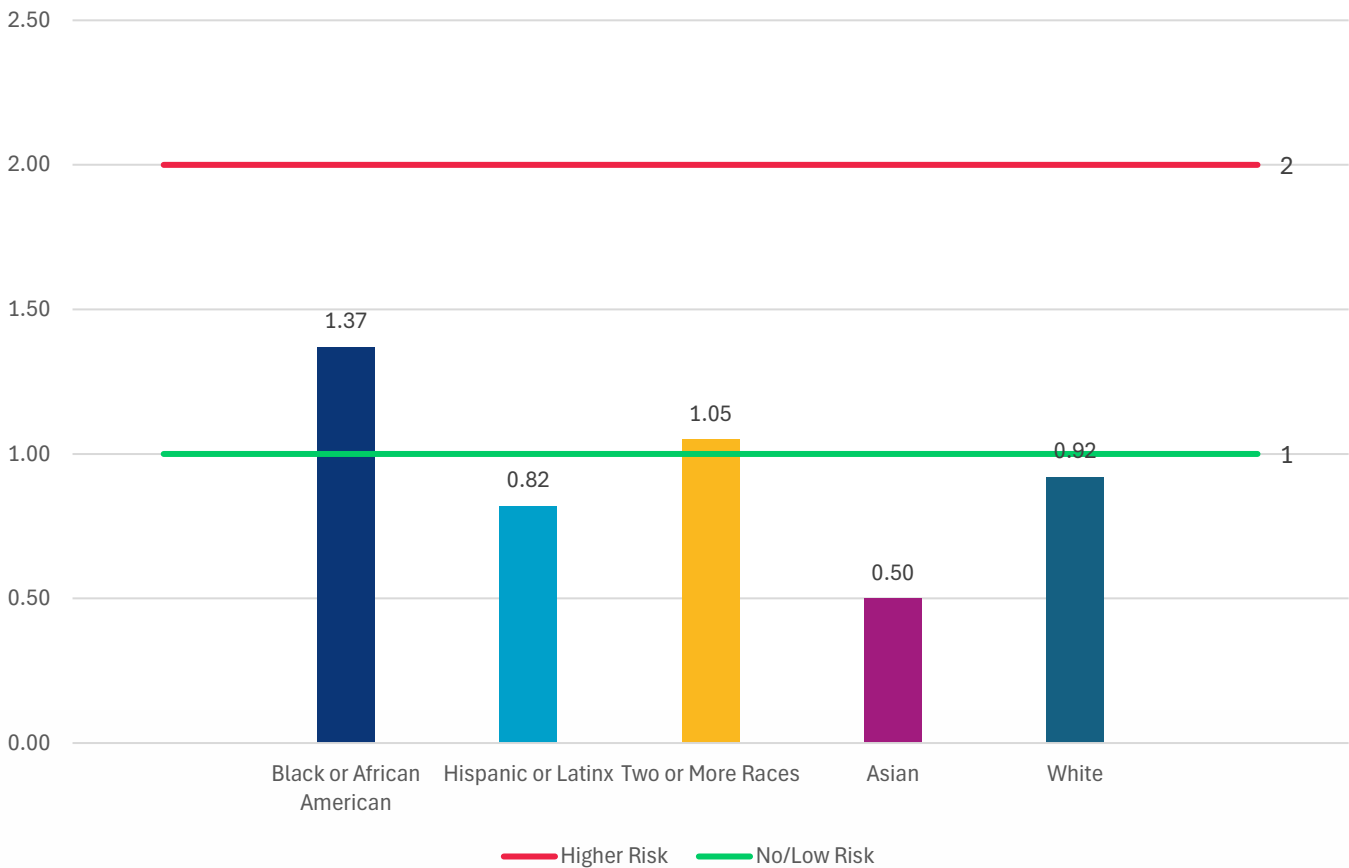
IEP Assignment by Race

Race	All Students	Students with IEPs
Black or African American	50,637	6,668
Hispanic or Latinx	21,646	2,140
Two or More Races	2,889	350
Asian	6,281	376
White	9,838	1,053
Total	91,796	10,621

Please note: Totals include students from a subgroup not reported due to small numbers. The additional subgroup included in the totaled values is American Indian/Alaska Native.

- Black or African American students are **1.37 times** more likely to have an IEP as all other students in the district.

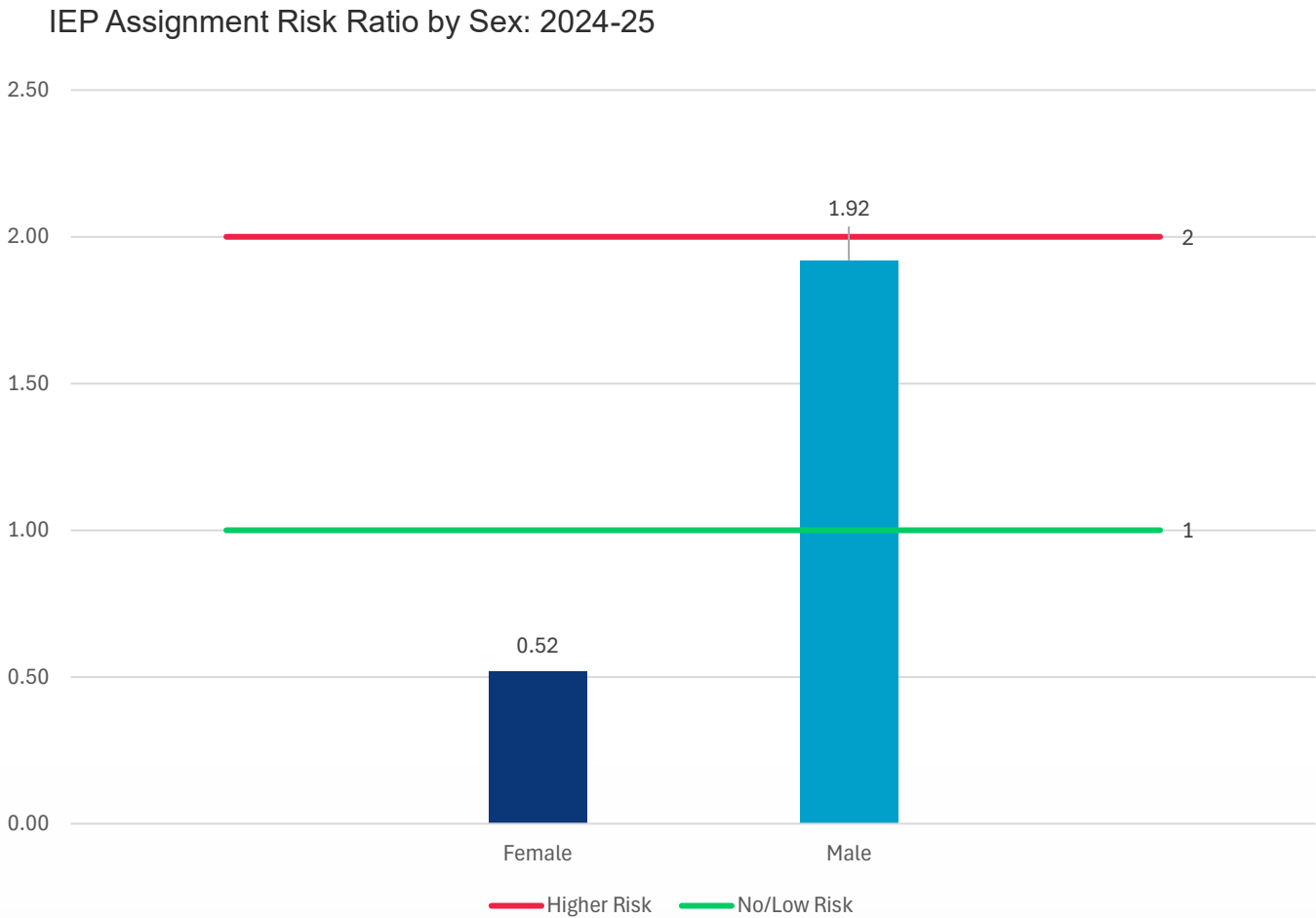
IEP Assignment Risk Ratio by Race/Ethnicity: 2024-25



IEP Assignment by Sex

Sex	All Students	Students with IEPs
Female	44,845	3,532
Male	46,951	7,089
Total	91,796	10,621

- Male students are **1.92 times** more likely to have an IEP as all other students in the district.



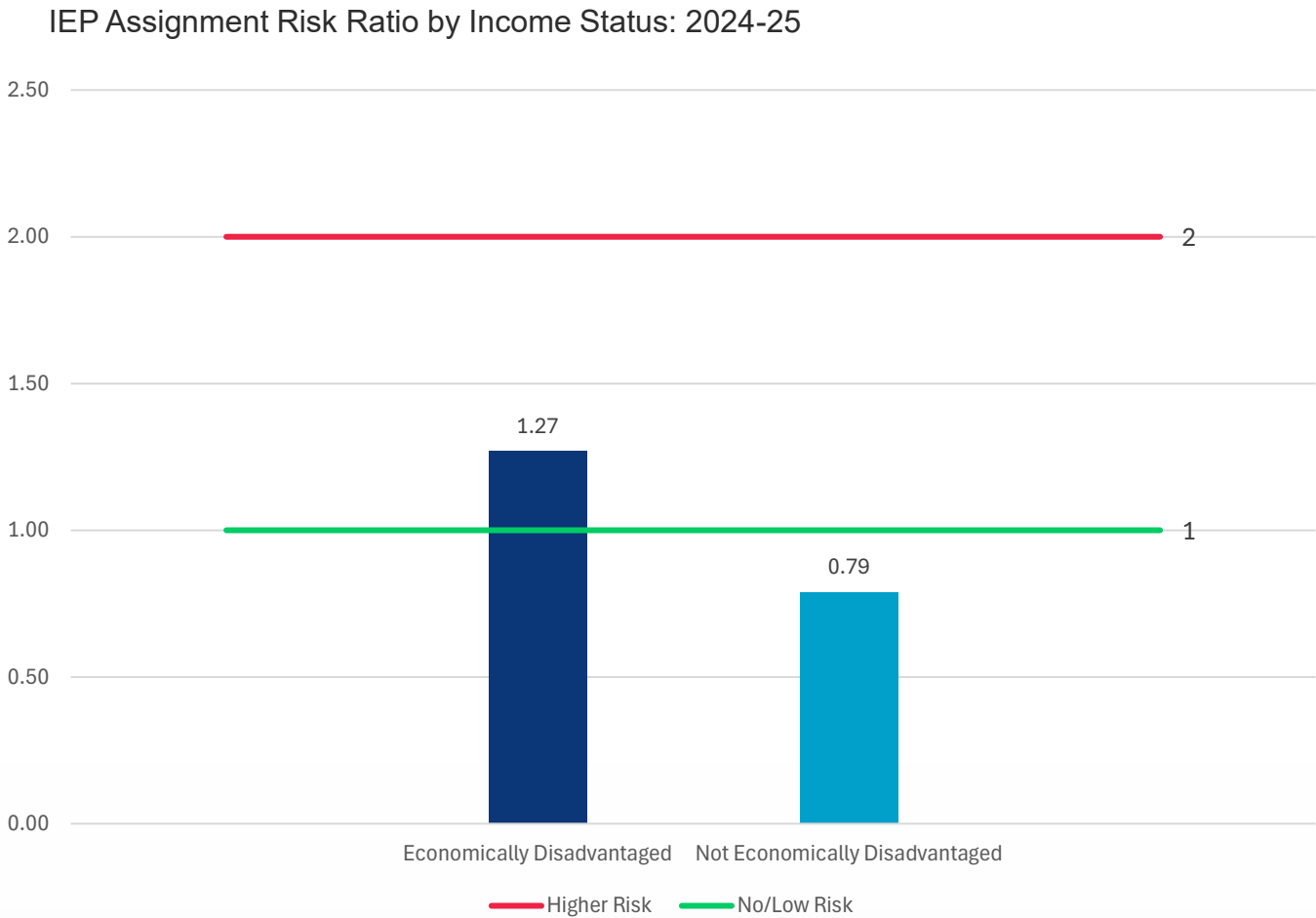
Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



IEP Assignment by Income Status

Income Status	All Students	Students with IEPs
Economically Disadvantaged	57,783	7,260
Not Economically Disadvantaged	34,013	3,361
Total	91,796	10,621

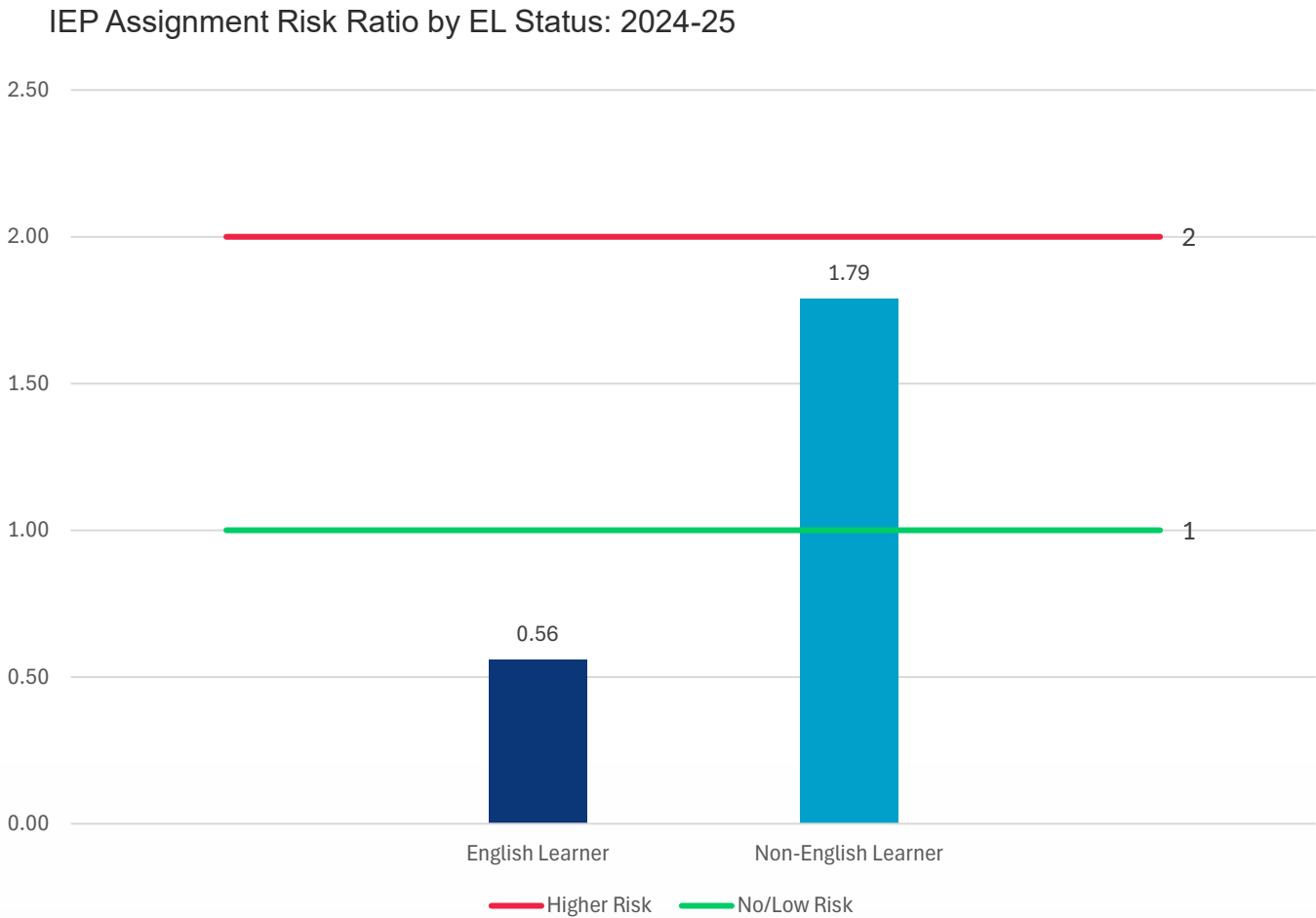
- Economically disadvantaged students are **1.27 times** more likely to have an IEP as all other students in the district.



IEP Assignment by EL Status

English Learner Status	All Students	Students with IEPs
English Learner	23,746	1,731
Non-English Learner	68,050	8,890
Total	91,796	10,621

- Non-English Learner students are **1.79 times** more likely to have an IEP as all other students in the district.



Content revised 6.3.2025
Source: Data provided by DeKalb County School District, “Quantitative Data Request for DCSD” (2024-2025)..



Classroom Visits

Introduction to Classroom Visits

PCG's classroom visits focused on teacher practices in the following areas:

- **Classroom Culture and Environment.** The teacher creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- **Student Relationship Building.** The teacher creates and maintains an environment in which students' backgrounds, identities, strengths, and challenges are respected and valued.
- **Instructional Practices.** The teacher reflects high expectations regarding content and quality of effort and work; engages all students; and personalizes instructional practices to accommodate diverse learning styles, needs, interests, and levels of readiness.

Classroom visits last approximately 20 minutes each and PCG does not expect to see all access and opportunity indicators exhibited in every classroom within that time frame. With that, there is not an expectation of 100% demonstration of indicators.

Classroom Visits: Strategies at a Glance – Classroom Culture & Environment

Desired Outcomes:

The instructor creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Evidence based strategy	Core Practice	Focus Area	% of visits demonstrating core practice
The environment is socially and intellectually safe for all students	Teachers use language that validates multiple identities, encourages questioning and builds discourse.	Teacher Practice	24%
	Teacher instructs and models a growth mindset		41%
	Teachers emphasize effort.		59%
	Teachers create expectations and criteria for peer collaboration and feedback.		27%
Rituals and routines have been established that reinforce self-directed learning and academic identity	Teacher provides an opportunity for verbal and written reflections.		33%
	Teacher embeds self-evaluation into lessons.		25%
	Teacher creates learning groups in which all students learn to work collaboratively and independently.		31%
	Teachers give timely feedback on student work.		42%
	Teachers familiarize students with how they learn..		16%
The environment is socially and intellectually safe for all students	Students take risks in their learning.	Student Learning	46%
	Students engage cooperatively and collaboratively in their learning.		57%
	Students engage in exploration, discovery and hands-on learning activities.		47%
	Students admit when they need help or don't know something.		29%
Rituals and routines have been established that reinforce self-directed learning and academic identity	Students reflect on their learning.		36%
	Students exercise voice and choice in their learning.		20%
	Students can process feedback with the teacher.		24%
	Students can work for appropriate periods of time without direct teacher directions.		43%



Classroom Visits: Strategies at a Glance – Classroom Culture & Environment (Continued)

Desired Outcomes:

The instructor creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Evidence based strategy	Core Practice	Focus Area	% of visits demonstrating core practice
The classroom has been organized so it includes images, materials, and resources that reflect a wide range of diverse people and perspectives	Students know how to use each area of the classroom.	Student Learning	32%
	Students know how and when to use visuals provided around the classroom.		19%
	Students contribute to creating images that are reflective of their identities.		15%
Key concepts and facts are discussed across subject areas to account for multiple perspectives and representation	Students can cite multiple points of view on a given topic.		18%
	Students engage in critical conversations about complex topics.		22%
The classroom has been organized so it includes images, materials, and resources that reflect a wide range of diverse people and perspectives	Teacher has several classroom areas (reading corner, class library, shared meeting space)	Teacher Practice	51%
	Teacher includes images and visuals that are reflective of diverse student identities.		50%
	Teacher makes problem-solving visuals noticeable and accessible.		59%
Key concepts and facts are discussed across subject areas to account for multiple perspectives and representation	Teacher uses lessons that represent differing viewpoints.		21%
	Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives.		25%

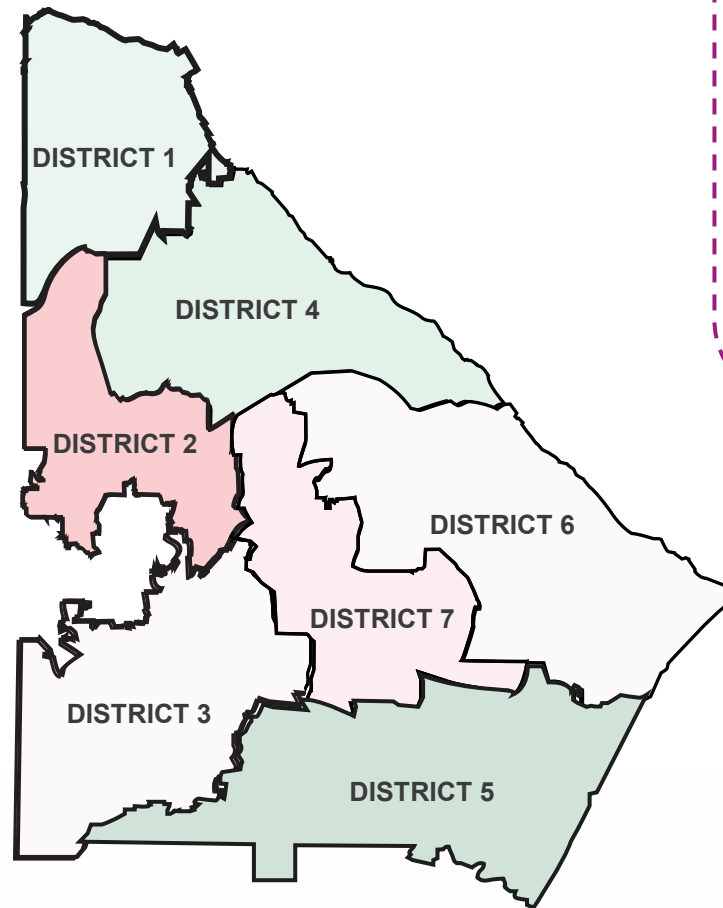


Classroom Visits

Classroom Culture & Environment

On average, in classroom visits across the district, PCG observed 10 of the 27 core practices related to classroom culture and environment. The 27 core practices are listed in the two previous slides.

Classroom Culture and Environment	
Total Available Core Practices	27
Board District	Average Number of Core Practices Observed
Board District 1	10.6
Board District 2	6.4
Board District 3	9.1
Board District 4	11.1
Board District 5	11.6
Board District 6	9.3
Board District 7	8.4



PCG also identified variance by grade level:

- Middle school classes demonstrated an average of 7 indicators
- High school classes demonstrated an average of 10 indicators
- Elementary school classes demonstrated an average of 11 indicators

Classroom Visits

Strategies Analysis at a Glance: Student Relationship Building

Desired Outcomes:

The instructor creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected and valued.

Evidence based strategy	Core Practice	Focus Area	% of visits demonstrating core practice
There is evidence of understanding of how student backgrounds shape students' identities and therefore impact their educational experience	The teacher uses empowering language like "I" statements and choice.	Teacher Practice	23%
	Teacher provides high expectations for all students.		43%
	Teacher provides opportunities for support, praise, and participation for all.		51%
Expectations for achievement are clear and allow all students to take responsibility and advocate for their own learning	The teacher uses formative assessment for instructional purposes.		29%
	The teacher supports productive disagreements.		13%
	The teacher clearly states, posts, and maintains high and clear standards for all students.		33%
	The teacher provides rubrics that are engaging and transparent.		13%
Teacher demonstrates awareness of biases	Teacher provides encouragement and affirmation to all students.		52%
	Teacher expects high expectations for all students.		43%
	Teacher creates evaluations that measure the multiple ways students learn information.		15%
There is evidence of understanding of how race, gender, socioeconomic status, and sexual identity are powerful factors that shape students' identities and therefore impact their educational experience	Students provided opportunities to reflect on their own learning and behavior.	Student Learning	28%
	Students practice giving and receiving feedback.		18%
Expectations for achievement are clear and allow all students to take responsibility and advocate for their own learning	Students can paraphrase expectations for their work as well as teacher feedback.		18%
	Students advocate appropriately for what they need in the classroom.		15%
	Students engage with rubrics that are visible and transparent.		12%

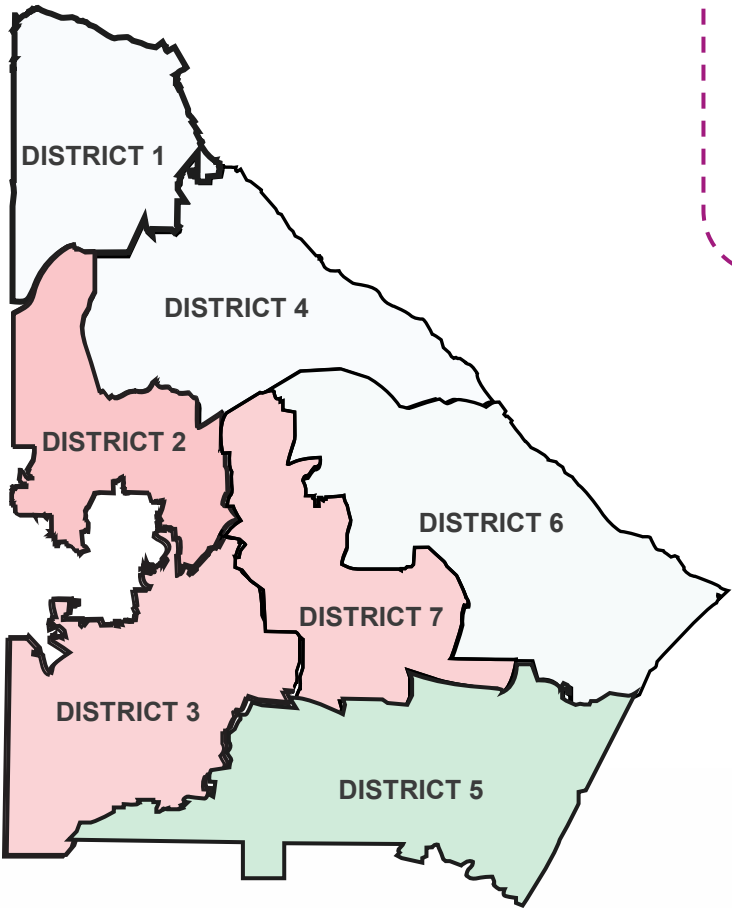


Classroom Visits

Student Relationship Building

On average, in classroom visits across the district, PCG observed 4 of the 15 core practices related to student relationship building. The 15 core practices are listed in the previous slide.

Student Relationship Building	
Total Available Core Practices	15
Board District	Average Number of Core Practices Observed
Board District 1	4.6
Board District 2	2.8
Board District 3	3.2
Board District 4	4.4
Board District 5	6.3
Board District 6	4.7
Board District 7	3.2



PCG also identified **variance by grade level**:

- **Middle school** classes demonstrated an average of 3 indicators
- **Elementary and high school** classes demonstrated an average of 5 indicators



Classroom Visits

Strategies Analysis at a Glance: Instructional Strategies

Desired Outcomes:

The instructor reflects high expectations regarding content and quality of effort and work; engages all students; and personalizes instructional practices to accommodate diverse learning styles, needs, interests, and levels of readiness.

Evidence based strategy	Core Practice	Focus Area	% of visits demonstrating core practice
Lessons are developed using student experiences and prior knowledge	Teacher uses students' backgrounds to activate prior knowledge.	Teacher Practice	29%
	Teacher provides multiple access points to challenging assignments.		29%
Key concepts and facts are discussed across subject areas to account for multiple perspectives and representation	Teacher uses lessons that represent differing viewpoints.		24%
	Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives.		29%
Lessons are developed using student experiences and prior knowledge	Students indicate interest and understanding of the context and framing for new learning.	Student Learning	43%
Key concepts and facts are discussed across subject areas to account for multiple perspectives and representations	Students can cite multiple points of view on given topic.		18%
	Students engage in critical conversations about complex topics.		19%
Teacher involves and guides students in assessing their own learning.	Students commit to improving and evolving work based on feedback from teachers and peers.		14%

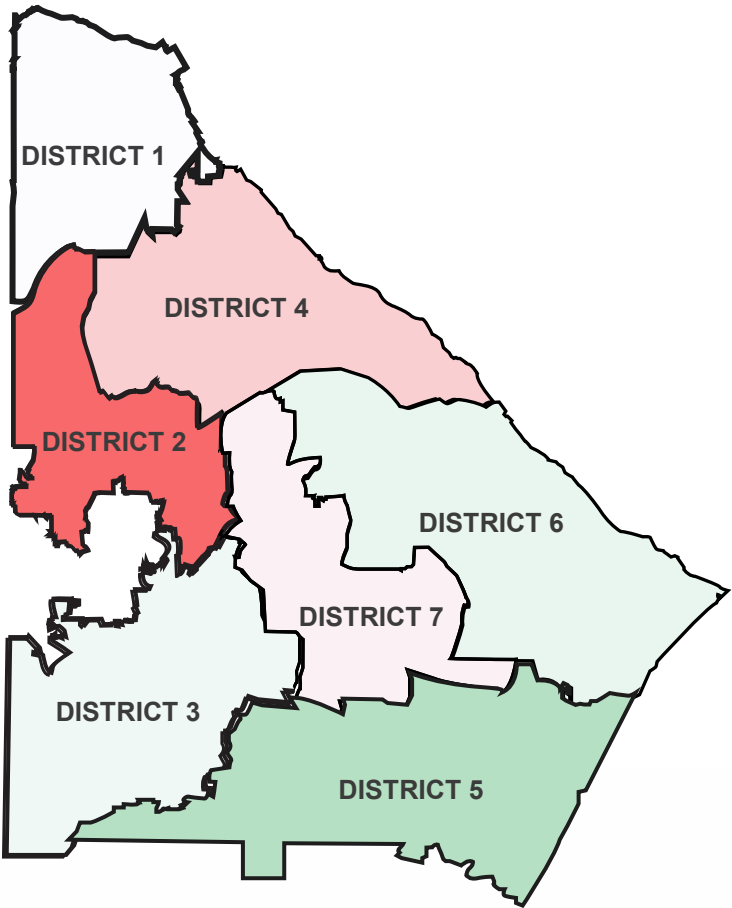


Classroom Visits

Instructional Strategies

On average, in classroom visits across the district, PCG observed 2 of the 8 core practices related to **instructional strategies**. The 8 core practices are listed in the previous slide.

Instructional Strategies	
Total Available Core Practices	8
Board District	Average Number of Core Practices Observed
Board District 1	1.9
Board District 2	1.2
Board District 3	2.1
Board District 4	1.7
Board District 5	3.3
Board District 6	2.3
Board District 7	1.8



PCG identified **variance by grade level:**

- **Middle school** classes demonstrated an average of 3 indicators
- **Elementary and high school** classes demonstrated an average of 5 indicators

PCG identified **variance by content area:**

- **English Language Arts (ELA)** classes demonstrated an average of 2.4 indicators
- **Social Studies** classes demonstrated an average of 2.2 indicators
- **Math** classes demonstrated an average of 1.6 indicators



Instructional and Programmatic Practices

Opportunities for Growth

Access and Opportunity in Advanced Coursework and Specialized Academic Programs

- **Advanced Placement Courses**
 - There are **significant differences in access to AP courses depending on where in the district students attend school**. Of all AP courses offered in DCSD, 34% were offered at schools in District 1 and only 5% were offered in District 6 and in District 7.
 - **Hispanic, Students with Disabilities (SWD), and low-income students remain significantly underrepresented in AP test-taking**, with participation rates of 12%, 3%, and 43% respectively, signaling a need for targeted interventions to increase access and success in advanced coursework.
- **Magnet and Theme Programs**
 - **Magnet schools are inconsistently present across DCSD**, with five magnet schools in District 3 and none in Districts 6 and 7. The same is true for **theme schools**, which include two each in Districts 5 and 6, and none in Districts 1 and 3.
 - White and Asian students are **overrepresented** in DeKalb County's magnet programs. Black and Hispanic students, who **represent 55 percent and 23 percent of the district** respectively, are **underrepresented**.
 - Theme schools are **predominantly attended by Black students**, who make up almost **80 percent of enrollment** compared to **55 percent** districtwide. White, Asian, and Multi-Racial students **each account for less than 10 percent**, reflecting a lack of demographic balance that may point to access or outreach challenges.
- **Access to rigorous academic programs varies across schools**, creating inconsistencies in availability and participation **that limit opportunities for students** who would benefit from advanced learning pathways.

Content revised 6.3.2025

Source data provided by DeKalb County School District, "2021-2025 Magnet and Theme School Student List"

Source data provided by DeKalb County School District, "AP by Subgroup"



Instructional and Programmatic Practices

Opportunities for Growth

Disproportionality in IEP Assignment

- **Male students, and Black students, and economically disadvantaged students are over-represented in the population of students with IEP assignments.** Specifically, male students are 1.92 times more likely to have an IEP than other students in the district, while Black students are 1.37 times more likely, and economically disadvantaged students are 1.27 times more likely.

Implementation of Differentiated Instruction

- While 72% of administrators believe differentiation is being effectively implemented, only 56% of students report experiencing it in their classrooms, according to administrator and student survey data, highlighting a **disconnect between leadership perceptions and student experiences**. Classroom visits and teacher focus groups further indicate that **differentiation is not applied consistently** across schools. Although 79% of teachers surveyed report implementing differentiation, **execution remains inconsistent**, as revealed in instructional staff surveys and classroom visit data. In PCG's classrooms visits:
 - Only **29% of teachers** provided multiple access points to challenging assignments, indicating that many classrooms did not offer varied pathways for students to access rigorous content based on readiness or learning profile.
 - **Only 31% of classrooms** utilized **flexible learning groups**, a key strategy for supporting individualized and small-group instruction.
 - **Just 15% of teachers** implemented assessments **that measured the multiple ways students learn**, suggesting limited alignment to differentiated assessment principles.
- Teacher focus groups suggest **that a lack of time, resources, and professional development** contribute to these inconsistencies, **limiting the effectiveness** of differentiated instruction.
- Teachers **require additional professional development and coaching** on effective differentiation strategies, including scaffolding, flexible grouping, and personalized instruction. Teacher interviews and survey responses suggest that many educators **feel unprepared to implement differentiation consistently**, signaling the need for structured training and instructional coaching to strengthen implementation.

Instructional and Programmatic Practices

Opportunities for Growth

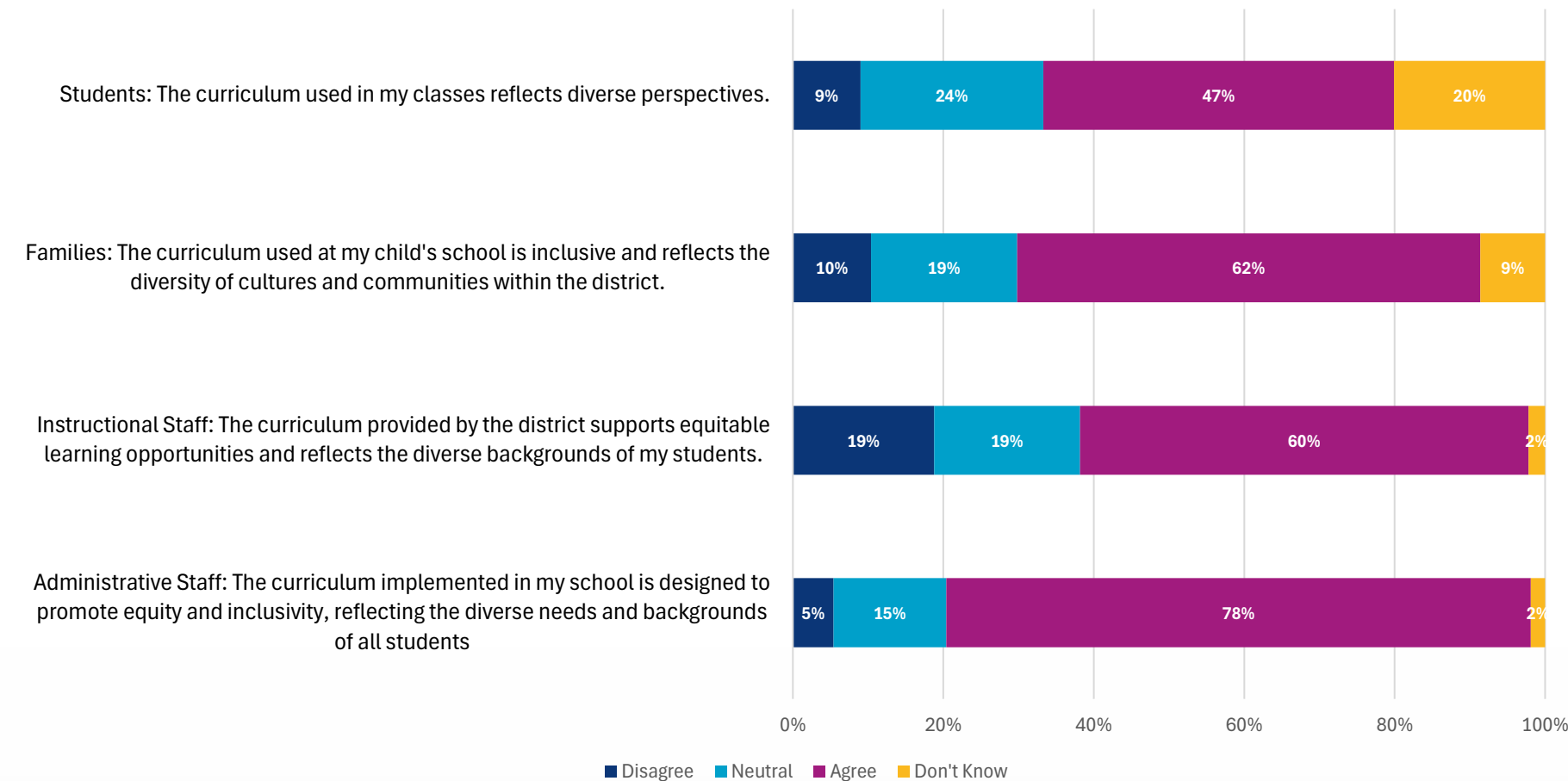
Student Experience of Instructor Approach

- **Only 67% of students overall** report in the survey that their teachers **have high expectations** for them, compared to **81% of staff** reporting having high expectations for every student regardless of background. Student survey responses vary by student race/ethnicity. At the high end, **73% of Asian students and 72% of White students** believe their teachers **have high expectations** for them, while at the lower end, **only 62% of Hispanic students, 57% of American Indian, and 46% of Native Hawaiian or Pacific Islander students** feel the same. These disparities suggest that the belief in students' potential is not communicated consistently across all groups.
- Although **84% of staff** report in the survey that they **support all students** to succeed, **only 67% of students overall** agree that their teachers support them in class. This gap signals a need to improve student-teacher relationships and communication.
- **While 73% of White students** report having positive relationships with most of their teachers, **only 42% of Native Hawaiian or Pacific Islander students** and **64% of students overall** share the same sentiment. These results point to the need for targeted strategies to strengthen student-teacher connections across all backgrounds, especially for students from underrepresented or marginalized groups.

Instructional and Programmatic Practices

Opportunities for Growth

Survey Items, Curriculum



Although **78%** of administrators **believe** the curriculum **reflects diverse cultures**, only **47%** of students agree. Teachers and families fall in between, with **60%** of teachers and **62%** of families sharing that view.

Note: Data retrieved from the PCG Student, Family, Administrative Staff, and Instructional Staff Surveys.



Instructional and Programmatic Practices

Opportunities for Growth

Culturally-Inclusive Curriculum

- **While 78% of administrators believe the curriculum reflects diverse cultures, only 47% of students agree** that the “curriculum reflects diverse perspectives”, according to administrator and student survey data, indicating a gap between leadership perceptions and student experiences. Teachers and families placed in the middle, with 60% of teachers and 62% of family members surveyed reporting this belief. Classroom visits and student focus groups reveal **that many students feel their backgrounds and identities are not meaningfully represented** in instructional materials.
- **Although 75% of Asian families** agree that the curriculum reflects the district’s cultural diversity, **only 58% of Black families and 62% overall** feel the same, based on parent survey responses. These disparities suggest that not all families see their cultures and communities reflected in instructional materials.
- **Although 75% of teachers** report incorporating diverse perspectives into their lessons, **only 60%** believe the curriculum itself is diverse. Similarly, **62% of families recognize diversity in learning materials**, based on parent survey responses. Family focus groups indicate that many parents are **unaware of culturally inclusive curriculum efforts** or feel that their children’s educational experiences **do not adequately reflect** the district’s **diverse student population**.
- Students consistently express that **instructional materials and classroom discussions lack multicultural representation**, as reported in student focus groups and open-ended survey responses. Many students feel that history, literature, and social studies curricula **do not provide sufficient perspectives from historically underrepresented groups**, emphasizing the need for a **more intentional and transparent approach** to embedding cultural inclusivity into instruction.

Instructional and Programmatic Practices

Opportunities for Growth

Extracurricular Access: Transportation and Accessibility

- The **absence of a universal late bus system** limits student participation in after-school activities. This issue **disproportionately impacts low-income students** who rely on district-provided transportation. Parent and student surveys highlight overcrowding, unreliable schedules, and long wait times as major barriers to extracurricular engagement.
- **Unreliable bus tracking systems** and **inconsistent communication** create uncertainty for families, as reported in parent focus groups. Many parents express frustration with a **lack of real-time updates**, making it difficult to coordinate pick-ups and ensure student safety after school.
- Communication inconsistencies across schools **create disparities in access to extracurricular and academic opportunities**. While parents and students in focus groups report that some schools provide timely updates, others note that their schools **frequently share information at the last minute**, making it difficult for families to plan. Non-English-speaking families report facing additional barriers despite existing translation services, as many report that, although there have been improvements, **important information from their school is still not consistently translated or proactively shared** in multiple languages, limiting their ability to fully engage in school activities.

Instructional and Programmatic Practices

Opportunities for Growth

Data Accountability and Transparency

- While the district **tracks key academic performance data**, findings are **not consistently communicated to parents and educators**, according to district reports and teacher surveys. Many teachers express concerns about **limited access to school performance trends**, making it difficult to understand how data is being used to support student success.
- There is **no clear evidence that performance data consistently leads to targeted interventions**, as reported in principal focus groups and district data reviews. Although data is collected on AP participation, ACT/SAT performance, and state assessments, **there is limited transparency on how these insights translate** into concrete strategies for improving student outcomes, especially at the individual school level.
- Schools **lack standardized reporting formats** to ensure consistency in data use and decision-making, as noted in data analysis reports from monthly MIRACLES reports. While some schools actively use data dashboards and assessment tools, others **lack clear guidance on how to interpret and apply performance insights**, leading to disparities in instructional planning and resource allocation.

Instructional and Programmatic Practices

Recommendations

1. To ensure enrollment in advanced and specialized academics is representative of the district student body, it is recommended that DCSD:
 - **Leverage the work of the Student Assignment Project (SAP) to revisit the placement of magnet and theme programs within the districts**, strategically placing them in areas of the district to promote accessibility to a representative demographic of students.
 - **Strengthen recruitment strategies for underrepresented students in advanced and specialized academics**, including AP, IB, and magnet programs by implementing targeted outreach efforts in middle schools and underrepresented communities. For example, the data highlights **significant disparities in Advanced Placement (AP) exam participation** across various student groups. To address these gaps, school leaders should **provide early exposure programs** and host AP and IB information sessions to This calls for targeted efforts to encourage these students to increase their representation and access to advanced learning opportunities.
 - **Provide financial assistance for AP exam fees**, summer bridge programs, and tutoring support to remove cost barriers for economically disadvantaged students. Student survey data and parent focus groups indicate that AP test fees and preparatory resources prevent many students from enrolling or succeeding in rigorous courses. **Expanding fee waivers**, offering free AP prep workshops, and funding summer bridge programs would improve access and performance outcomes.
 - **Enhance data tracking and transparency** to monitor and improve student access to advanced courses, ensuring all schools are held accountable for representative enrollment. District performance reports indicate that AP participation rates vary significantly by school and demographic group. Publishing this information in **a publicly accessible data dashboard, requiring annual access and opportunity audits of advanced and specialized course enrollment**, and sharing findings with families and educators will help drive informed decision-making and intervention strategies.

Instructional and Programmatic Practices

Recommendations

2. To improve student experience of belonging within the classroom and, more broadly, in school, it is recommended that DCSD:
 - **Expand professional development** focused on **culturally responsive teaching practices** that emphasize setting and communicating **high expectations for every student**. Training should include strategies such as **growth mindset language**, culturally affirming feedback, and **evenhanded participation techniques**. Additionally, DCSD can establish **peer observation protocols** where teachers can review and reflect on how expectations are conveyed to students from different backgrounds. This should be supported by **coaching cycles** that include actionable feedback and reflection.
 - **Conduct a districtwide audit of extracurricular offerings** and participation rates, disaggregated by student group, to identify schools or populations with **limited access to culturally reflective programs**. If possible, provide additional funding and staff incentives to develop new student-led clubs and enrichment programs that celebrate cultural identity and align with student interests. Moreover, DCSD can **partner with community organizations** to host annual multicultural showcases or student interest expos at each school **to increase awareness and engagement** in clubs.
 - **Deliver additional training** for all educators on culturally responsive relationship-building strategies, such as identity-affirming classroom routines, restorative practices, and structured student check-ins. These sessions should **include role-playing and scenario analysis in professional learning sessions** to ensure a deep, conceptual understanding of the student perspective . Additionally, DSCD can **implement advisory or mentoring programs** that prioritize pairing students from underrepresented backgrounds with trained adults who serve as trusted advocates throughout the school year.

Instructional Access and Opportunity

Recommendations

3. To enhance instructional practices, it is recommended that DCSD:

- **Expand professional development** on differentiated instruction strategies, such as scaffolding and flexible grouping, to ensure consistent implementation across classrooms. Teacher survey data indicates that while 60% of educators report using differentiation, student feedback and classroom visits show significant inconsistencies. **District-led training should include hands-on workshops, model lessons, and case studies** demonstrating best practices for tailoring instruction to diverse learning needs.
- **Establish instructional coaching and peer mentoring programs** to support effective differentiation, as educator focus groups reveal that many teachers feel unprepared to consistently apply differentiation strategies. **A structured coaching model**, where experienced teachers mentor peers and provide classroom-based feedback, would help strengthen implementation. Schools should also designate **differentiation specialists** to provide ongoing support and ensure best practices are embedded in daily instruction.
- **Conduct a review of the special education program and practices** to further identify strengths, needs, and opportunities as it relates to effectively serving students with disabilities.
- **Embed differentiation into teacher evaluations and professional learning plans** to promote accountability and continuous improvement. While differentiation is an expectation, it is not consistently monitored or assessed across schools. Integrating it into teacher evaluations, self-assessments, and instructional reviews will ensure that educators receive feedback and targeted professional development aligned with their specific needs.
- **Increase parent communication efforts** to highlight the role and benefits of differentiation, as only 42% of families report understanding how differentiation supports student learning, according to district-wide parent surveys. Schools should **host parent workshops, develop multilingual guides, and provide regular updates** on how individualized instruction is being implemented, helping families become active partners in their children's education.

Instructional Access and Opportunity

Recommendations

4. Increase cultural representation in the curriculum it is recommended that DCSD:

- **Conduct a district-wide curriculum audit** to assess the diversity of instructional materials and ensure **all students see their cultures, histories, and identities** represented in classroom instruction. A thorough review should **evaluate the representation** of historically marginalized groups, **identify gaps** in cultural inclusivity, and **establish guidelines** for integrating diverse perspectives into all subject areas.
- **Expand training for teachers** on culturally responsive teaching and inclusive lesson design to improve classroom implementation. Professional development should focus on **embedding culturally relevant pedagogy** into daily instruction and using local history and student experiences to make learning more meaningful.
- **Invest in localized curriculum** that reflects and highlights the diverse context of DeKalb County and metro Atlanta, incorporating the region's rich cultural history and contributions into social studies, literature, and interdisciplinary coursework. Teacher focus groups indicate **a strong demand for instructional materials that resonate** with students' **lived experiences**. Developing locally tailored content will foster deeper engagement and make learning more relevant for DCSD students.
- **Improve communication with families** to highlight cultural inclusivity initiatives in schools, as parent focus groups reveal that many families are unaware of the district's efforts to integrate diverse perspectives into instruction. Schools should provide **multilingual newsletters**, host curriculum review sessions, and engage community organizations to share updates on culturally responsive teaching initiatives.

Instructional Access and Opportunity

Recommendations

5. To increase accessibility of extra-curricular offerings, it is recommended that DCSD:

- Implement a **district-wide late bus program** to remove transportation barriers for students participating in extracurricular activities. Prioritize schools with **high reliance on district transportation** by developing a justifiable **funding strategy based on demand** and need.
- Upgrade transportation technology and communication tools by improving **real-time bus tracking systems** and **expanding multilingual alerts** to ensure families receive timely, accurate updates.
- Develop **alternative transportation solutions** such as community partnerships, rideshare programs, and structured carpool networks to **support students in areas** where late buses may not be feasible.
- Create a **centralized, multilingual online portal for extracurricular schedules** and sign-up information. This platform should be mobile-friendly and **accessible to all families** to improve engagement districtwide.
- Set a districtwide expectation that **schools distribute extracurricular schedules** and enrollment information at the **start of each semester**. Standardizing this timeline will give families **sufficient time to plan** and encourage broader student participation.
- Expand outreach **through social media, text alerts, and automated calls** in **multiple languages** to ensure all families receive timely updates, especially those who **may not access information through traditional methods** like email or paper notices.

Instructional Access and Opportunity

Recommendations

6. To increase data-driven decision making and data-based accountability, it is recommended that DCSD continue to present data and ensure it is done in a more accessible manner:
- **Publish annual Access, Opportunity, and Achievement Report** to track progress in closing achievement and access gaps and ensure transparency in district initiatives. Educator and parent focus groups highlight concerns about the lack of clear reporting on student performance trends and access and opportunity related progress. A comprehensive annual report would **provide stakeholders with data-driven insights**, highlight successes, and identify areas for improvement.
 - **Enhance the existing publicly accessible dashboard to display metrics** on academic achievement, access to advanced coursework, and student participation rates. Survey responses indicate that many stakeholders feel disconnected from school performance data, making it difficult to advocate for necessary changes. This would provide transparency and accountability so families, educators, and community members can easily track district-wide progress.
 - **Ensure that each school receives customized action plans** based on data findings to drive targeted improvements. Principal interviews and district data reviews indicate that while schools collect data, many lack a clear process for translating insights into actionable strategies. Providing **school-specific action plans** will help leaders implement effective interventions tailored to their student populations.
 - **Continue to host public data review forums** where district leaders engage with parents, educators, and community stakeholders to foster collaboration and shared accountability, and ensure that presentations are accessible to the audience. Families express a need for more opportunities to discuss district performance data and provide input on decision-making. Regular forums would create a **space for dialogue**, ensuring that policies and resources align with community needs.

Instructional & Programmatic Practices Survey Data

Survey of Students: Instruction & Programming Opportunities

Instruction and Programming Opportunities	All	American Indian	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	16,676	245	960	7,675	2,945	81	2,029	1,144	1,000	597
I believe that my teachers have high expectations for me.	67%	57%	73%	69%	62%	46%	72%	69%	61%	59%
My teachers support me to succeed in all my classes.	67%	61%	72%	68%	67%	48%	69%	65%	62%	59%
I have positive relationships with most or all of my teachers.	64%	55%	69%	64%	61%	42%	73%	64%	58%	54%
I have access to extracurricular activities that celebrate and reflect my culture, interests, and needs.	57%	52%	57%	58%	53%	41%	72%	57%	48%	44%
My teachers teach in a way that I understand.	56%	49%	61%	56%	57%	41%	59%	52%	51%	48%
The curriculum used in my classes reflects diverse perspectives.	47%	39%	50%	47%	47%	42%	55%	41%	40%	39%
The curriculum used in my classes is relevant to my interests and experiences.	45%	41%	50%	46%	45%	41%	49%	40%	41%	35%
The things I learn in school include and reflect my culture.	43%	42%	36%	46%	42%	40%	46%	35%	38%	35%
My teachers provide opportunities for me to collaborate with classmates from different backgrounds.	61%	55%	67%	61%	62%	42%	69%	60%	54%	53%

• Source: Data retrieved from PCG Student survey.



Survey of Parents/Family: Instruction & Programming Opportunities

Instruction and Programming Opportunities	All	Asian	Black	Hispanic	White	Two or more races	Prefer not to respond
<i>Total Number of Participants</i>	1,653	56	835	139	388	78	150
My child is encouraged to take on challenging classes.	60%	65%	61%	61%	63%	58%	48%
Teachers have high expectations for my child.	73%	77%	74%	71%	76%	68%	62%
My child is supported to succeed in their classes.	74%	76%	74%	74%	80%	65%	62%
The curriculum used at my child's school is inclusive and reflects the diversity of cultures and communities within the district.	62%	75%	58%	69%	69%	60%	56%
Teachers in my child's school adapt their teaching to meet the needs of students with various abilities and learning styles.	55%	56%	55%	66%	58%	51%	44%
I am regularly informed about how my child's specific learning needs are being met.	53%	63%	55%	67%	52%	40%	41%

- *Source: Data retrieved from PCG Parent/Family survey.*
- Parent/Family subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Instruction & Programming Opportunities

Instruction & Programming Opportunities	All	American Indian	Asian	Black	Hispanic	White	Two or more races	Other	Prefer not to respond
Total Number of Participants	4,737	22	110	2,647	123	859	189	81	604
All students have equitable access to courses, academic support, and opportunities to succeed academically and socially.	77%	77%	83%	80%	70%	75%	72%	75%	66%
Staff implement culturally responsive practices in the classroom and integrate teaching approaches that reflect the diverse backgrounds of students.	75%	78%	81%	76%	74%	77%	72%	69%	65%
Staff differentiates instruction to meet diverse student needs and ensure equitable learning opportunities.	79%	77%	83%	81%	77%	80%	77%	73%	70%
District and school policies focus on improving attendance and behavior through engagement rather than punishment.	70%	70%	82%	74%	70%	70%	65%	64%	58%
Staff have high expectations for every student regardless of background.	81%	83%	85%	84%	76%	81%	77%	73%	74%
Staff provide support to help all students succeed.	84%	82%	86%	86%	78%	83%	83%	83%	76%
The curriculum provided by the district supports equitable learning opportunities and reflects the diverse backgrounds of my students.	60%	57%	73%	66%	64%	51%	55%	43%	46%
I feel supported in differentiating instruction and addressing the diverse needs of my students.	69%	62%	84%	73%	68%	68%	65%	63%	55%

- Source: Data retrieved from PCG Instructional Staff survey.
- Instructional Staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.



Survey of Instructional Staff: Instruction & Programming Opportunities

Instruction & Programming Opportunities	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
<i>Total Number of Participants</i>	4,680	2,640	897	1,143
All students have equitable access to courses, academic support, and opportunities to succeed academically and socially.	77%	78%	75%	75%
Staff implement culturally responsive practices in the classroom and integrate teaching approaches that reflect the diverse backgrounds of students.	75%	78%	71%	71%
Staff differentiates instruction to meet diverse student needs and ensure equitable learning opportunities.	79%	82%	77%	75%
District and school policies focus on improving attendance and behavior through engagement rather than punishment.	70%	76%	69%	60%
Staff have high expectations for every student regardless of background.	81%	85%	80%	75%
Staff provide support to help all students succeed.	84%	85%	83%	80%
The curriculum provided by the district supports equitable learning opportunities and reflects the diverse backgrounds of my students.	60%	59%	61%	61%
I feel supported in differentiating instruction and addressing the diverse needs of my students.	69%	70%	68%	70%

• Source: Data retrieved from PCG Instructional Staff survey.

Survey of School Administrators: Instruction & Programming Opportunities

Instruction & Programming Opportunities	All	Black	White	Prefer not to respond
<i>Total Number of Participants</i>	312	227	35	31
All students have equitable access to courses and academic support.	81%	83%	86%	66%
Staff at my school implement culturally responsive practices in the classroom.	73%	72%	77%	71%
Staff at my school differentiate instruction to meet diverse student needs and ensure equitable learning opportunities.	72%	71%	83%	65%
Staff at my school have high expectations for every student regardless of background.	79%	81%	83%	68%
The curriculum implemented in my school is designed to promote equity and inclusivity, reflecting the diverse needs and backgrounds of all students.	78%	78%	80%	67%

- *Source: Data retrieved from PCG School Administrator survey.*
- School Administrator subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Professional Learning and Growth

Section Contents:

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*
- *Survey Data*

How does DCSD professional development support access and opportunity?



Professional Learning

Strengths to Build On

A wide range of professional learning (PL) is offered to DCSD employees

- According to school administrators focus groups, district staff, and district documentation, several types of training related to access and opportunity are offered and available in an extensive catalog. District staff note that the goal of professional development is to support teachers and principals, and ultimately, to “elevate the impact of teachers”. Trainings listed include, for example, *Cultural Awareness*, *Lexia Science of Reading & The Multilingual Brain*, and *Autism in the Classroom*. Note that these trainings have been offered outside of the purview of the Office of Access and Opportunity.

There is a connection between professional learning and student learning outcomes

- As stated in a school administrators focus group, a professional learning calendar is built around classroom visits and improvement plans linked to the needs of learners. Further, district staff state courses are offered based on alignment to student learning outcomes.
 - 73% of all instructional staff surveyed agree with the statement “My professional learning is driven by my students’ learning outcomes.”
 - 86% of all school administrative staff surveyed agree with the statement “My school staff’s professional learning is driven by my students’ learning outcomes.”

Professional Learning

Strategies Analysis at-a-Glance

Desired Outcomes: All stakeholders have access to learning content about Access and Opportunity, with accountability measures. DCSD has processes in practice to measure learning and effects on student outcomes.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
District requires all personnel to have, at minimum, a foundational understanding of access and opportunity topics with the use of accountability measures.	All instructional staff are offered to participate in PL re: access and opportunity.	✓		
	All instructional staff are required to participate in PL re: access and opportunity.		✓	
	The district educates employees on access and opportunity and has a process for planning, monitoring and evaluating the implementation of the learning.		✓	
District offers professional development based on student and staff data.	District uses benchmarks to determine which staff are required to participate in trainings.		✓	
	District uses student data to inform the types of PL to offer and require.		✓	
	There is a clear connection between professional learning and student learning outcomes.		✓	
	District monitors participation rates for all DCSD staff.		✓	
	District monitors proficiency rates for all DCSD staff.		✓	

Professional Learning

Opportunities for Growth

Additional professional learning offerings related to access and opportunity are desired by staff

- According to instructional staff survey and school administrator focus groups, additional **in-person, interactive** access and opportunity trainings are needed.
- Families, teachers, and/or school Administrators also suggested the following trainings be offered to teachers and school administrators: **Science of Reading, Classroom Management, Leadership Academy, Special Education, Curriculum, and H-Pride.**
- In focus groups, these stakeholders note that the current **schedule in which PL is offered** sometimes conflicts with other requirements such as planning times or meeting times.

Requirement of participation in specific PL is desired by staff

- While extensive professional learning courses are offered, certain courses are optional such as differentiation of instructional strategies, as described by school administrators in focus groups. The school administrators expressed a desire to make this course, and others, required.
- Additional mandatory training is requested by district staff and instructional staff. Specific topics include **student mental health, how to teach a diverse student body, implicit bias, de-escalation, and cultural diversity.**

Professional Learning

Opportunities for Growth

There is a need for increased monitoring and evaluation of participation, learning, and the implementation of that learning

- Currently, PL participants are asked to complete a survey regarding their self-reported understanding of professional learning content; however, there is no formal process in which administrators (school or district based) review participant learning or the practice of implementation. School administrator focus groups mentioned that new teachers are sent to trainings, but administrators are not aware of how to track the courses taken. School administrators express a need for greater transparency in professional learning practices.
- In the survey administered by PCG, 69% of teachers report that the district and/or their school monitors their participation and proficiency rate in courses about access and opportunity. The percentage decreases in higher grades, from 72% of elementary teachers to 64% of high school teachers.

“When we say that new teachers need to be in X PD course – how are we tracking that? How do we know that they received X training? We need more checks and balances. I don’t have a way to track that. I have no idea how many classes they need to be taking or how many hours a week they need to be attending the classes.”

- School Administrator

Professional Learning

Recommendations

1. Create a school-based Professional Development plan

School-based plan to include, among other items:

- Why PL is required – Outline data used as part of the decision-making process to offer selected PL, e.g. student surveys, academic achievement rates, graduation rates, discipline rates, etc.
- Who is required to take PL - Rubric or template that includes quantitative and/or qualitative data regarding why a staff member should take PL, e.g., state compliance, survey responses, academic achievement rates, etc.
- Short and Long Term Goals - Examples may include:
 - Short term: 90% of school staff will participate in classroom management trainings between Fall 2025 and Spring 2026 with 80% proficiency in understanding classroom management procedures as demonstrated by electronic assessment tool.
 - Long term: 90% of school staff will participate in classroom management trainings between Fall 2025 and Spring 2027 with 80% proficiency in understanding and implementing classroom management procedures as demonstrated in peer or administrative observations.
- The Expected Outcomes of PL - Expected outcomes through student, teacher, staff, and community data, i.e. student surveys, academic achievement rates, discipline rates, etc.
- Resources needed to support the implementation of plan –Funds and roles of persons who will spearhead the PL Plans within the school and district.
- Tracking Template – A template or system should be used help track participation and proficiency in professional learning

The district can support the school-based PL team by providing templates to ensure schools remain aligned with their objectives, offering essential professional learning opportunities, and establishing a framework for schools to effectively monitor and assess their progress.

Professional Learning

Recommendations

2. Require foundational access and opportunity professional learning for all staff, including new staff upon joining DCSD

- While DCSD has offered professional learning regarding access and opportunity topics, the professional learning was not required and the training outcomes were not monitored.
- DCSD should require staff to participate in learning sessions in recommended courses at varying levels. Suggested topics include:
 - Cultural Diversity
 - How To Teach A Diverse Student Body
 - Implicit Bias
 - Classroom Management and De-Escalation
 - Student Mental Health
 - Special Education
 - H-Pride
- All required PLs should include learning accountability measures such as end-of-course learning assessments.

3. Provide professional learning in flexible ways, including different times, formats, and delivery methods

- Professional learning can be offered in smaller bite-size segments, synchronously and asynchronously, to increase accessibility and reduce fatigue. PL can also be offered in interactive and entertaining such as book studies or movie reviews in which participants can discuss larger themes to adjust mind set and classroom practice.

Professional Learning Survey Data

Survey of Instructional Staff: Professional Learning

Professional Learning	All	American Indian	Asian	Black	Hispanic	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	4,737	22	110	2,647	123	859	189	81	604
My professional learning is driven by my students' learning outcomes.	73%	60%	84%	78%	77%	66%	74%	59%	62%
My school or district provides professional learning opportunities focused on instructional practices that foster access and opportunity.	77%	81%	83%	83%	80%	66%	77%	63%	65%
My district and/or my school monitors my participation and proficiency rate in courses about access and opportunity.	69%	52%	82%	73%	77%	62%	66%	61%	57%
I receive consistent and constructive feedback from school leadership.	70%	73%	80%	74%	70%	65%	62%	68%	61%

- Source: Data retrieved from PCG Instructional Staff survey.
- Instructional Staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Professional Learning

Professional Learning	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
<i>Total Number of Participants</i>	4,680	2,640	897	1,143
My professional learning is driven by my students' learning outcomes.	73%	77%	72%	67%
My school or district provides professional learning opportunities focused on instructional practices that foster access and opportunity.	77%	80%	77%	71%
My district and/or my school monitors my participation and proficiency rate in courses about access and opportunity.	69%	72%	66%	64%
I receive consistent and constructive feedback from school leadership.	70%	73%	69%	66%

- *Source: Data retrieved from PCG Instructional Staff survey.*

Survey of School Administrator: Professional Learning

Professional Learning	All	Black	White	Prefer not to respond
<i>Total Number of Participants</i>	312	227	35	31
My school staff's professional learning is driven by students' learning outcomes.	86%	88%	97%	71%
My school provides regular training for staff in implementing culturally responsive and equitable teaching practices.	64%	62%	83%	55%

- *Source: Data retrieved from PCG School Administrator survey.*
- School Administrator subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Resource Distribution

Section Contents:

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*
- *Survey Data*

*To what extent are the processes that determine the **distribution of resources** across the district driven by access and opportunity?*



Resource Allocation

Strengths to Build On

Transparent approach to budgeting

- DeKalb County School District demonstrates a transparent approach to budgeting, making publicly accessible a detailed Budget Book and Resource Allocation Methodology Plan (RAMP).

Targeted resource allocation based on needs

- As evidenced through the RAMP, DCSD intentionally allocated resources based on individual needs of schools and students.
- The resource allocation methodology includes targeted staffing resources for specific programs (special education, ESOL, Gifted, remedial, Advanced Placement, International Baccalaureate). It also includes targeted resources for schools that are designated as Horizon schools, and for schools that have recently exited Horizon status.

Consistency of teacher experience

- DCSD employs an experienced teacher workforce; teachers have, on average, over 13 years of experience. PCG found no significant difference in the mean years of experience of teachers across schools with different student body demographics (race, percent of students with disabilities, percent of economically disadvantaged students, and percent of students with limited English proficiency), schools in different Board Districts, and schools with and without Horizon designation.

Consistent approach to allocation of technology

- PCG visited 68 classrooms in 34 schools across the district, all of which were equipped with robust and functional technology, including one-to-one Chromebooks and smart boards.

Resource Distribution

Strategies Analysis at-a-Glance

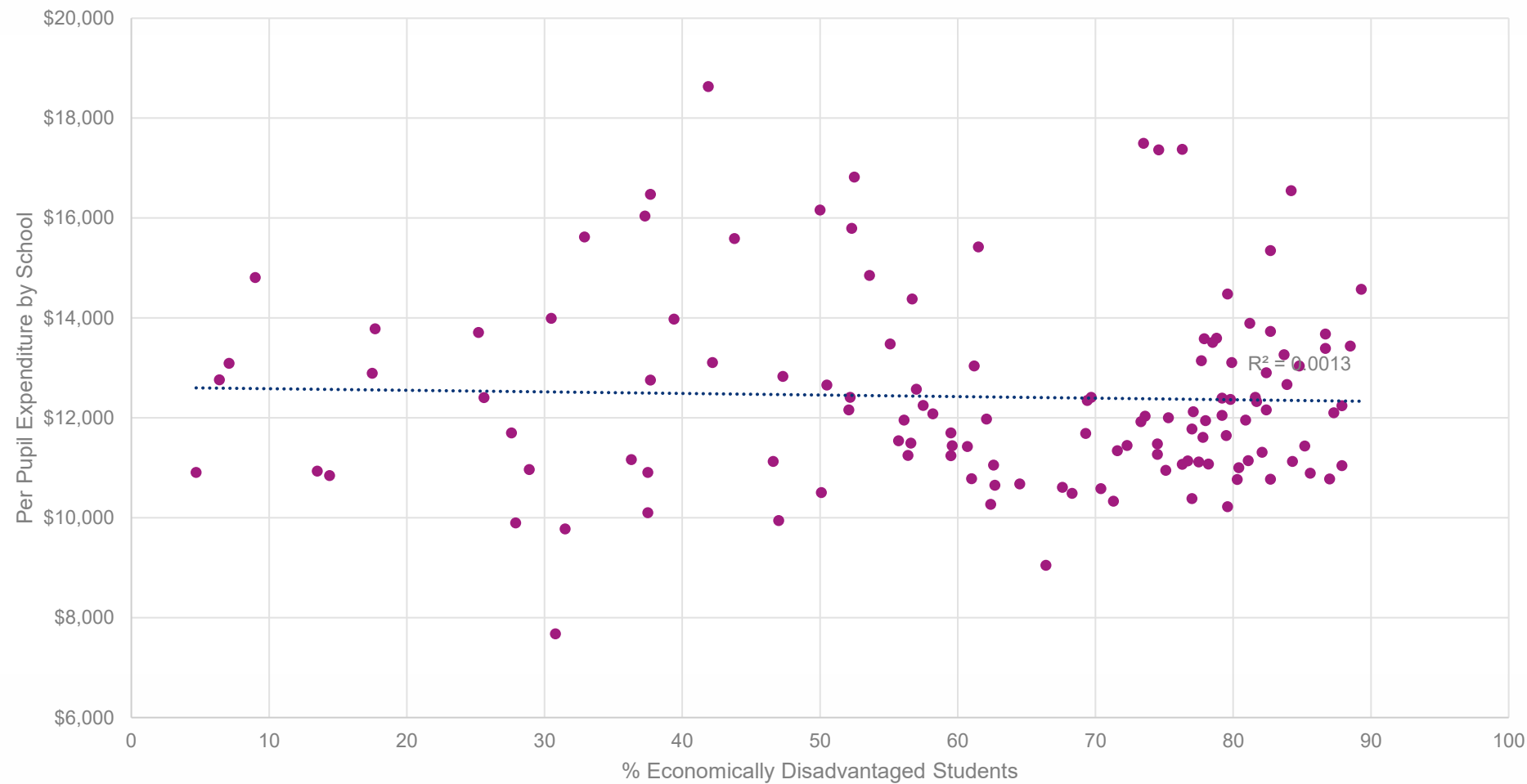
Desired Outcomes:

- A workforce that is representative of the diverse identities of the student population.
- Funding, staffing and other resource allocations are done in a way that supports access and opportunity for all.
- Actual expenditures, staffing, and other resource allocations are applied in ways that support access and opportunity for all.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
Resources are distributed across the district in a way that promotes access and opportunity for all.	District allocates well-trained and highly-experienced staff to highest-need students and schools in a transparent process; staff are incentivized to stay	✓		
	District budgets or allocates more local funding to highest-need students and schools in an impactful, collaborative and transparent process		✓	
	Schools, programs, and district continuously monitor expenditures to ensure that funds allocated based on access and opportunity goals are fully utilized and effectively employed for the intended students	✓		
	District policies are in place to ensure resources, facilities, and programming are allocated with access and opportunity in mind; a reporting or monitoring protocol ensures policies are followed		✓	
	District prioritizes and funds facility construction or renovation in alignment with access and opportunity considerations		✓	

Resource Distribution: Per Pupil Expenditures

Local and State Per Pupil Expenditure, 2023



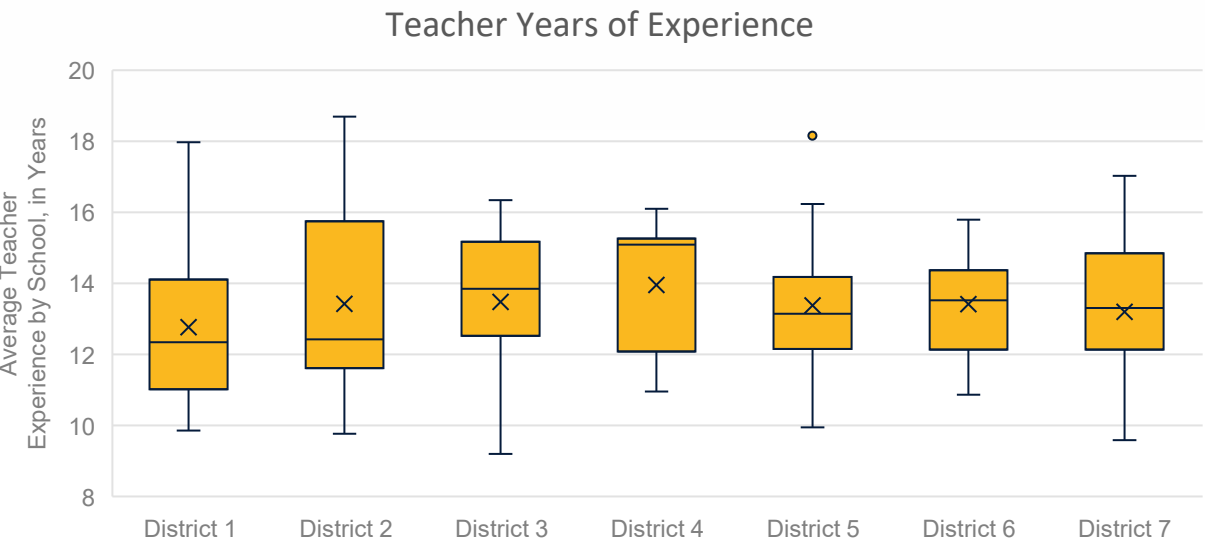
Note: Each dot (●) in the scatterplot represents a school

On average, schools with higher percentages of economically disadvantaged students spend slightly less local and state funding on a per pupil basis.

Content revised 8.11.2025
Source: Data provided by DeKalb County School District, "2023 State-local-Expenditure,"
Source: Governor's Office of Student Achievement, "Direct Certification (School) 2023-2024"



Resource Distribution: Teacher Experience

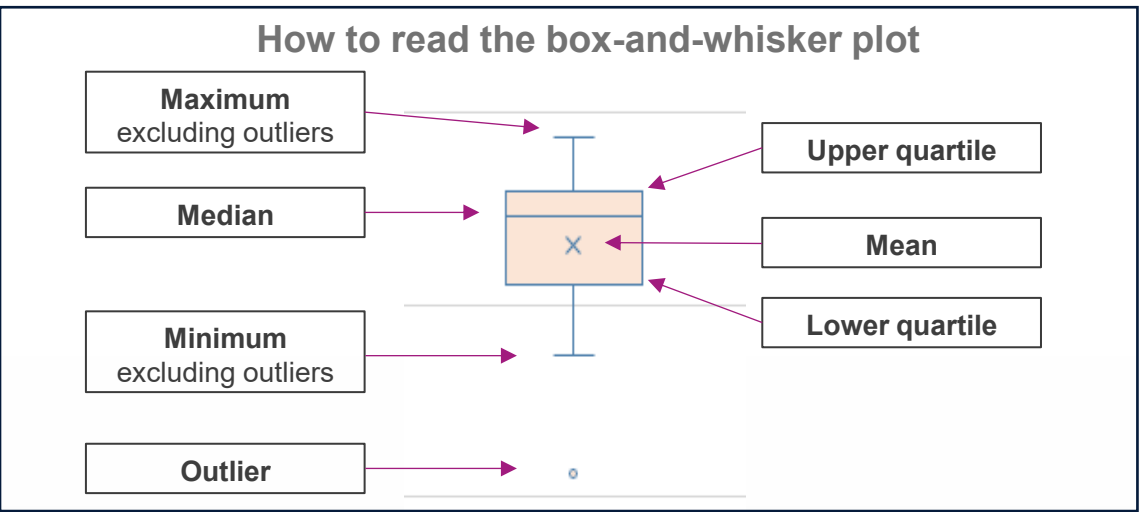
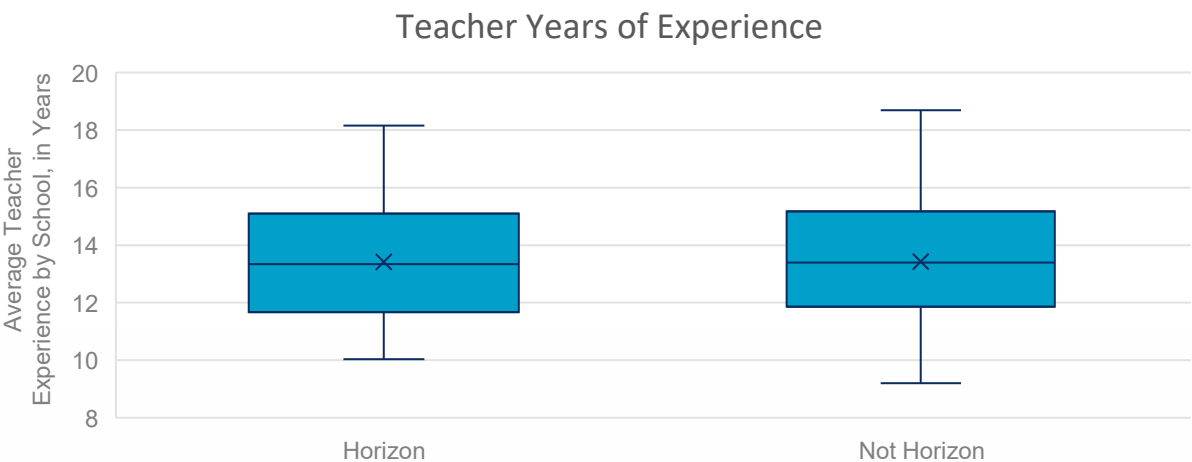


DCSD has an experienced teacher workforce.

- Mean years of experience: 13.3
- Median years of experience: 12

There is *not* a significant difference in the mean years of experience across Board Districts, ranging from 13 years to 14 years. There *is* a difference in median years of experience, ranging from 12 years in Districts 1 and 2, to 15 years in Districts 4.

There is *not* a significant difference in the mean or median years of experience between Horizon schools and non-Horizon schools.

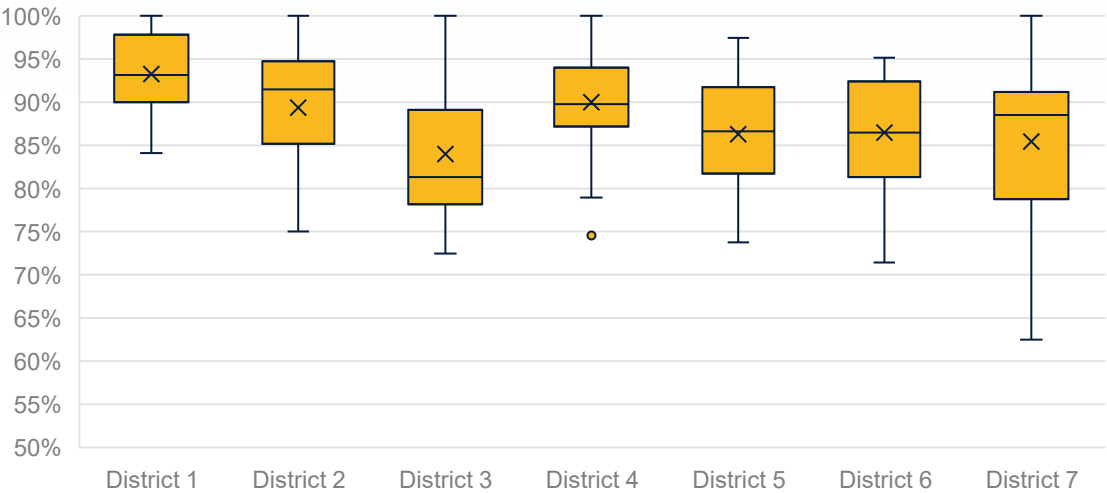


Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "Years of Exp. Teachers and Paras," 2024-2025.



Resource Distribution: Teacher Credentials

Percent of Teachers with Professional Credentials



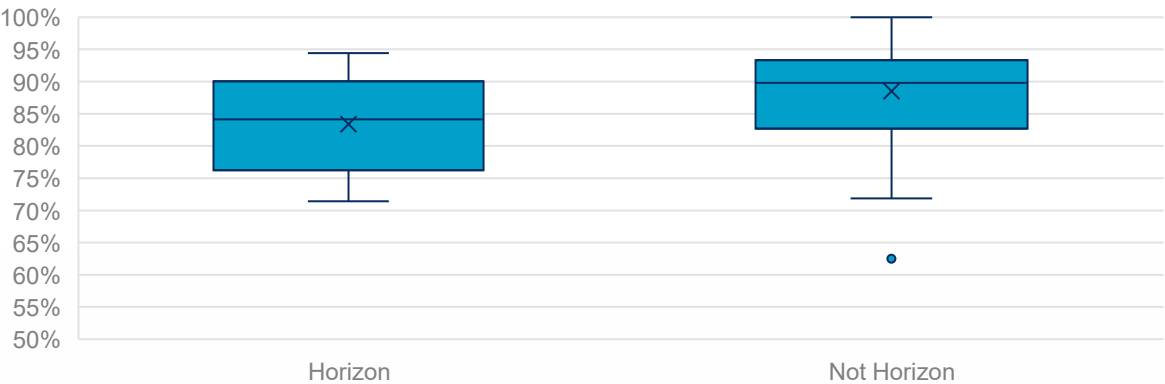
PCG analyzed the percentage of teachers holding full professional credentials at each school in the district. For the purpose of this analysis, full professional credentials are defined as teaching certificates and leadership certificates. Full professional credentials do not include provisional or alternative teaching credentials.

Across the district, 87% of teaching staff hold full professional credentials.

District. There is some variation across Board Districts. On average, schools in Board District 3 have the *lowest percentage of teachers with full professional credentials* (mean of 84%, median of 81%). On average, schools in Board District 1 have the *highest percentage of teachers with full professional credentials* (mean and median of 93%).

Horizon. Horizon schools have a somewhat lower percentage of teachers holding full professional credentials, with a mean of 83% (compared to 88% at non-Horizon schools) and a median of 84% (compared to 90% for non-Horizon schools).

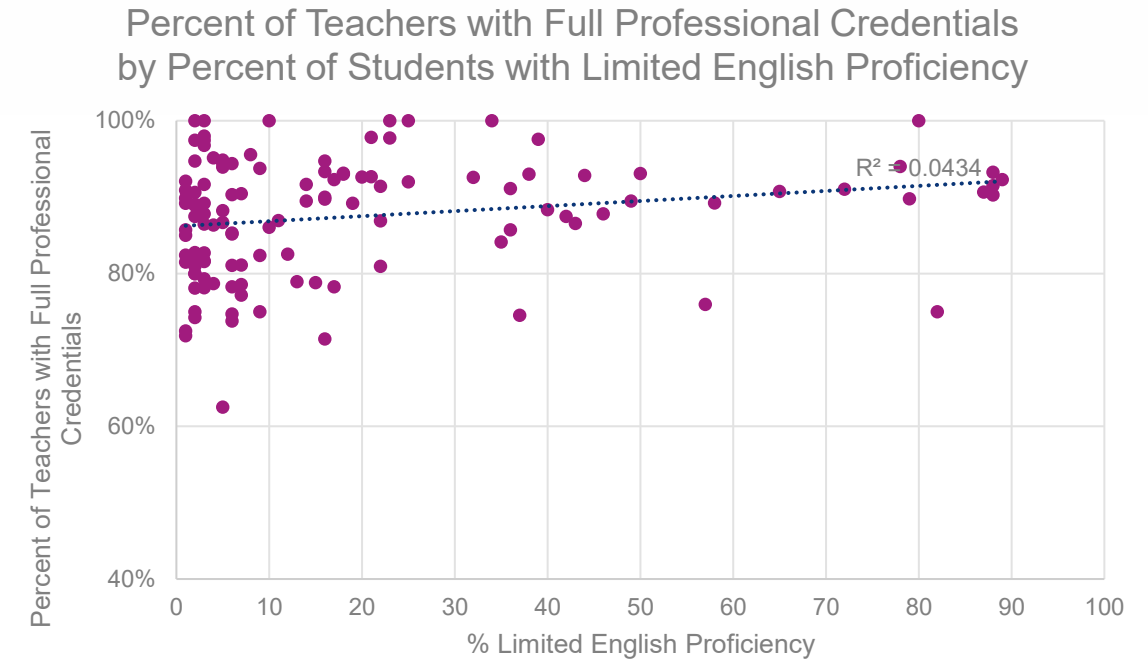
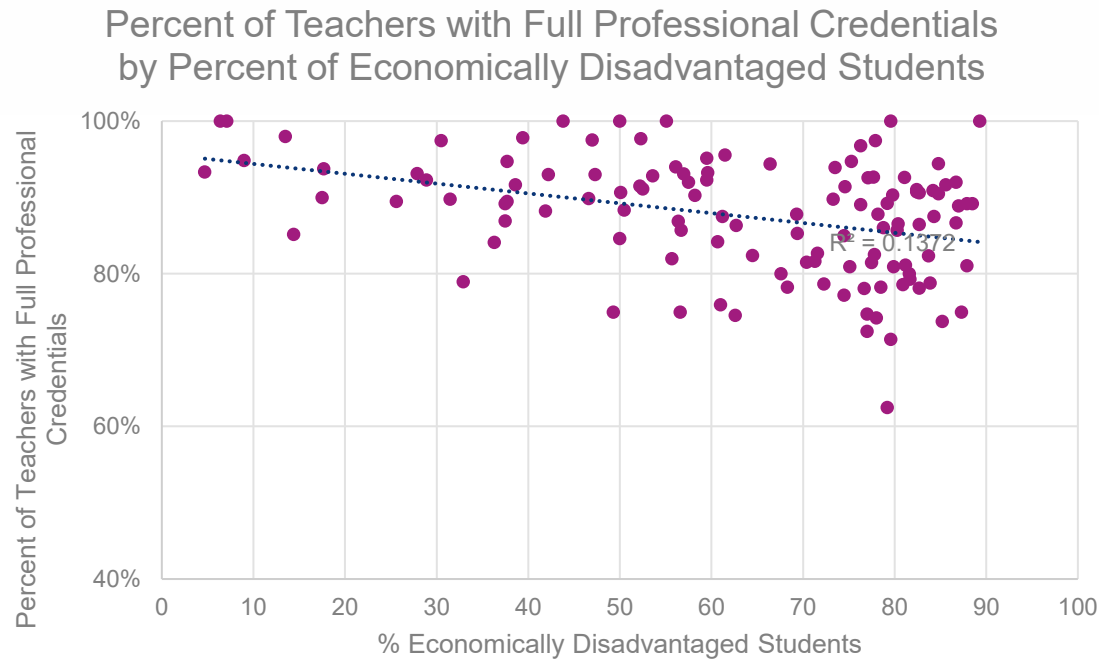
Percent of Teachers with Full Professional Credentials by Horizon Designation



Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "Years of Exp. Teachers and Paras", 2024-2025.
Source: Georgia Professional Standards Commission, "502-2.02 Classification." Retrieved from <https://www.gapsc.com/rules/current/certification/505-2-.02.pdf>



Resource Distribution: Teacher Credentials



Schools with higher percentages of **economically disadvantaged students** have a somewhat *lower percentage* of teachers with full professional credentials.

Schools with higher percentages of **students with limited English proficiency** have a somewhat *higher percentage* of teachers with full professional credentials

Content revised 6.3.2025

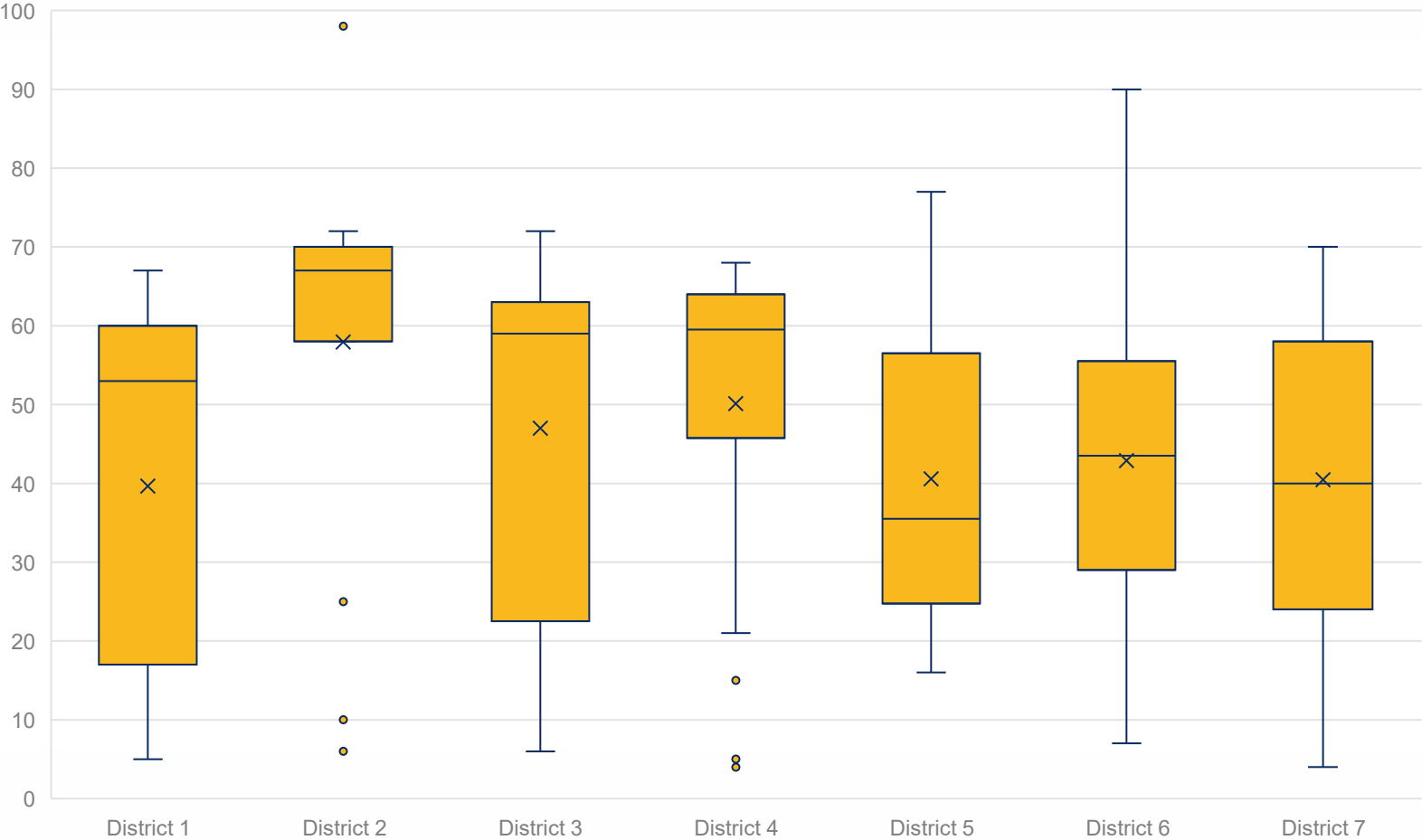
Source: Data provided by DeKalb County School District, "Years of Exp. Teachers and Paras" 2024-2025.

Source: Governor's Office of Student Achievement, "Enrollment by Subgroup Metrics 2022-23 2023-12-15_18_54_53," "Direct Certification (School) 2023-2024"

Source: Georgia Professional Standards Commission, "502-2.02 Classification." Retrieved from <https://www.gapsc.com/rules/current/certification/505-2-.02.pdf>

Resource Distribution: Age of Facilities

Age of School Buildings by Board District



Across the District:

- Mean age of school building: 46 years
- Median age of school buildings: 54 years

Across Board Districts, the age of school buildings varies.

- District 1 has the **lowest average (mean) age** of school buildings (40 years) and District 5 has the **lowest median age** (36 years).
- District 2 has the **highest average (mean) age** (58 years) and the **highest median age** (67 years).

Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "Schools_20250527"



Resource Distribution: Age of Facilities

PCG analyzed the age of school building by various student body demographics, including:

- Race and ethnicity
- Percent of students with disabilities
- Percent of economically disadvantaged students (based on Direct Certification)
- Percent of students with limited English proficiency.

PCG found **no relationship** between student demographics and the age of school buildings.

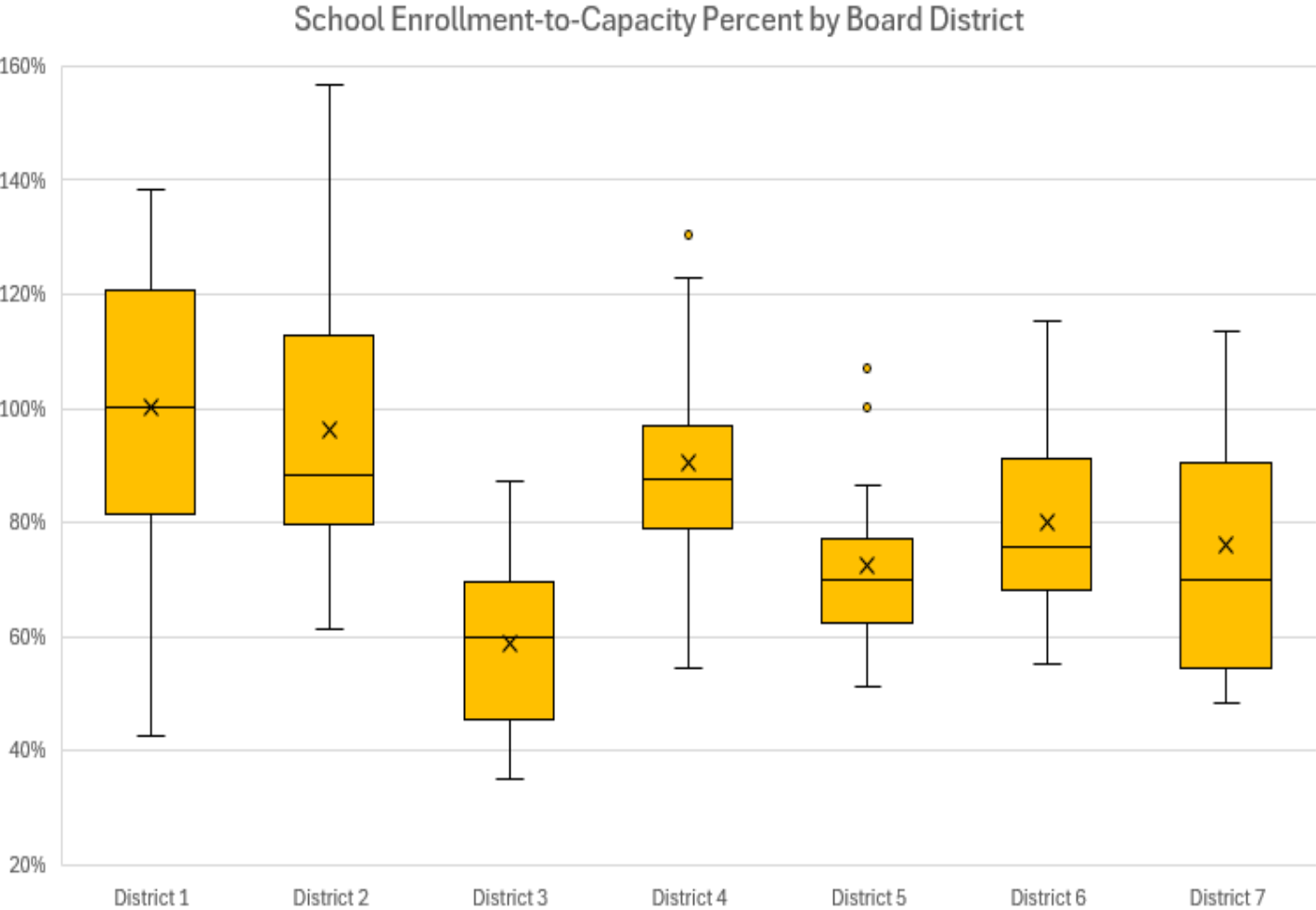
Content revised 6.3.2025

Source: Data provided by DeKalb County School District, "Schools_20250527"

Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53," "Direct Certification (School) 2023-2024"



Resource Distribution: Facility Capacity



Across the district, schools are operating at an average (mean) 81% of student enrollment-to-capacity, with a median of 77%.

The mean student enrollment-to-capacity ranges from a low of 59% in District 3 (median of 60%) to a high of 100% in District 1 (median of 100%).

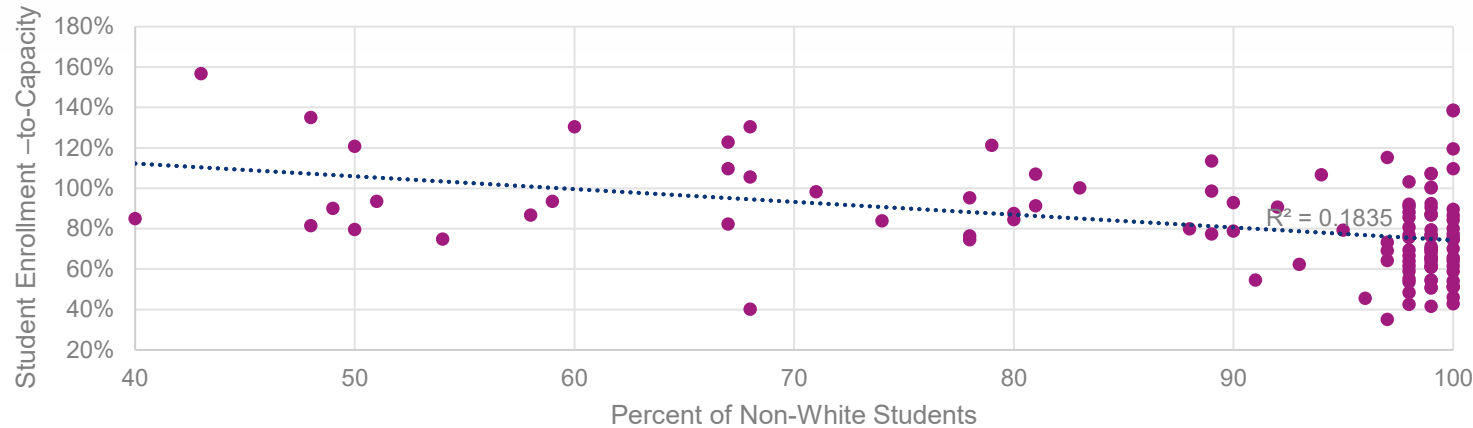
Notably, ten DCSD schools are overenrolled by more than 15% (enrollment-to-capacity percent > 115%). These schools are in Districts 1, 2, and 4.

Content revised 6.3.2025
Source: DeKalb County School District, "Enrollment and Capacity by School October 2024," retrieved from <https://www.dekalbschoolsga.org/operations/planning/>



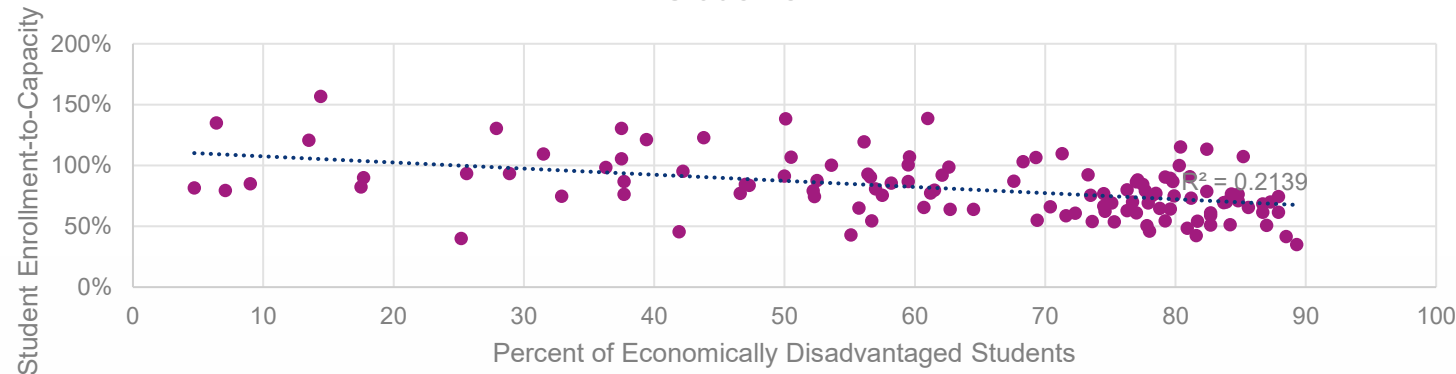
Resource Distribution: Facility Capacity

School Enrollment-to-Capacity by Percent of Non-White Students



Schools with **higher percentages of non-White students** and/or **higher percentages of Economically Disadvantaged students** are more likely to be **underenrolled**.

School Enrollment-to-Capacity by Percent of Economically Disadvantaged Students

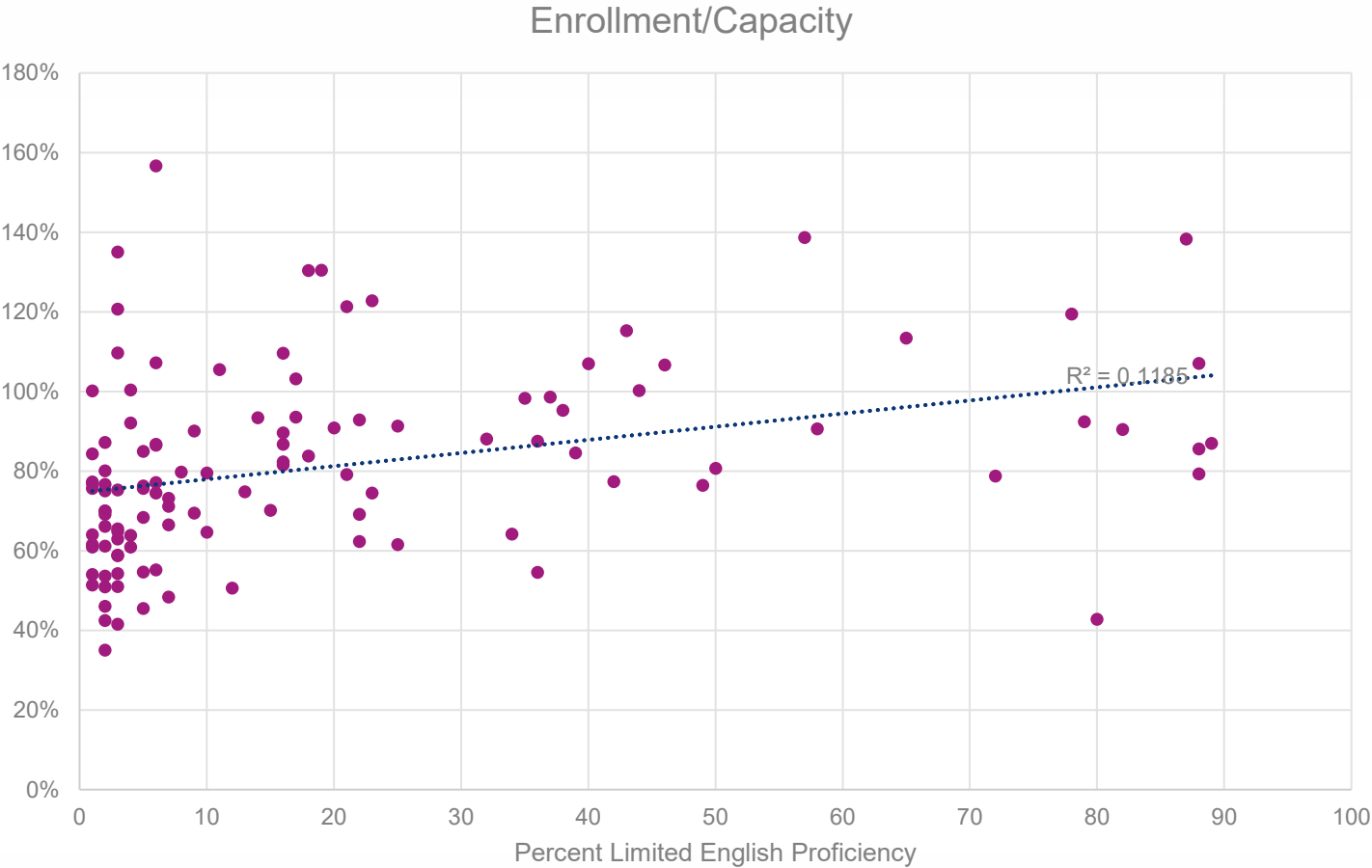


Content revised 6.3.2025

Source: DeKalb County School District, "Enrollment and Capacity by School October 2024," retrieved from <https://www.dekalbschools.org/operations/planning/>

Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53," "Direct Certification (School) 2023-2024"

Resource Distribution: Facility Capacity



Schools with **higher percentages of students with Limited English Proficiency** are more likely to be **over-enrolled**.

Source: DeKalb County School District, "Enrollment and Capacity by School October 2024," retrieved from <https://www.dekalbschoolsqa.org/operations/planning/>

Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53"



Resource Allocation

Classroom Visits

Desired Outcomes:

- Funding, staffing and other resource allocations support access and opportunity for all students.
- Actual expenditures, staffing, and other resource allocations are applied in line with access and opportunity strategies.

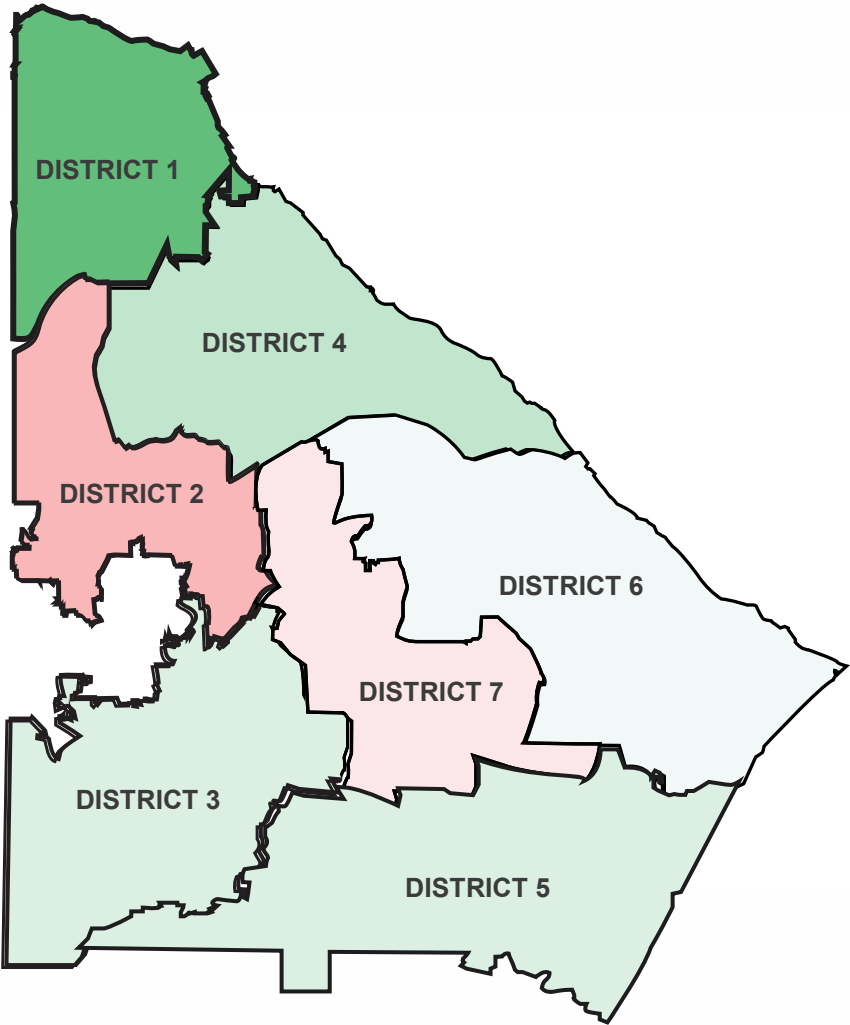
Evidence based strategy	Core Practice	% of visits demonstrating core practice
Classrooms are well-maintained and safe	Classroom is clean.	85%
	Classroom facility is well-maintained (look ceiling tiles, blinds, paint, carpet).	74%
Physical environment is welcoming and conducive to learning	Classroom has adequate size.	87%
	Classroom has adequate lighting.	80%
	Classroom has robust technology (computers, projectors, interactive whiteboard, Wi-Fi).	88%
	Classroom has comfortable temperature and ventilation.	81%
	There are displays of student work in common areas.	61%
Buildings are well-maintained and safe	Building is physically secured (check-in procedures, locked doors).	74%
	Hallways and common i.e., restrooms/cafeterias) are clean.	77%
	Exterior areas are well-maintained.	69%
	Interior areas are well-maintained.	65%

Classroom Visits

Resource Allocation

On average, in classroom visits across the district, PCG observed **9 of the 11 core practices related to facilities and resource allocation**. The 11 core practices are listed in the previous slide.

Facilities and Resource Allocation	
Total Available Core Practices	11
Board District	Average Number of Core Practices Observed
Board District 1	10.3
Board District 2	5.8
Board District 3	8.9
Board District 4	9.3
Board District 5	8.8
Board District 6	8.2
Board District 7	7.7



Resource Allocation

Opportunities for Growth

Additional needs-based resource allocation

- While DCSD's Resource Allocation Methodology Plan (RAMP) takes into account some aspects of school and student body need, gaps exist. Specifically, RAMP does not provide for additional allocations for schools with higher percentages of students who have Limited English Proficiency or who are economically disadvantaged. In fact, on average, schools with higher percentages of economically disadvantaged students receive slightly less local and state funding on a per pupil basis.

Inconsistency in teacher credentials

- There is some variation in the percentage of teachers holding full professional credentials (as compared to alternative or provisional credentials) by Board District. Additionally, Horizon schools and schools with higher percentages of economically disadvantaged students tend to have *lower percentages of fully credentialed teachers*.

Significant variance levels of over- and under-enrollment

- There is significant variance in the levels of over- and under-enrollment in DCSD schools, ranging from 35% to 157%.
- Schools with **higher percentages of non-White students** and/or **higher percentages of Economically Disadvantaged students** are more likely to be **underenrolled**, while schools with **higher percentages of students with limited English proficiency** are more likely to be **overenrolled**.

Resource Allocation

Opportunities for Growth

Impact on experience based on school fundraising capacity

- In focus groups, students, family members, and school and district staff members all shared concerns about the differences in student experiences based on school-specific fundraising capacity. Specifically, stakeholders noted independent school foundations, booster clubs, and parent organizations that engage in private fundraising to generate revenue for the school. Stakeholders perceive that this leads to disparities in facilities, supplies, program offerings (e.g. field trips), etc.

Perceived disconnects between district and sites related to facilities

- In surveys and focus groups, students, family members, and school-based staff consistently described challenges related to school building cleanliness and, specifically, problems with the cleanliness and functionality of school bathrooms. This was the most common theme noted by students in survey open-ended responses.
- When asked whether their school building is a clean and comfortable place to learn or work, only 36% of students and 67% of teachers agreed. A higher percent of parents (73%) and school administrators (79%) agreed.

Resource Allocation

Recommendations

1. Sustain and Communicate Existing Successes related to Resource Allocation

- Continue to monitor and celebrate the successes, including consistent distribution of experienced teachers and whole-district technology deployment across all schools.
- Publicly share data highlighting this strength in district communications to build confidence and transparency.

2. Enhance Needs-Based Resource Allocation Using Transparent Budgeting

- Build upon the existing budgeting process by explicitly incorporating additional weighted funding within the RAMP for schools with higher percentages of economically disadvantaged students and students with Limited English Proficiency.
- Clearly articulate in the Budget Book how these weights are calculated and applied to address the identified funding disparities.
- **Strengthen accountability measures** by linking data-driven insights to policy and resource allocation decisions so that funding and initiatives directly support identified areas of need.

3. Strategically Target Pilot Initiatives Based on Need

- Develop a clear protocol for selecting pilot program sites that prioritizes schools with the greatest identified needs related to the initiative's focus. For example, literacy program pilots should first target schools with the lowest literacy rates, and technology pilots should initially focus on schools where technology integration would have the most significant impact on student learning.

3. Implement Strategies to Increase Fully Credentialed Teachers in Targeted Schools

- Expand existing recruitment and retention strategies to increase the percentage of fully credentialed teachers in Horizon schools and schools with higher percentages of economically disadvantaged students. This could include:
 - Offering signing bonuses or stipends for fully credentialed teachers who choose to work in these schools.
 - Providing enhanced professional development opportunities and mentorship programs specifically for teachers in these schools.
 - Creating pathways for provisionally or alternatively certified teachers in these schools to obtain full professional credentials through district-supported programs.

Resource Allocation

Recommendations

4. Address Variance in Over- and Under-Enrollment

- Leveraging the emerging Student Assignment Project initiative to conduct a comprehensive analysis of the factors contributing to over- and under-enrollment, paying close attention to school choice policies, attendance boundaries, and program offerings. Based on this analysis, develop and implement strategies to promote more balanced enrollment across the district. This could involve:
 - Adjusting attendance boundaries.
 - Creating or expanding popular programs in underenrolled schools.
 - Improving communication and outreach to families in underenrolled areas.
 - Carefully managing school choice options to mitigate segregation and imbalance.

5. Mitigate the Impact of School Fundraising Capacity.

- Develop a district-wide policy on school fundraising that aims to reduce disparities in resources. This could include:
 - Establishing and upholding clear guidelines and limitations on the types and amounts of fundraising activities.
 - Establishing and upholding clear guidelines on limitations on the activities that are made available to students through independent fundraising (e.g. field trips).
 - Creating a district-level foundation or fund that pools a portion of privately raised funds and redistributes them to schools with the greatest needs.
 - Increasing district funding to provide a baseline level of resources for all schools, reducing the reliance on private fundraising for essential programs and materials.

Resource Distribution

Survey Date

Survey of Students: Resource Distribution

Resources	All	American Indian	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or more races	Other	Prefer not to respond
Total Number of Participants	16,676	245	960	7,675	2,945	81	2,029	1,144	1,000	597
My school building is a clean and comfortable place to learn.	36%	33%	42%	33%	46%	35%	40%	30%	32%	34%

• Source: Data retrieved from PCG Student survey.



Survey of Parent/Family: Resource Distribution

Resource Distribution	All	Asian	Black	Hispanic	White	Two or more races	Prefer not to respond
<i>Total Number of Participants</i>	1,653	56	835	139	388	78	150
My child's school building is a clean and comfortable place to learn.	73%	84%	77%	83%	65%	68%	58%
My child's school has enough staff to support students' learning, well-being, and safety.	54%	66%	56%	69%	49%	49%	38%
My child's school has enough resources (non-staff) to support students' learning, well-being, and safety.	49%	56%	50%	57%	50%	42%	38%

- Source: Data retrieved from PCG Parent/Family survey.
- Parent/Family subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Resource Distribution

Resource Distribution	All	American Indian	Asian	Black	Hispanic	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	4,737	22	110	2,647	123	859	189	81	604
My school building is a clean, comfortable, and safe place to work.	67%	57%	79%	71%	65%	65%	62%	69%	53%
My school has enough staff to support students' learning, well-being, and safety.	55%	50%	78%	61%	54%	48%	54%	48%	40%
My school has enough resources (non-staff) to support students' learning, well-being, and safety.	56%	46%	81%	59%	59%	53%	51%	48%	42%

- *Source: Data retrieved from PCG Instructional Staff survey.*
- Instructional Staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Resource Distribution

Resource Distribution	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
<i>Total Number of Participants</i>	4,680	2,640	897	1,143
My school building is a clean, comfortable, and safe place to work.	67%	71%	64%	60%
My school has enough staff to support students' learning, well-being, and safety.	55%	55%	58%	53%
My school has enough resources (non-staff) to support students' learning, well-being, and safety.	56%	58%	53%	53%

- *Source: Data retrieved from PCG Instructional Staff survey.*
- Instructional Staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of School Administrator: Resource Distribution

Resource Distribution	All	Black	White	Prefer not to respond
Total Number of Participants	312	227	35	31
My school building is a clean, comfortable, and safe place to work.	79%	83%	77%	71%
My school has enough staff to support students' learning, well-being, and safety.	67%	70%	62%	55%
My school has enough resources (non-staff) to support students' learning, well-being, and safety.	68%	71%	74%	55%

- Source: Data retrieved from PCG School Administrator survey.
- School Administrator subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.



Family Engagement

Section Contents:

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*
- *Survey Data*

*To what extent do the **family engagement** efforts of DCSD inclusive, collaborative, welcoming and supportive?*



Family Engagement

Strengths to Build On

Dedicated staff, programs, and initiatives

- DCSD has made meaningful investments in staff and programming focused on family engagement, including:
 - The Department of Family & Community Empowerment with multilingual and multicultural representation.
 - Programs like Check and Connect, SAFE Centers, Read and Rise, and GRIP Saturdays.
 - Efforts such as H-Pride, bilingual family literacy events, and thought exchanges.
- In respective focus group conversations, district staff and school leaders emphasizes their care and commitment related to engaging families, working to meet them where they are.

Multilingual communication infrastructure

- Communications are being translated into multiple languages, with interpreters, multilingual liaisons, and translated district-wide messaging showing strong intent to include diverse families. Of families who speak a language other than English at home, 87% indicated in the survey that their student's school communicated with them in the language that they prefer.
- The Bilingual Council and *Fambassadors* (multilingual parents who receive training and a stipend to help the district connect with multicultural families) have been cited positively by Spanish-speaking parents as examples of improvement.

Leadership visibility and listening structures

- The Superintendent's efforts to attend events, host town halls, and communicate with families have been acknowledged by district staff, board members, and parents.

"The superintendent attends all of these meetings (committees, councils, etc.) to hear from parents. None of this existed in our district prior to Dr. Horton's arrival."

- District Staff member

Family Engagement

Strengths to Build On

Promising school-based family engagement practices

- Some schools exhibit exemplary practices, such as:
 - Weekly multilingual newsletters
 - Open-door policies
 - Instructionally-focused parent events
 - Established expectations and clearly communicated opportunities for parent engagement at some theme/magnet schools
- Many families feel welcomed, heard, and involved. In the family survey:
 - 85% of families agreed that there are opportunities for them to be involved in school activities
 - 80% of families agreed that they receive regular, clear, and accessible communication from their student's school.
 - 78% agreed that they can share their experiences, questions, and concerns with their student's teacher or other school staff.

Evolving mindsets and cultural responsiveness

- There is increased awareness that family engagement should be culturally responsive, flexible, and centered on trust, as indicated in board member interviews, and school leader, teacher, and family focus groups.
- Several leaders and teachers emphasize relationship-building over attendance, and recognize that "showing up" looks different for different families.

Family Engagement

Strategies Analysis at-a-Glance

Desired Outcomes: DCSD offers effective family engagement through inclusive engagement activities and collaborative systems between DCSD and families. Families of DCSD feel welcomed, supported, involved, and valued as members of the school community.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
District has a family engagement system that supports various needs, offers flexible engagement options, values shared input, and effectively coordinates between families and schools.	There is transparency and flexibility from school staff regarding communication and collaborative efforts with families to support learning and success		✓	
	DCSD engages families in several roles including co-creators of knowledge, resources, participants, collaborators; i.e., families are involved in providing input into making important decisions within the school district		✓	
	Families feel included, welcomed, and valued at school and at school-sponsored events		✓	
	Culturally responsive messaging, and practices are used to engage families		✓	
	Family engagement is viewed as a core element of education practices		✓	
	Family engagement efforts are sustained with resources and systems		✓	
	District seeks participation of parent leaders who are representative of their diverse families, including all forms of diversity, such as socio-economic, racial/ethnic, cultural, linguistic, and gender identity	✓		

Family Engagement

Strategies Analysis at-a-Glance

Desired Outcomes: Families of DCSD feel welcomed, supported, involved, and valued as members of the school community.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
District has a family engagement system that supports various needs, offers flexible engagement options, values shared input, and effectively coordinates between families and schools.	Families receive regular, clear, and accessible communication from the school and/or district in various languages, formats, and channels (e.g., newsletters, emails, phone calls, and websites).	✓		
	Families are actively invited to participate in school events, parent-teacher conferences, volunteer opportunities, and other activities that allow them to engage with the school community.	✓		
	Families feel that their concerns, suggestions, and feedback are listened to and acted upon, and they are empowered to advocate for their children’s needs.		✓	
	Schools and/or the district recognize and honor the cultural traditions, values, and practices of the families they serve.		✓	
	Families are greeted warmly and respectfully when they enter the school, and they feel comfortable and valued when engaging with staff.		✓	



Family Engagement

Opportunities for Growth

Lack of trust and a need for relational repair

- In focus groups and surveys, families and district staff note that there is long-standing mistrust from families toward the district, including school leadership, district leadership, and the Board of Education. While families note that progress is being made, they still note a need to see continued progress in order to rebuild trust.
- In focus groups and surveys, families report a perception that their feedback is collected but not acted upon, and their advocacy is often dismissed or penalized. Only 59% of families surveyed agreed that their concerns, suggestions, and feedback are listened to and acted upon. This contributes to feedback fatigue and skepticism about engagement efforts.

Under-engagement of high-need populations

- Some families of students with disabilities, ELs, and low-income communities feel under-supported and under-informed, as referenced in family focus groups. EL families report that they sometimes do not know what services exist, and translated materials are not always accompanied by accessible explanations.
- Some staff noted in focus groups a need for greater districtwide investment in these groups, and a desire for more staff, clearer policies, and shared ownership across departments.

“Parents say, ‘I don’t want to get my hopes up.’”

- Family Focus Group respondent

“We’ve given feedback, but we don’t hear what’s done with it.”

- Family Focus Group respondent

“I was seeking help and did not know what to do. The results did not help me—all they said was ‘he is fine.’ Through a private environment I found out he has ADHD...I had to wait several months for an IEP meeting.”

- Family Focus Group respondent

“It does feel like there’s a hierarchy, and students and families who are immigrants or non-English speakers are treated like a nuisance.”

- Family Focus Group respondent

Family Engagement

Opportunities for Growth

Inconsistent practices across schools

- Only 53% of families surveyed agreed that their student's school involves families in decisions about the school climate, curriculum, policies and services.
- Some board members, district staff, school leaders, and parents mentioned that family engagement varies between schools, often depending on the principal's leadership, the strength of the PTA, and staff capacity. Notably, 32% of administrators and 34% of instructional staff surveyed stated that school staff are not provided with the necessary training and tools to engage families from diverse backgrounds.
- Some family focus group and survey respondents believe that this inconsistency specifically exists between North and South, leading to concerns about the relative influence of families in different parts of the district.
- Some schools have well-attended, family-centered events; others struggle to get parents to show up, as indicated district staff, school leader, and family focus groups, as well as in a board member interview.

"North side has more money, and more affluence, and more likely to raise their concerns to the district level, and more likely to be listened to. South side is less likely to do that. Principals are more likely to respond if they think you will go over their heads."

- Family Focus Group respondent

Barriers to access and participation

- Persistent barriers referenced in district staff, school leader, teacher, and family focus groups include:
 - Logistical challenges, including lack of childcare, transportation, flexible volunteer hours, and virtual options.
 - Technology challenges, including a digital literacy gaps for parents.
 - Burdensome volunteer clearance processes, which can deter participation.

"Some schools have strong PACs [Parent Advisory Councils] but with some schools it's a struggle, begging for individuals to participate. If we're doing this work right, it would happen more organically."

- District Staff member

Communication gaps and overload

- Families in focus groups report both under-communication and communication overload, depending on the school. Parents specifically note frustration with unclear, last-minute, or inaccessible communication—especially around critical issues like academic support, school safety, and IEPs/504s.
- Families report that some communication platforms (e.g., ClassDojo, SchoolMessenger) feel fragmented or difficult to navigate.



Family Engagement

Recommendations

1. Create a baseline standard for family engagement

- Develop a clear **districtwide framework or minimum expectations for family engagement**, while allowing school-level flexibility to adapt to their unique communities.
- Include expectations for:
 - Number and type of events per semester
 - Language access
 - Communication timeliness and formats
 - Inclusion of parent voice in decision-making
- Develop a family engagement accountability tool for school leaders to reflect on progress and guide improvement.

2. Expand access for families

- Expand family engagement **opportunities that are flexible, culturally relevant, and accessible outside of school hours**, including:
 - Virtual engagement options
 - Community-based gatherings (outside school buildings)
 - Events co-led by families
- Reimagine the volunteer clearance process to be more inclusive by creating tiered levels of clearance based on role. Lower-tier volunteer opportunities, where a full background check process may not be necessary, could include:
 - At-home engagement (e.g., making materials or translating flyers)
 - Community-based engagement (e.g., serving on advisory boards, helping with event planning)
 - Cultural knowledge-sharing (e.g., leading workshops, storytelling)



Family Engagement

Recommendations

3. Prioritize relationship-centered engagement

- Train principals, staff, and front office personnel in relationship-building practices, especially in communities with histories of mistrust.
- Facilitate and support non-traditional forms of engagement and meet families where they are, from sports events to WhatsApp groups to neighborhood churches.

4. Invest further in interpretation and multilingual family support

- Increase the number of full-time interpreters and multilingual liaisons in high-need schools.
- Ensure translated communication is accurate, timely, and accompanied by simplified explanations.
- Use tools like ELSA Speak or community partners to support real-time interpretation at meetings and conferences.

5. Amplify parent voice and feedback loops

- Continue to host small group listening sessions across regions and languages with families who often go unheard.
- Show how parent feedback is used (e.g., "You Said, We Did") to build trust and transparency.
- Support more parent-led initiatives like the Bilingual Council, PACs, and *Fambassadors*, and build their leadership capacity.

6. Increase internal coordination as it relates to family communication

- Promote stronger alignment between departments (e.g., curriculum, special education, English learners, community partnerships) to ensure families receive cohesive, actionable information.

Family Engagement Survey Data

Survey of Parent/Family: Family Engagement

Family Engagement	All	Asian	Black	Hispanic	White	Two or more races	Prefer not to respond
<i>Total Number of Participants</i>	1,653	56	835	139	388	78	150
I receive regular, clear, and accessible communication from my student's school.	80%	86%	80%	81%	85%	72%	71%
My student's school communicates with me in the language I prefer.	93%	93%	93%	87%	98%	95%	91%
I can share my experiences, questions, and concerns with my student's teacher or other school staff.	78%	82%	81%	70%	82%	77%	64%
I feel my concerns, suggestions, and feedback are listened to and acted upon.	59%	75%	60%	62%	63%	55%	42%
My student's school involves families in decisions about the school climate, curriculum, policies and services.	53%	61%	55%	65%	50%	53%	39%
There are opportunities for me to be involved in school activities, such as parent-teacher conferences, volunteer opportunities, career days, etc.	85%	80%	87%	81%	88%	87%	81%

- *Source: Data retrieved from PCG Parent/Family survey.*
- Parent/Family subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Family Engagement

Family Engagement	All	American Indian	Asian	Black	Hispanic	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	4,737	22	110	2,647	123	859	189	81	604
Staff communicate regularly with families.	85%	82%	88%	86%	82%	86%	88%	74%	78%
My school/the district values families' input in decision-making processes	74%	70%	83%	77%	75%	74%	75%	64%	62%
My school provides staff with the necessary training and tools to engage families from diverse backgrounds.	66%	71%	80%	69%	69%	64%	60%	55%	53%

- Source: Data retrieved from PCG Instructional Staff survey.
- Instructional Staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: Family Engagement

Family Engagement	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
<i>Total Number of Participants</i>	4,680	2,640	897	1,143
Staff communicate regularly with families.	85%	90%	81%	78%
My school/the district values families' input in decision-making processes	74%	77%	73%	68%
My school provides staff with the necessary training and tools to engage families from diverse backgrounds.	66%	69%	62%	61%

- Source: Data retrieved from PCG Instructional Staff survey.

Survey of School Administrator: Family Engagement

Family Engagement	All	Black	White	Prefer not to respond
<i>Total Number of Participants</i>	312	227	35	31
Staff at my school communicate regularly with families.	87%	89%	89%	74%
Staff at my school use culturally relevant approaches to invite families to participate in school activities.	77%	78%	80%	68%
My school/the district values families' input in decision-making processes	87%	89%	91%	66%
Staff at my school are provided with the necessary training and tools to engage families from diverse backgrounds.	68%	68%	80%	50%

- *Source: Data retrieved from PCG School Administrator survey.*
- School Administrator subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

School Climate

Section Contents:

- *Student Experience*
- *School and District Practices*
- *Instructional Staff Experience*
- *Survey Data*

To what extent is the climate of DCSD welcoming and supportive of all students and staff?



School Climate: Student Experience

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*



School Climate: Student Experience

Strengths to Build On

Students report feeling supported by teachers

- **Sixty-seven percent of all students surveyed agree with the statements “My teachers support me to succeed in all my classes.”** The sentiment is also shared by instructional staff at a rate of 84% who agree with the statement “Staff provide support to help all students succeed.”
- Among student survey open responses and Focus Group responses, students describe how “teachers are nice and supportive” or how **teachers “respect” students** creating a welcoming environment.
- Additionally, 64% of student survey respondents agree with the statement “I have positive relationships with most or all of my teachers.”

Students report feeling welcomed, valued, and respected

- Open student survey responses include: “the school makes me feel welcome” and “everyone is welcomed in the school no matter who they are.”
- Of all student survey responses, 57% of students report feeling welcomed, valued and respected.
- As described in teacher and student focus groups, district staff interviews, and student survey responses, DCSD provides support at schools and via district-facilitated programs such as Second Step for SEL and the Check and Connect Program.

School Climate: Student Experience

Strategies Analysis at-a-Glance

Desired Outcomes: Students of DCSD feel welcomed and supported

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
District's policies and practices support an inclusive school climate for students	Students have positive relationships with teachers, peers, and other staff members who are approachable, caring, and invested in their well-being.		✓	
	Students have access to necessary academic and mental health resources, including tutoring, counseling, etc.		✓	
	Students are encouraged to express their opinions, participate in decision-making, and have a sense of ownership in the school's activities and policies.		✓	
	Students feel welcomed, valued and respected, with their diverse backgrounds, identities, and cultures being recognized and celebrated.		✓	
	Students feel safe psychologically, physically, and emotionally. There is little to no bullying, harassment, or discrimination.		✓	
	District provides extracurricular activities that celebrate and reflect the cultures, interests, and needs of the students, such as language clubs, affinity clubs, cultural festivals, and international student organizations.	✓		
	Students feel heard at school regarding their academic, emotional, and social needs; There are district and/or school wide mechanisms in place to ensure students are heard		✓	
	Implementing policies that allow students to express their gender identity freely, such as using preferred names and pronouns.		✓	

School Climate: Student Experience

Opportunities for Growth

Students face challenges in feeling heard and included at school

- As evidenced by student survey responses, student focus group, and student survey results, **students who are not part of the largest demographic group at their schools, feel “left out.”** For example, Black students described feeling left out at a predominantly Hispanic school. The lack of inclusion was also seen during classroom visits in which observers noticed decoration in the schools that mirrored the predominant culture in the school, i.e., books about Black children in schools with primarily Black children or décor including the Hispanic community in predominately Hispanic schools with the omittance of other cultures or representations.
- Additional evidence was provided in the student survey responses in **which less than 50% of all students surveyed agreed with the statement “I feel heard at school regarding academic, emotional, and social needs.”** The only subgroup of students who reported feeling heard at a rate of 52% were White students. All other subgroups reported a level of agreement between 37% and 44%.

Subgroups of students are reporting lower rates of positive experiences when compared to their peers

- The level of **agreement for most climate-related survey questions was significantly lower among the American Indian, Two or More Races, and Native Hawaiian/Pacific Islander student subgroups** compared to others. For instance, in response to the statement, 'I feel safe physically at school,' only 48% of American Indian students, 46% of students identifying as Two or More Races, and 46% of Native Hawaiian/Pacific Islander students agreed. In contrast, all other subgroups reported agreement rates at or above the overall average of 53%."

School Climate: Student Experience

Opportunities for Growth

Students report mistreatment from other students

- **Less than 30% of all student survey respondents agree with the statement “students at this school treat each other with respect.”**
- Of all student survey responses, 32% agree with the statement “Most students in my school use language that respects the identities of all students, including pronouns, gender-neutral terms, and language that avoids stereotypes or marginalization, ” including agreement from 29% of non-binary students.
- Student survey and focus group responses cited behavior such as **fights, foul language, offensive race-based and gender-based language, microaggressions, and bullying** occurring at school.
- Additionally, in family and student focus groups, district staff interviews, and student survey responses, racism was cited as part of some students’ experiences. Students mentioned experiencing bullying due to their skin tone and cultural heritage in open student survey responses. Of all student survey participants, **less than 30% agreed with the statement “There is no bullying, harassment, or discrimination between students.”**

School Climate: Student Experience

Recommendations

1. **Establish informal student-centered and student-led PL regarding student identity and culture: “Getting to Know DeKalb”.**
 - An activity in which students prepare presentations about their culture, interests, and desired school activities can give students voice and provide an option to collect student ideas in a formalized, streamlined fashion.
 - Allowing **students to share who they are with others** not only provides context for teachers but also access into other perspectives for students. An initiative of this type can be district-wide entitled, **“Getting to Know DeKalb”** as an introductory way to share identities and support cultural competence.
 - Cultural competence is gained over time in small moments of awareness, reflection, and application.
2. **Incorporate more ways to glean student feedback and implement the feedback received in very public ways to ensure students see their feedback in action.**
3. **Include voices and representation of all student groups in more DCSD activities and events, instead of focusing on the majority of the student population.**
 - Students from **all demographic groups can** provide input for student activities.
 - Incorporate different cultures into music, food, and clothes during school events on a continual basis, not only during celebratory months.

School Climate: Student Experience

Recommendations

4. Provide spaces for students to anonymously report poor behavior.

- In open student responses, students mentioned harmful adult and student behavior such as racism and bullying.
 - Students need a location to safely and anonymously report these behaviors, such as:
 - Text applications.
 - Anonymous web-based forms.

5. Use various approaches to address poor student behavior:

- Teachers and staff should model the behavior they expect from students. When students see adults demonstrating respect, patience, and self-control, they are more likely to emulate these behaviors.
- Providing students with the tools to manage their emotions and handle situations appropriately can prevent disruptions.
- Encourage positive peer relationships through group projects, mentoring programs, or team-building activities.
- Reinforce desired behaviors with positive reinforcement techniques, such as praise, rewards, or recognition.

School Climate: School and District Practice

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*



School Climate: School and District Practices

Strengths to Build On

Elementary School Principals make communicating the code of conduct a priority at their schools

- In the school leader focus group, elementary school principals described their commitment to setting behavior expectations and clearly communicating these along with the code of conduct to all stakeholder throughout the year. This is supported in the survey data with over 76% of all school teachers who responded to the survey agreeing that “Policies and consequences are explained in ways that all students understand.” Agreement with this statement varies by school level with elementary school teachers agreeing at the highest rate with 79% and high school teachers agreeing at the lowest rate with 72%.
- Some promising practices mentioned in these focus groups include:
 - Prominently display behavior expectations for each classroom in the room
 - Post behavior expectations on ClassDojo to make families aware
 - Prominently display building norms around the school
 - Hold town hall meetings to discuss behavior expectations
 - Communicate the code of conduct with staff throughout the year with a specific focus on behavior events they see regularly
 - Develop a Student and Family handbook with a flow chart of events or consequences that ensue with different behaviors
 - Identify frequent fliers and develop a relationship with these students along with their families
 - Prioritize rewarding good behavior

School Climate: School and District Practices

Strengths to Build On

Implementation of PBIS and Restorative Practices

- While there are still areas to improve on as discussed in the next couple slides, 48 schools have PBIS and in the principal focus group, they claimed that almost all schools have something resembling PBIS.
- The following practices were shared in focus groups:
 - Culture and climate coordinators discussed their role of charging their schools with looking specifically at subgroups to see if there is disproportionality in how they are treating students.
 - Wraparound staff say they are working on restorative practices training across the district and are focused on implementing it with fidelity.
 - Elementary and Middle school principals try to incentivize positive behaviors in an effort to minimize having to take punitive measures for bad behaviors.
 - Instructional staff say that the district provides schools with PBIS incentives along with opportunities to celebrate student wins and achievement.

School Climate: School and District Practices

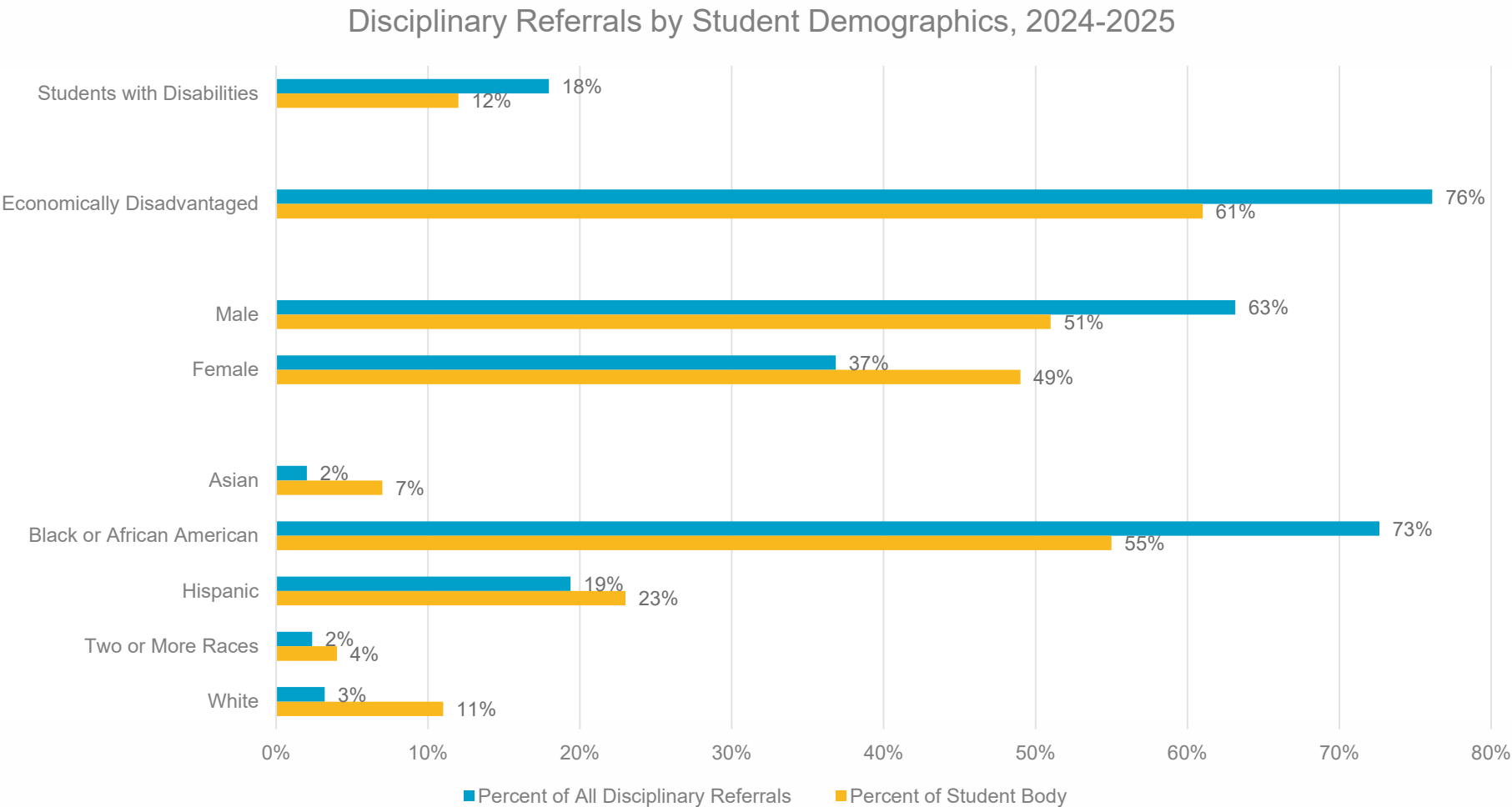
Strategies Analysis at-a-Glance

Desired Outcomes: DCSD has inclusive disciplinary practices.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
The District has systems and processes in place to support students academic experience regarding disciplinary practices.	Staff uses positive behavior support systems or restorative circles to address conflicts instead of punitive measure.		✓	
	Schools adopt policies that minimize racial, ethnic, gender, or socio-economic bias in disciplinary actions. This includes reviewing data to ensure that certain groups are not disproportionately punished.		✓	
	There are no significant gaps between student demographic groups when analyzing discipline data.			✓
	Expectations for student behavior are clearly communicated and consistently enforced across all student groups to ensure fairness and transparency. Policies and consequences are explained in ways that all students understand.		✓	



Disciplinary Referrals by Student Demographics



Black students, male students, economically disadvantaged students, and students with IEP are over-represented in disciplinary referrals.

Content revised 6.3.2025
Note: a list of the disciplinary referral types included in this analysis are listed in the Appendix.
Source: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025).



Risk Ratio Analysis: Disproportionality in Disciplinary Referrals

Disaggregated disciplinary referral data was provided by DCSD for the 2024-25 school year. PCG calculated risk ratios, which are used to examine whether students from different subgroups are overrepresented in disciplinary referrals. Risk ratios are calculated using the following formula:

$$\text{Risk Ratio} = \frac{\text{Number of students from a subgroup with a disciplinary referral} \div \text{the total number of students in the data set from that subgroup}}{\text{Total number of students with a disciplinary referral excluding the same subgroup} \div \text{the total number of students in the data set excluding that subgroup}}$$

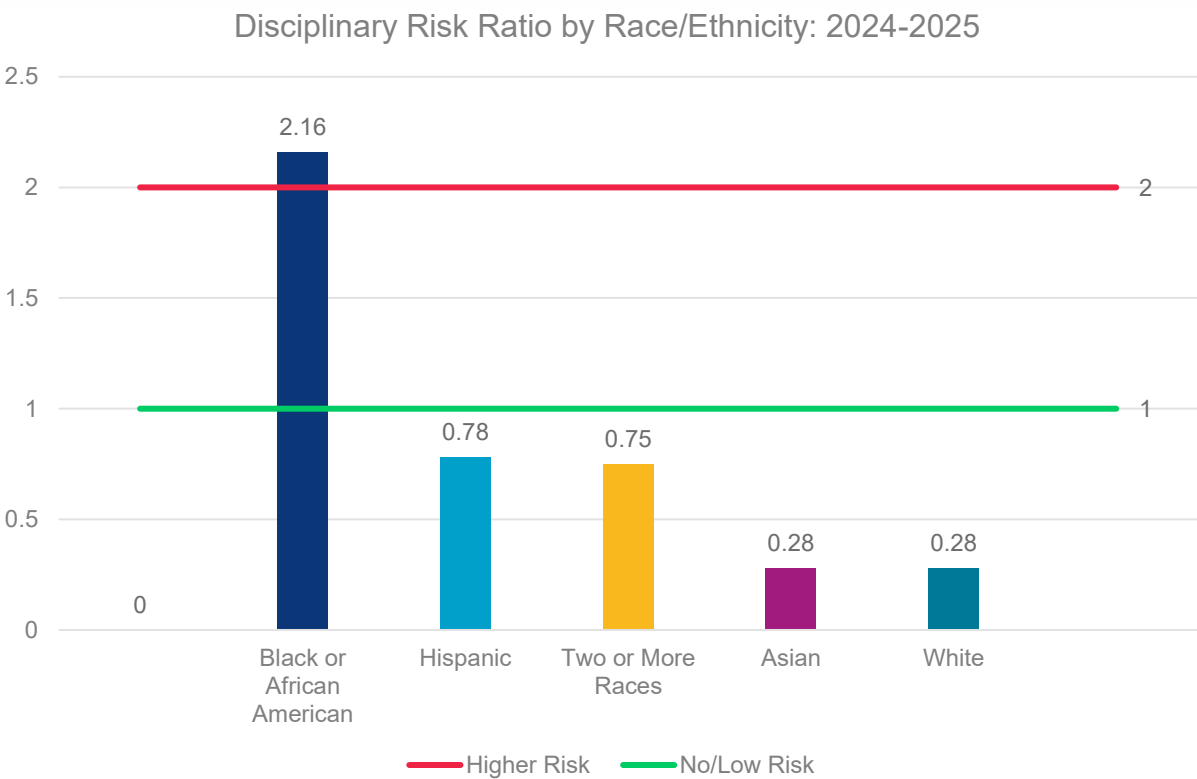
A risk ratio of 1.0 means there is no association between the student's demographic group and their likelihood of having a disciplinary referral. A risk ratio of **greater than 1.0** indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of **less than 1.0** indicates possible underrepresentation. Student subgroups with fewer than twenty (20) students in the data set were excluded from analysis.

Disciplinary Referrals by Race

Race	All Students	Students with Disciplinary Referrals
Black or African American	50,637	4,336
Hispanic or Latinx	21,646	1,157
Two or More Races	2,889	142
Asian	6,281	121
White	9,838	191
Total	91,796	5,969

Please note: Totals include students from a subgroup not reported due to small numbers. The additional subgroup included in the totaled values is American Indian/Alaska Native.

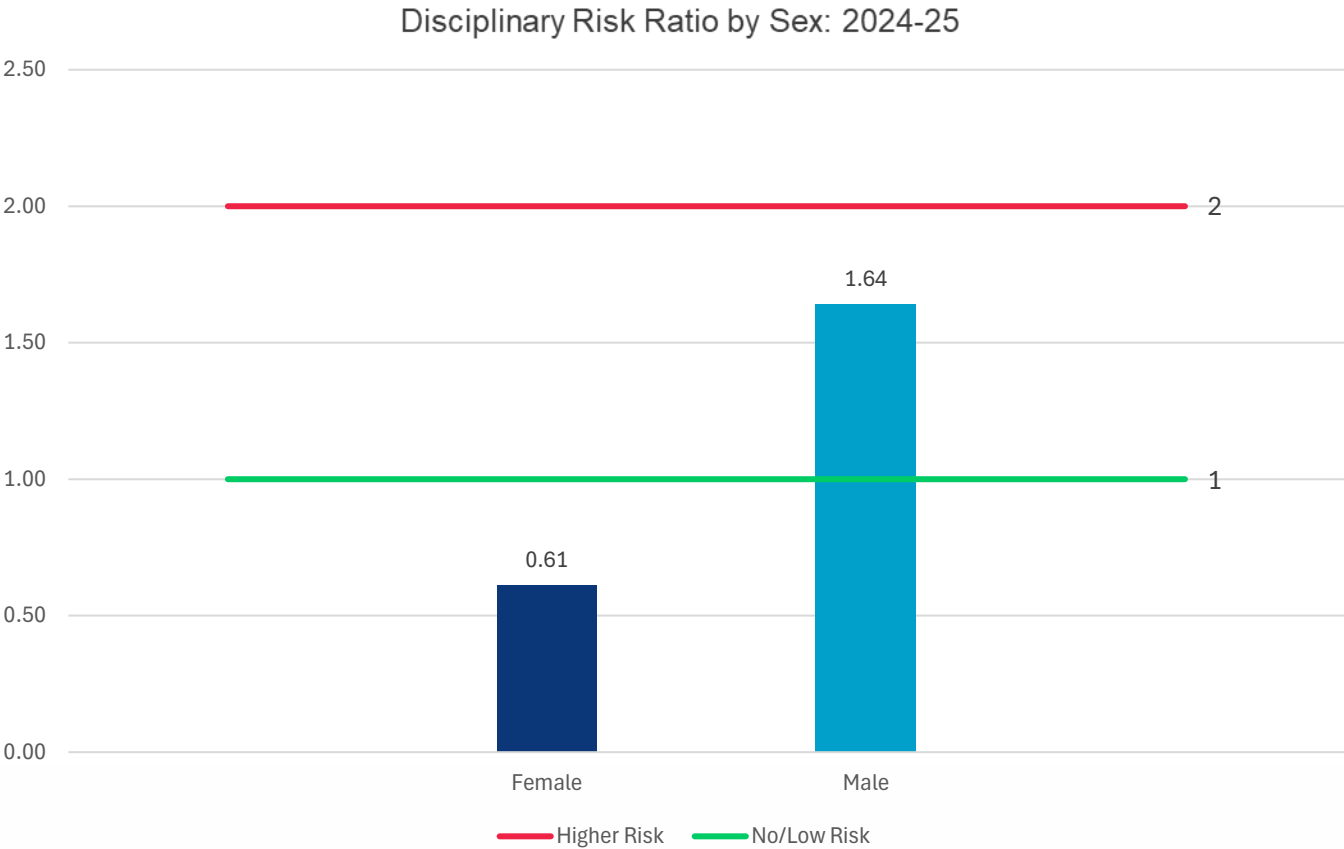
- Black or African American students have **2.16 times** the risk of receiving at least one disciplinary referral as all other students in the district.



Disciplinary Referrals by Sex

Race	All Students	Students with Disciplinary Referrals
Female	44,845	2,199
Male	46,951	3,770
Total	91,796	5,969

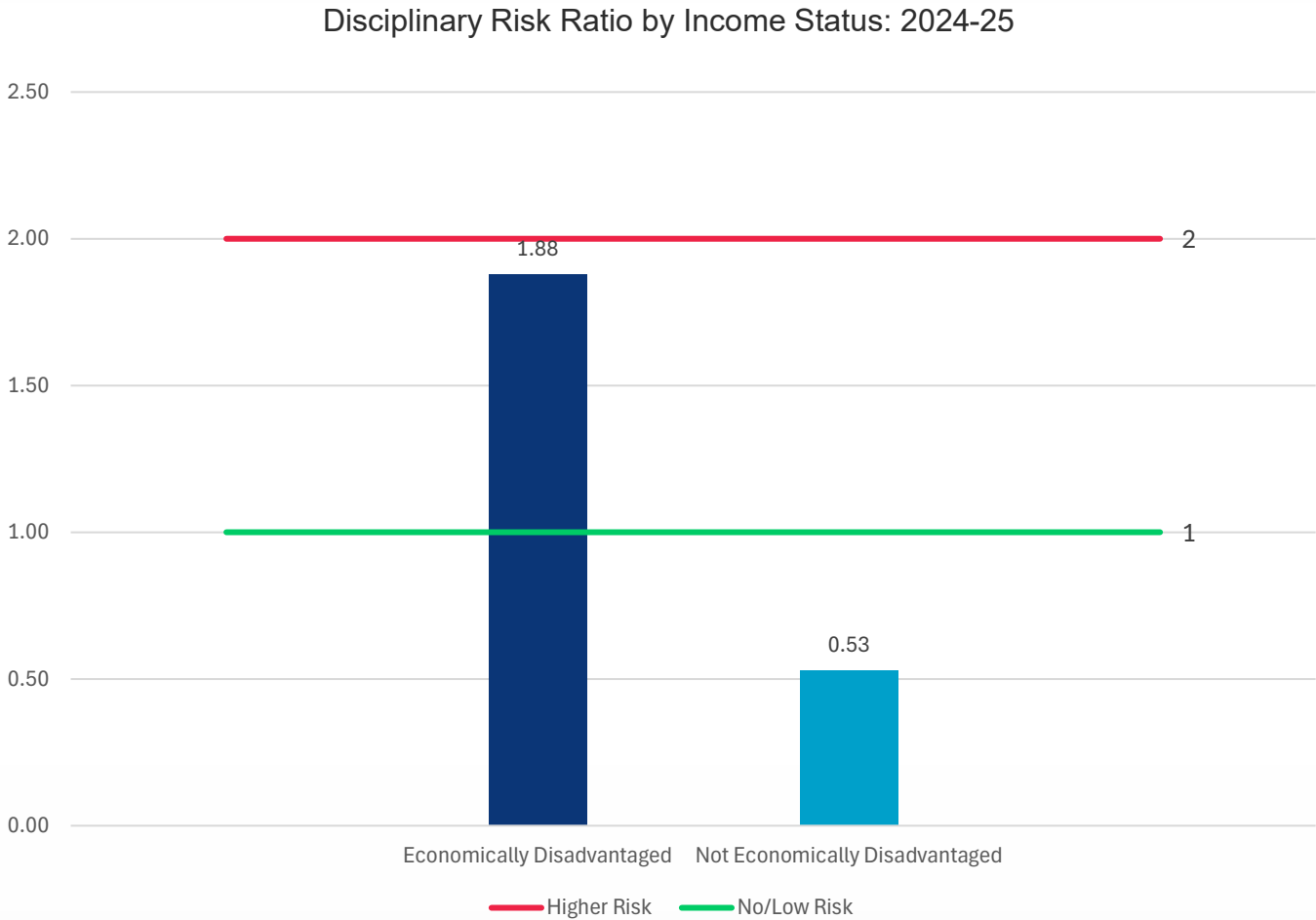
- Male students have **1.64 times** the risk of receiving at least one disciplinary referral as all other students in the district.



Disciplinary Referrals by Income Status

Race	All Students	Students with Disciplinary Referrals
Economically Disadvantaged	57,783	4,544
Not Economically Disadvantaged	34,013	1,425
Total	91,796	5,969

- Economically disadvantaged students have **1.88 times** the risk of receiving at least one disciplinary referral as students who are not classified as economically disadvantaged.



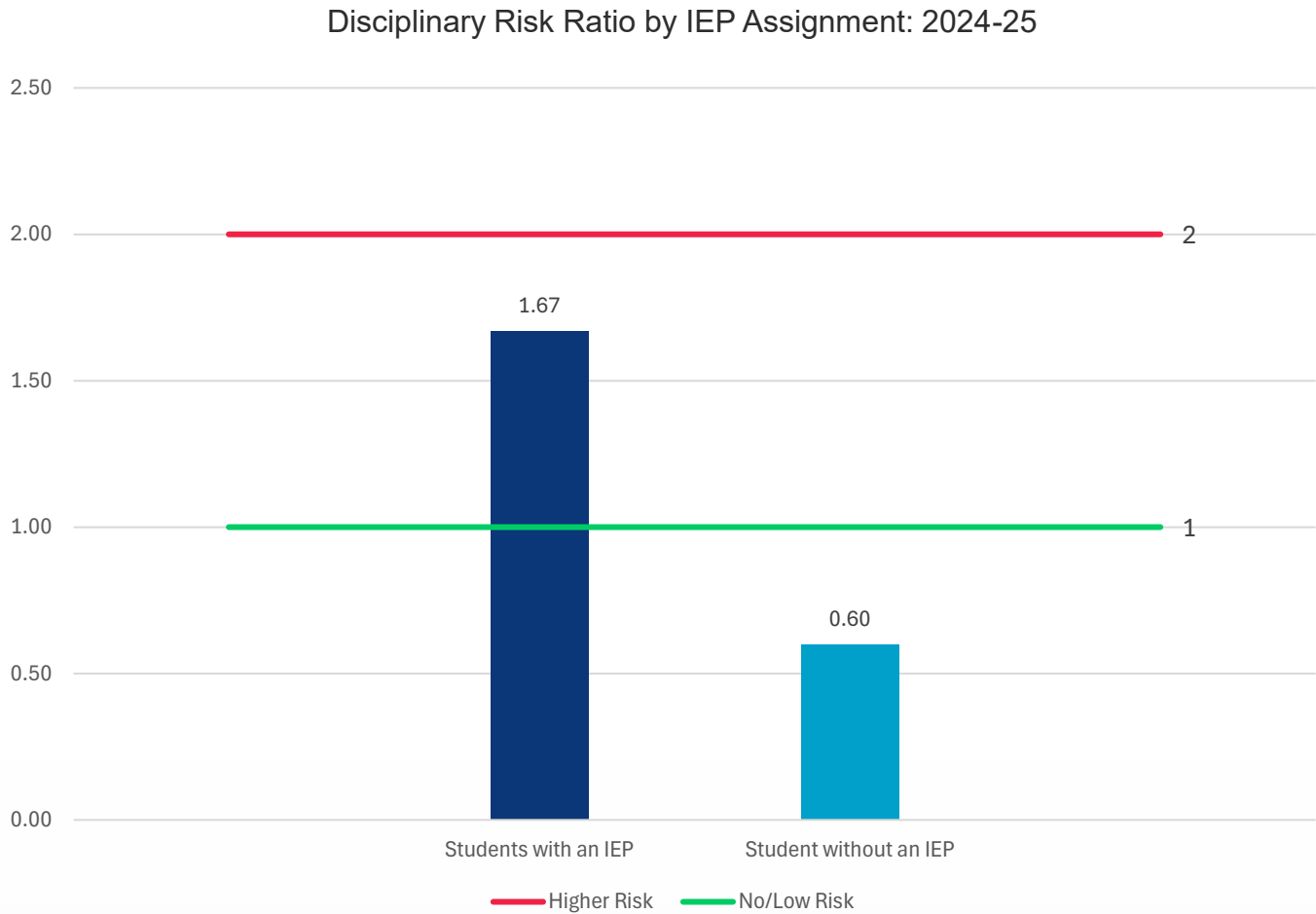
Content revised 6.3.2025
Source: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025).



Disciplinary Referrals by IEP Assignment

Race	All Students	Students with Disciplinary Referrals
Students with an IEP	81,175	4,897
Students without an IEP	10,621	1,072
Total	91,796	5,969

- Students with an IEP have **1.67 times** the risk of receiving at least one disciplinary referral as all other students in the district.



Student Engagement - Discipline

Opportunities for Growth

There is disproportionality in discipline outcomes among student subgroups

- **Black students, male students, economically disadvantaged students, and students with an IEP** are significantly overrepresented in the number of students who experience disciplinary consequences.

Stakeholders report there is favoritism when it comes to discipline.

- Within the qualitative data, both students and instructional staff feel that there is favoritism when it comes to discipline.
 - Students often perceive that there is no clearly defined right vs wrong when it comes to behaviors because they feel that each behavior instance is disciplined on a case-by-case basis. Students also feel that their teachers reprimand certain students and do not reprimand other students for the same behavior.
 - Instructional staff feel that certain demographics of students are judged too harshly by certain teachers and perceive that certain groups are prioritized and receive special treatment.
- The survey data shows that students and instructional staff feel that there are instances where certain groups are treated differently than others.
 - **64% of students** agree that the consequences for breaking school rules are the same no matter who you are. This stays consistent for the three largest subgroups but smaller subgroups do not agree with this statement at the same, higher rate.
 - The three largest subgroups in the data, Black, Hispanic, and White students all agree with this statement at the same rate.
 - Native Hawaiian/Pacific Islander students agree with this statement at a rate of 41% while 58% of American Indian students and students who identified as another race/ethnicity agree with this statement.
 - **63% of instructional staff** agree that behavior expectations and consequences are consistently enforced across all student groups.

Student Engagement - Discipline

Opportunities for Growth

Stakeholders perceive that disciplinary measures do not do enough to prevent behavior

- The focus group and qualitative survey data showed that students, families, and instructional staff **all perceive that there are not sufficient consequences for certain behaviors, most often noting fighting** as one such behavior.
- These stakeholder groups also perceive that letting these behaviors go minimally punished leads to a disrupted learning environment.
 - Instructional staff specifically name behaviors such as vaping and cutting class as disruptors of learning
 - Families also believe that it disrupts the learning environment.
 - Students feel that teachers spend more time on disciplining students than teaching.
- Families and instructional staff both specifically mention the issues of vaping and smoking marijuana as a behavior that is often overlooked and needs to be addressed.

There is a gap in agreement that staff seek positive solutions instead of punishment among stakeholder groups

- **73% of instructional staff** and **73% of administrative staff** agree that staff seek positive solutions instead of punishments when there are conflicts. Comparatively, only **54% of families** and **37% of students** agree with this statement.

Stakeholders do not always feel that expectations and consequences are clearly communicated throughout the school

- Survey data shows **that some, but not all, students and instructional staff feel that these expectations and consequences are clearly communicated**. 76% of students agree that they know what behavior is expected of them and 78% agree that they know the consequences for breaking school rules. 76% of staff agree that policies are explained in ways that all students understand.
- In the qualitative data, instructional staff feel that **restorative practices and comprehensive behavior management plans are not always implemented with fidelity**.

Student Engagement - Discipline

Recommendations

1. Implement targeted strategies to address disciplinary disparities

- Regularly monitor and share **disaggregated discipline data** with school leadership and staff, highlighting the identified disparities. Facilitate discussions and professional development focused on understanding the root causes of these disparities.
- Provide mandatory and ongoing professional development for all staff on implicit bias and its potential impact on disciplinary decisions.
- Conduct a comprehensive review of the district's code of conduct and disciplinary policies to identify and eliminate any language or practices that may contribute to disproportionate outcomes. Develop clear guidelines and protocols to ensure that disciplinary consequences are applied consistently and equitably across all student groups for similar infractions. Monitor the application of these guidelines.
- Invest in and expand early intervention and support services for students who are at higher risk of disciplinary action, focusing on addressing their individual needs and providing positive behavioral supports.
- Consider establishing a process for reviewing disciplinary incidents, particularly those involving students from disproportionately disciplined groups, that includes multiple perspectives (e.g., administrators, counselors, teachers).

2. Improve and communicate clarity and consistency in disciplinary practices

- Provide ongoing professional development for all staff focused on proactive and positive behavior management strategies, de-escalation techniques, and restorative approaches.
- Develop district-wide protocols for communicating behavior expectations and consequences that ensure consistency across all schools and grade levels. Employ a variety of communication methods (e.g., visual aids, digital platforms, meetings, handbooks) to ensure that all stakeholders receive and understand the information.
- Regularly reinforce behavior expectations and consequences throughout the school year. Provide opportunities for students and staff to ask questions and clarify understanding.
- Provide training and ongoing support to ensure that restorative practices and comprehensive behavior management plans are implemented with fidelity across all schools. Monitor implementation and provide feedback.

School Climate: Instructional Staff Experience

- *Strengths to Build On*
- *Strategies Analysis at a Glance*
- *Opportunities for Growth*
- *Recommendations*



Instructional Staff Engagement

Strengths to Build On

School leadership have positive relationships with staff

- Seventy-nine percent (79%) of instructional staff agree with the statement “My school administrators maintain an open-door policy and are approachable.”
- Additionally, open staff survey respondents, made statements with the same sentiments, noting that many staff and administrators are supportive and encouraging, sharing:
 - “The leadership at my school is outstanding.”
 - “Great school, teachers, and administrators.”
 - “My school administrators are great leaders!”

“The leadership at my school is outstanding.”

- *Instructional Staff*

Staff believe student diversity is an asset

- Over 80% of all staff survey respondents believe **staff treat student diversity as an asset and promote social acceptance among all students.**
- This is further evidence by the prevalence of different clubs that highlight student identities and interests, such as Families 4 Families, Interfaith Alliance, Gay Straight Alliance club, Ladies of Distinction, Girls with a Purpose, Spanish Club, and Anime Club.

Instructional Staff Engagement

Strategies Analysis at-a-Glance

Desired Outcomes: Instructional staff of DCSD feel welcomed and supported creating a positive, nurturing environment where teachers can thrive.

Evidence-Based Strategies	Core Practices	Observed in DCSD?		
		Yes	Partial	No
Key indicators to promote a positive culture for staff include collaborative environment, recognition and appreciation, autonomy and empowerment, open communication, and work-life balance	School leaders maintain an open-door policy and are approachable, fostering trust and openness.		✓	
	Instructional Staff have a voice in decision-making, such as input on curriculum choices, school policies, and the development of school-wide initiatives.		✓	
	Instructional staff feel supported in maintaining a healthy work-life balance, with adequate time for personal commitments and well-being, and reasonable workloads.		✓	
	Instructional staff are given dedicated time for collaboration, whether through team meetings, professional learning communities (PLCs), or cross-department discussions.		✓	
	Teachers are trusted with the autonomy to design lessons and teaching strategies that work best for their students.		✓	

Instructional Staff Engagement

Opportunities for Growth

Educators expressed a lack of autonomy in their classrooms and teaching practice

- From the requirements of the information on each classroom board to the list of educational programs, educators in focus groups and survey responses expressed concern about the lack of autonomy to adequately support students. Statements from open survey responses included the following: “Teachers need more autonomy to select diverse resources” and “More autonomy needs to be given to effective teachers to teach their students without ‘best practices’ being the norm.”
- Of survey responses, **32% of instructional staff survey respondents respond neutrally or disagree with the statement “I have autonomy to design lessons and teaching strategies that work best for my students.”**

Educators expressed a lack of voice in decision-making such as input in curriculum

- Educators in focus groups and survey responses expressed concern about the lack of opportunity to provide input. They report that teachers “do not have any input on curriculum choices” and “voices of teachers go unheard”.
- Additionally, according to Instructional Survey Responses, 53% of all educators agree with the statement , “I have a voice in decision-making, such as input on curriculum choices, school policies, and the development of school-wide initiatives. ” with Asian teachers at the highest level of agreement at 69% and all other groups between 40% and 58%.

Instructional Staff Engagement

Opportunities for Growth

Many educators report that they do not have a healthy work-life balance or reasonable work loads

- A primary concern regarding work loads as mentioned in surveys was the concern about the **amount of time spent on meetings and initiatives outside of the classroom**, limiting educators time to prepare and support their students. Among comments made in the instructional staff survey were “DCSD does not support the mental health of teachers; too many meetings; we are not given enough breaks to grade and properly prepare.”
- Additionally, among the seven identified demographic groups of teachers—American Indian, Asian, Black, Hispanic, White, Native Hawaiian/Pacific Islander, and Two or More Races—fewer than 63% of teachers in four of these groups agreed with the statement, 'I feel supported in maintaining a healthy work-life balance, with adequate time for personal commitments and well-being, and reasonable workloads.’
- Sixty-one percent (61%) of teachers agree with the statement “I feel supported in maintaining a healthy work-life balance, with adequate time for personal commitments and well-being, and reasonable workloads.”

Instructional Staff Engagement

Recommendations

1. Implement strategies to increase teachers' autonomy, for example:

- Allow teachers to use personalized learning plans for students who may need additional support or enrichment, giving them the autonomy to adjust pace and content. While DCSD needs to ensure that standards should still be met, the district can identify ways that teachers can choose *how* to teach the content.
- Support the practice of teachers observing one another in the classroom, which fosters a culture of professional exchange and growth without the fear of judgment.
- Create opportunities for teachers to lead professional development, mentor colleagues, or participate in committees to make decisions that directly affect the teaching environment. Offer professional development that helps teachers refine their own teaching philosophies and practices, providing them with tools and strategies to feel confident in their autonomy.
- Include teachers in key decision-making processes at the school and district level, such as changes in policies, student assessments, and the overall vision for education.

Instructional Staff Engagement

Recommendations

2. Create an environment that more clearly communicates the value of teachers' time and promotes a healthy work-life balance

- **Streamline Paperwork:** Minimize unnecessary forms, reports, and administrative tasks. Use digital tools to automate and simplify routine paperwork.
- **Mental Health Resources:** Provide access to counseling or mental health resources for teachers to help them cope with stress and burnout.
- **Create a Safe Space:** Allow teachers to express their concerns about workload and well-being, and encourage open dialogue with administrators about balancing responsibilities.
- **Wellness Programs:** Implement wellness programs or incentives that encourage teachers to prioritize self-care, such as fitness challenges, meditation sessions, or social events that promote relaxation and community.
- **Classroom Support:** Hire more teacher assistants or paraprofessionals to help with classroom management and administrative tasks, freeing up teachers to focus more on instruction.
- **Avoid scheduling meetings, trainings, or other obligations during after-school hours unless absolutely necessary.** If after-school events are necessary, ensure they are well-planned and spaced out, preventing teachers from being stretched too thin.

School Climate Survey Data

Survey of Student: School Climate

School Climate	All	American Indian	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	16,676	245	960	7,675	2,945	81	2,029	1,144	1,000	597
I feel welcomed, valued and respected at school	57%	50%	64%	56%	58%	42%	66%	51%	48%	48%
I feel a sense of belonging at school	52%	50%	55%	52%	49%	41%	62%	48%	44%	42%
I feel safe physically at school	53%	48%	56%	53%	54%	46%	59%	46%	49%	46%
I feel safe emotionally at school.	48%	41%	50%	46%	50%	36%	57%	42%	43%	43%
Teachers value the different perspectives, experiences, and cultures of students.	58%	52%	64%	57%	60%	43%	65%	56%	51%	54%
Students at this school treat each other with respect.	28%	29%	36%	24%	34%	27%	33%	20%	26%	26%
Adults in my school use language that respects the identities of all students, including pronouns, gender-neutral terms, and language that avoids stereotypes or marginalization.	57%	48%	64%	55%	61%	41%	66%	53%	53%	50%
Most students in my school use language that respects the identities of all students, including pronouns, gender-neutral terms, and language that avoids stereotypes or marginalization.	32%	24%	36%	30%	39%	37%	38%	25%	27%	31%
I use language that respects the identities of all students, including pronouns, gender-neutral terms, and language that avoids stereotypes or marginalization.	68%	54%	72%	67%	68%	46%	79%	68%	59%	60%
Students are encouraged to express their opinions.	54%	50%	58%	53%	58%	42%	55%	50%	47%	49%
I feel heard at school regarding academic, emotional, and social needs.	44%	40%	45%	43%	45%	37%	52%	41%	38%	37%
There is no bullying, harassment, or discrimination between students.	28%	26%	32%	27%	33%	33%	31%	20%	24%	28%
When there are conflicts, staff seek positive solutions instead of punishments.	37%	40%	42%	36%	42%	32%	36%	30%	35%	35%
I know what behavior is expected from me at school.	77%	66%	80%	78%	74%	47%	84%	79%	69%	71%
I know what the consequences are for breaking school rules.	78%	66%	81%	79%	77%	48%	83%	78%	71%	
The consequences for breaking school rules are the same no matter who you are.	64%	58%	70%	64%	65%	41%	65%	60%	58%	56%

• Source: Data retrieved from PCG Student survey.



Survey of Parent/Family: School Climate

School Climate	All	Asian	Black	Hispanic	White	Two or more races	Prefer not to respond
<i>Total Number of Participants</i>	1,653	56	835	139	388	78	150
I feel welcome at school events.	83%	85%	83%	81%	90%	81%	73%
I feel comfortable and valued when engaging with staff.	78%	84%	78%	74%	86%	76%	65%
The school recognizes and honors the cultural traditions, values, and practices of my family.	69%	69%	70%	69%	75%	69%	56%
When there are conflicts, staff seek positive solutions instead of punishments.	54%	57%	55%	61%	60%	49%	43%

- *Source: Data retrieved from PCG Parent/Family survey.*
- Parent/Family subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: School Climate

School Climate	All	American Indian	Asian	Black	Hispanic	White	Two or more races	Other	Prefer not to respond
<i>Total Number of Participants</i>	4,737	22	110	2,647	123	859	189	81	604
Staff in my school promote social acceptance among all students.	88%	82%	92%	89%	82%	91%	92%	74%	78%
Staff treat student diversity as an asset.	82%	83%	91%	82%	75%	86%	85%	78%	73%
There are district and/or school wide mechanisms in place to ensure all students are heard.	68%	64%	85%	72%	69%	66%	62%	62%	57%
Behavior expectations and consequences are consistently enforced across all student groups.	63%	70%	80%	66%	66%	62%	58%	54%	51%
Policies and consequences are explained in ways that all students understand.	76%	73%	90%	79%	78%	74%	75%	74%	67%
When there are conflicts, staff seek positive solutions instead of punishments.	72%	83%	84%	74%	73%	71%	68%	63%	62%
I have a voice in decision-making, such as input on curriculum choices, school policies, and the development of school-wide initiatives.	53%	52%	69%	58%	51%	52%	46%	46%	38%
Staff are recognized for their hard work and contributions, through formal and informal recognition, celebrations, and feedback from leadership.	72%	78%	82%	76%	72%	71%	68%	59%	61%
I feel supported in maintaining a healthy work-life balance, with adequate time for personal commitments and well-being, and reasonable workloads.	61%	70%	83%	66%	63%	57%	52%	54%	45%
I have autonomy to design lessons and teaching strategies that work best for my students.	67%	52%	80%	69%	70%	68%	66%	59%	57%

- Source: Data retrieved from PCG Instructional Staff survey.
- Instructional Staff subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

Survey of Instructional Staff: School Climate

School Climate	All	Elementary (PreK-5)	Middle (6-8)	High (9-12)
<i>Total Number of Participants</i>	4,680	2,640	897	1,143
Staff in my school promote social acceptance among all students.	88%	89%	87%	85%
Staff treat student diversity as an asset.	82%	84%	80%	79%
There are district and/or school wide mechanisms in place to ensure all students are heard.	68%	71%	67%	63%
Behavior expectations and consequences are consistently enforced across all student groups.	63%	69%	57%	56%
Policies and consequences are explained in ways that all students understand.	76%	79%	76%	72%
When there are conflicts, staff seek positive solutions instead of punishments.	72%	77%	68%	64%
I have a voice in decision-making, such as input on curriculum choices, school policies, and the development of school-wide initiatives.	53%	54%	52%	52%
Staff are recognized for their hard work and contributions, through formal and informal recognition, celebrations, and feedback from leadership.	72%	75%	69%	70%
I feel supported in maintaining a healthy work-life balance, with adequate time for personal commitments and well-being, and reasonable workloads.	61%	62%	59%	60%
I have autonomy to design lessons and teaching strategies that work best for my students.	67%	64%	73%	70%

• Source: Data retrieved from PCG Instructional Staff survey.



Survey of School Administrator: School Climate

School Climate	All	Black	White	Prefer not to respond
<i>Total Number of Participants</i>	312	227	35	31
Staff in my school promote social acceptance among all students.	90%	91%	94%	78%
Staff in my school treat student diversity as an asset.	85%	85%	94%	73%
There are district and/or school wide mechanisms in place to ensure all students are heard.	76%	78%	77%	56%
Positive results, such as improvements in student achievement, school culture, or successful initiatives, are celebrated.	91%	93%	94%	77%
Policies focus on improving attendance and behavior through engagement rather than punishment.	86%	89%	80%	77%
When there are conflicts, staff seek positive solutions instead of punishments.	73%	74%	86%	52%

- Source: Data retrieved from PCG School Administrator survey.
- School Administrator subgroups with fewer than twenty (20) participants in the data set were excluded from analysis.

A group of seven diverse young children, including girls and boys of various ethnicities, are standing in a line outdoors. They are all smiling and looking towards the camera. Each child is wearing a backpack. The image is overlaid with a semi-transparent purple filter. The text "Conclusion and Next Steps" is written in white, bold, sans-serif font across the middle of the image.

Conclusion and Next Steps

Conclusion and Next Steps

In PCG's review of DCSD, PCG recognizes the tremendous amount of work and effort DCSD leadership, staff and families have put forth to increase access and opportunity for all students within the district.

DCSD has demonstrated the following:

- Commitment to achieving access and opportunity as demonstrated in the district's Strategic Plan, MIRACLES framework, and leadership actions.
- Designation of a district team dedicated to advancing access and opportunity through action planning, awareness building, and information sharing.
- Capacity to work towards access and opportunity through school and district-based staff and district-wide initiatives.
- Persistence in understanding experiences of each student and family of DCSD through several surveys and opportunities for feedback and dialogue.

At this time, PCG recommends and believes DCSD is ready begin to implement many of the plans initiated by DCSD and the recommendations shared in this audit.

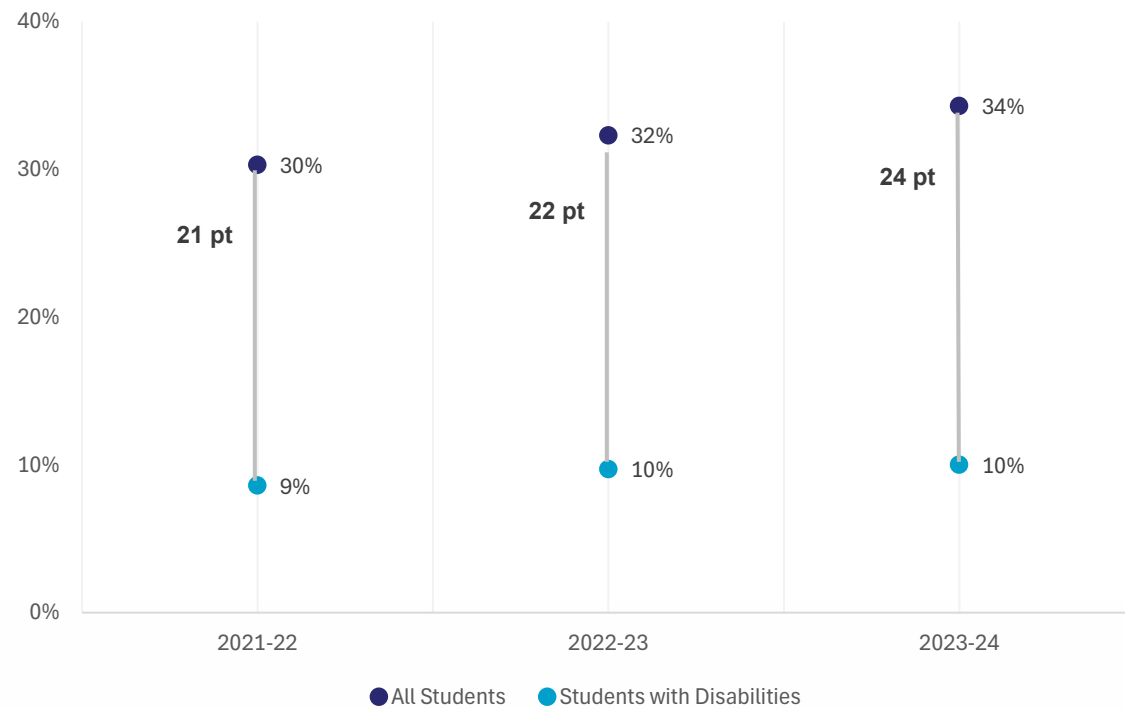


Appendix

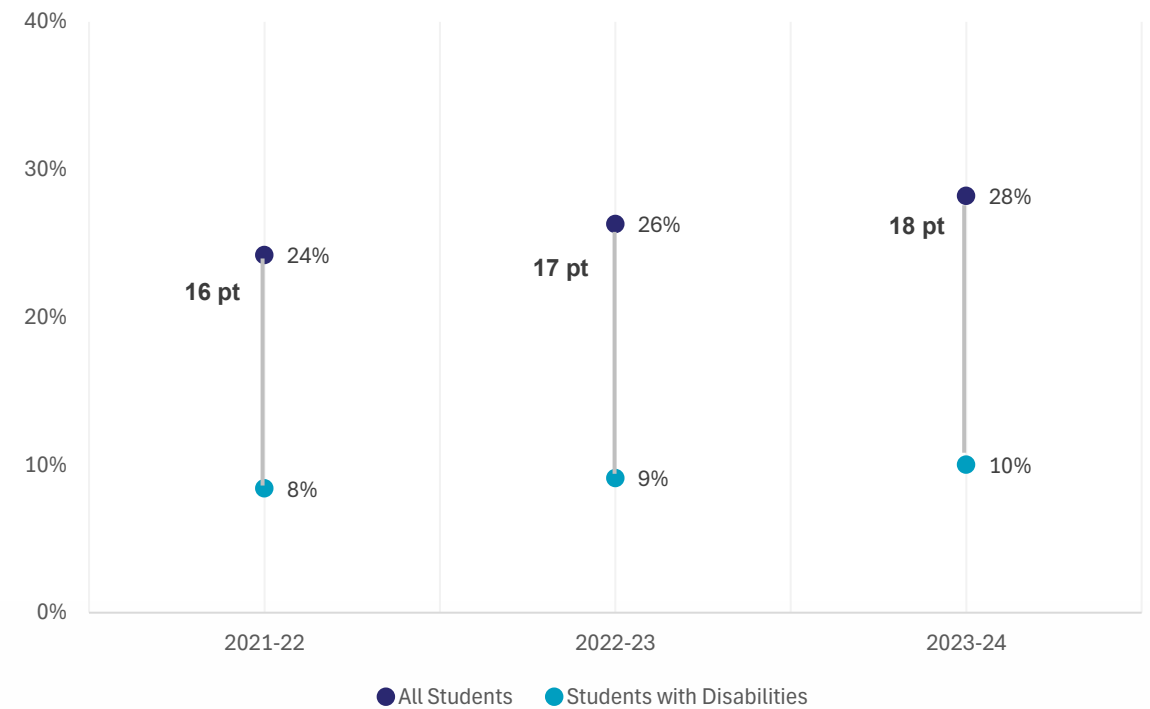
Georgia Milestone Gap Analysis

Georgia Milestone Gap Analysis: Students with Disabilities

Proficiency gap between students with disabilities and all students:
Georgia Milestones ELA 2021-2024, grades 3-8



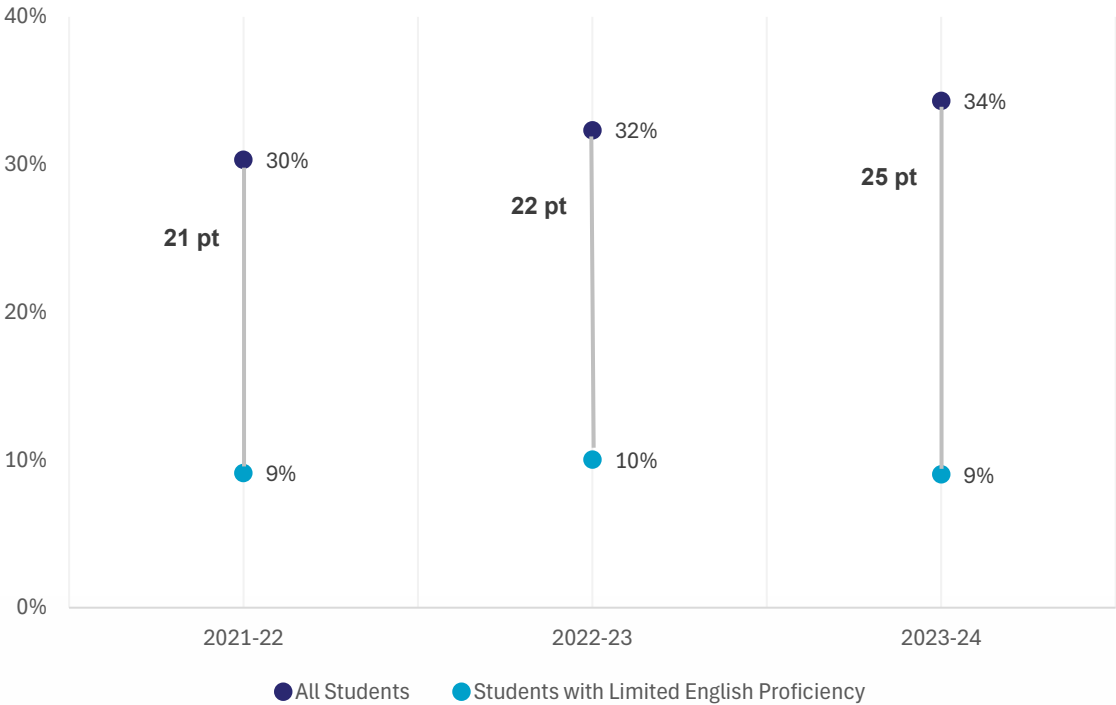
Proficiency gap between students with disabilities and all students:
Georgia Milestones Math 2021-2024, grades 3-8



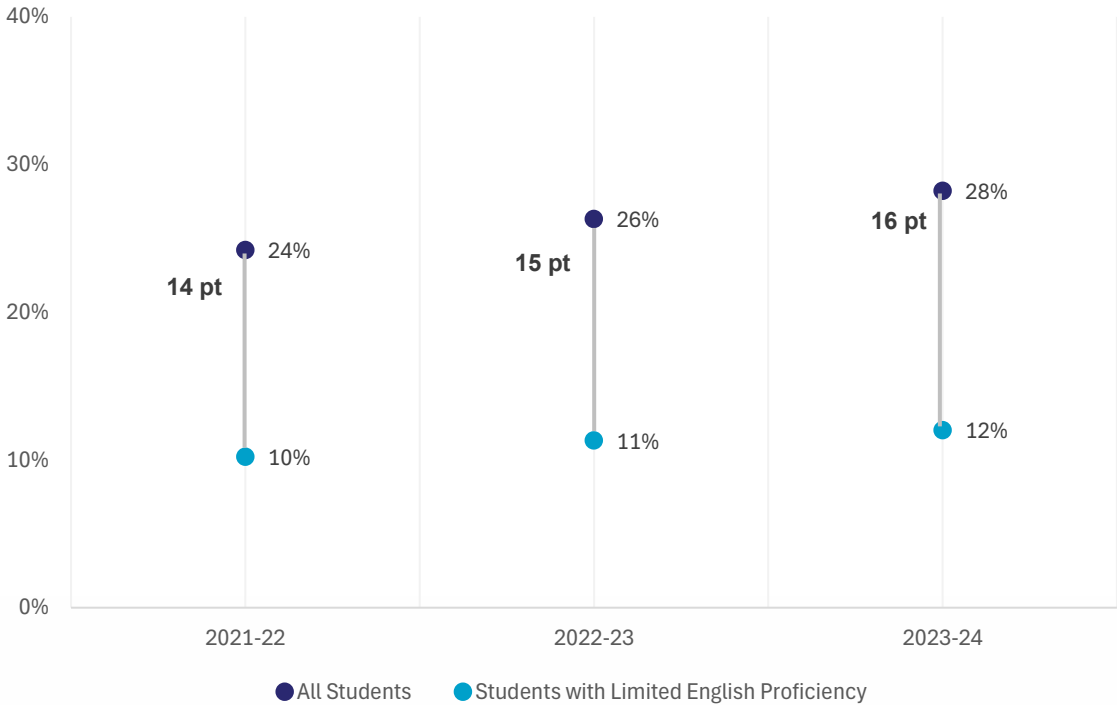
Note: Data retrieved from <https://gaawards.gosa.ga.gov/analytics/saw.dll?Dashboard>.

Georgia Milestone Gap Analysis: Students with Limited English Proficiency

Proficiency gap between students with limited English proficiency and all students: Georgia Milestones ELA 2021-2024, grades 3-8



Proficiency gap between students with limited English proficiency and all students: Georgia Milestones Math 2021-2024, grades 3-8

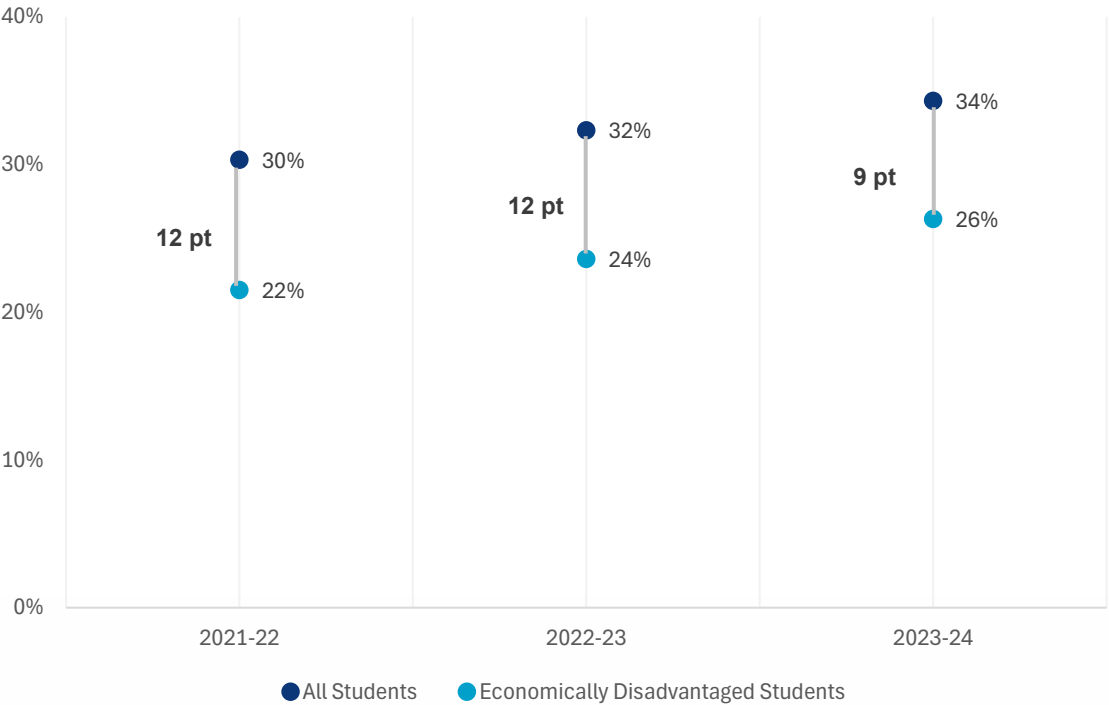


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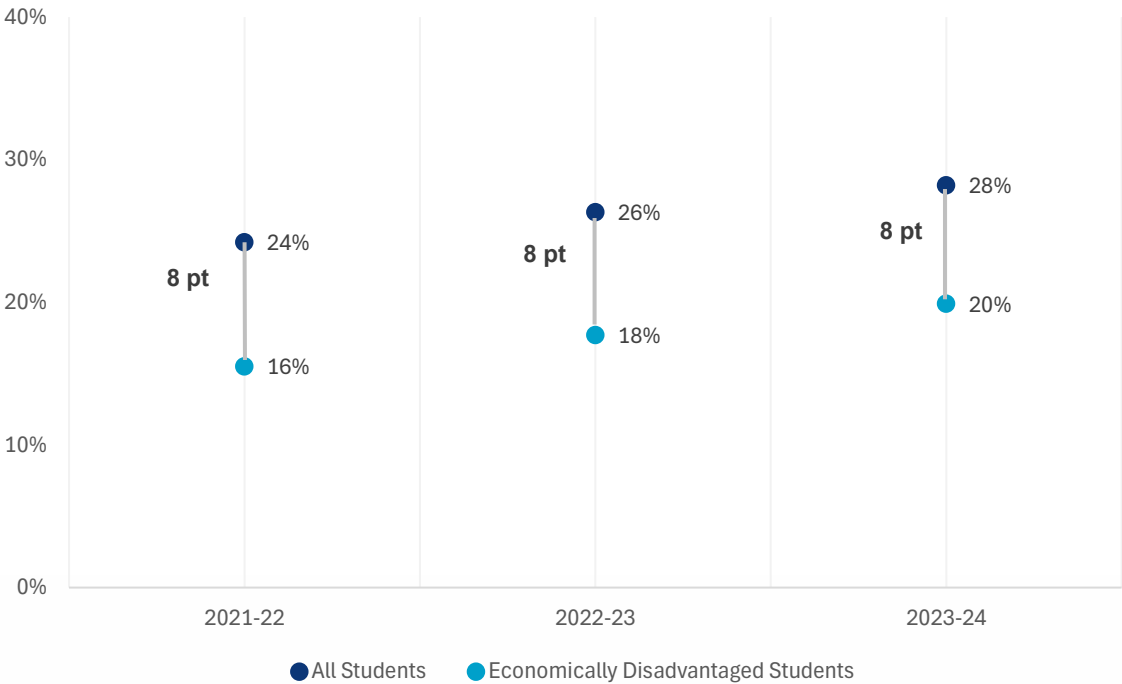


Georgia Milestone Gap Analysis: Economically Disadvantaged Students

Proficiency gap between economically disadvantaged students and all students: Georgia Milestones ELA 2021-2024, grades 3-8



Proficiency gap between economically disadvantaged students and all students: Georgia Milestones Math 2021-2024, grades 3-8

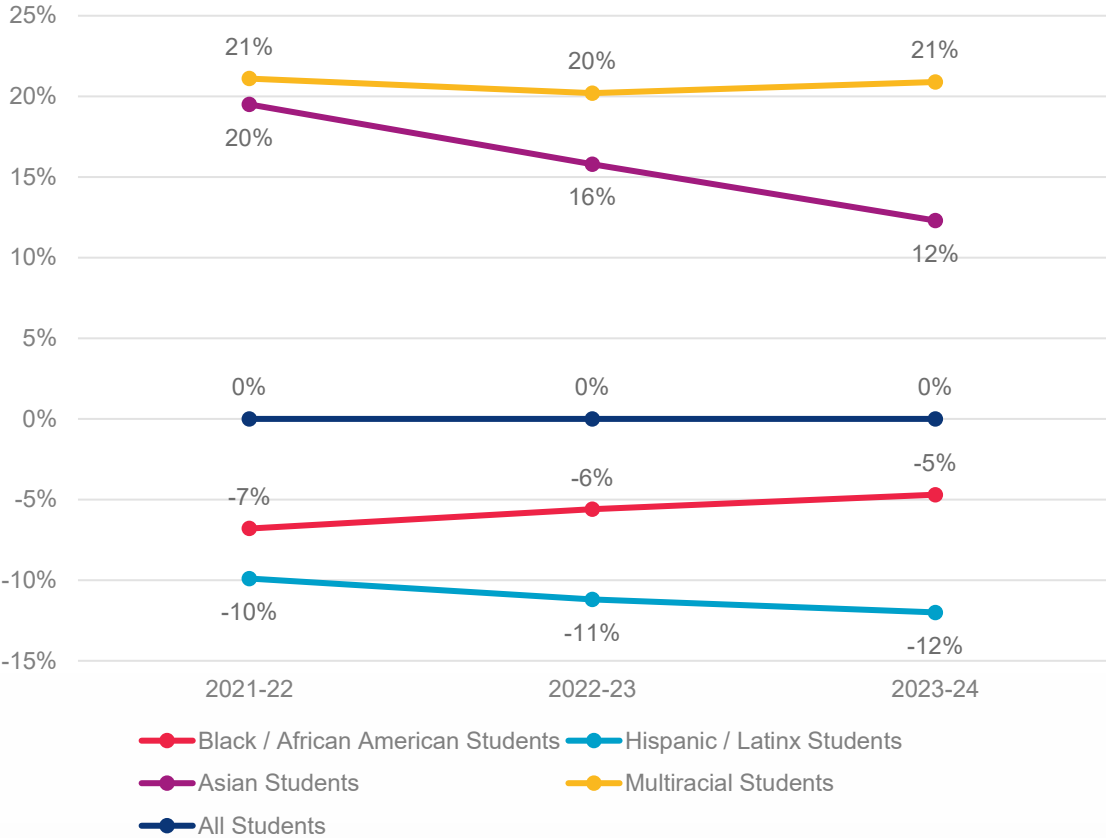


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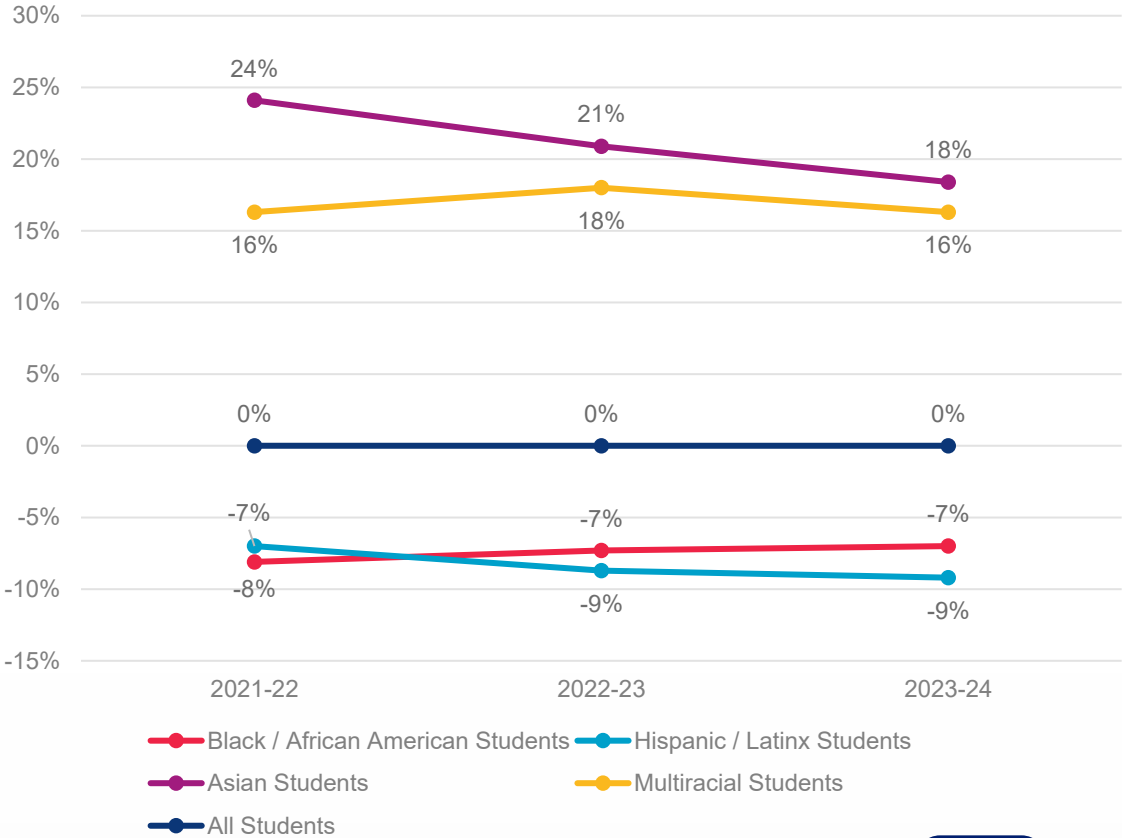
Georgia Milestone Gap Analysis: Race/Ethnicity

Proficiency gap between students of different races and all students:
Georgia Milestones ELA 2021-2024, grades 3-8



Note: Data retrieved from <https://gaawards.gosa.ga.gov/analytics/saw.dll?Dashboard>.

Proficiency gap between students of different races and all students:
Georgia Milestones Math 2021-2024, grades 3-8



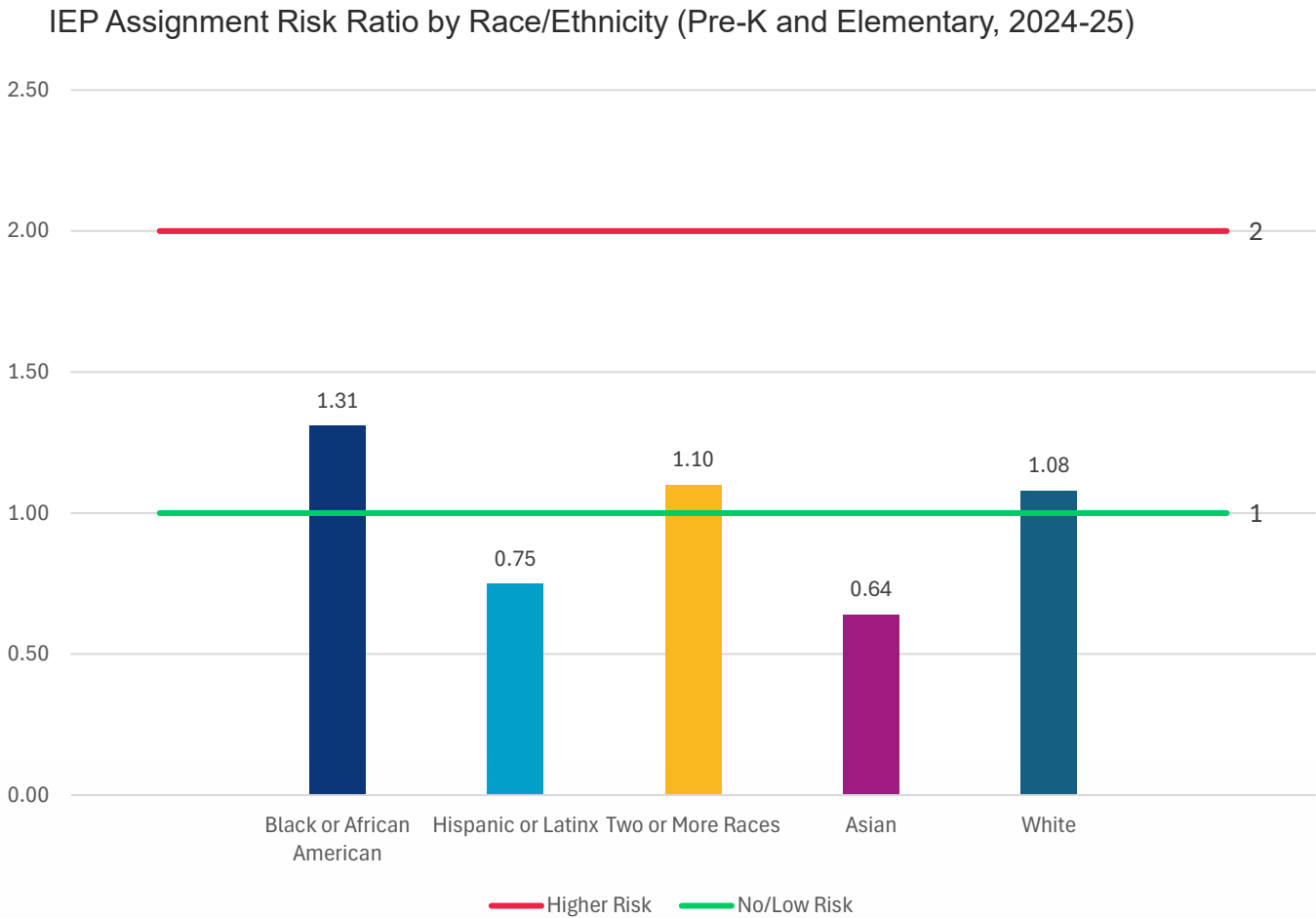
IEP Assignment Risk Ratios by Grade Level

IEP Assignment by Race: Pre-K and Elementary

Race	All Students	Students with IEPs
Black or African American	23,182	2,801
Hispanic	10,755	918
Two or More Races	1,630	191
Asian	3,457	245
White	5,058	579
Total	44,364	4,751

Please note: Totals include students from a subgroup not reported due to small numbers. The additional subgroup included in the totaled values is American Indian/Alaska Native.

- Black or African American students are **1.31 times** more likely to have an IEP as all other Pre-K and Elementary students.



Content revised 6.3.2025

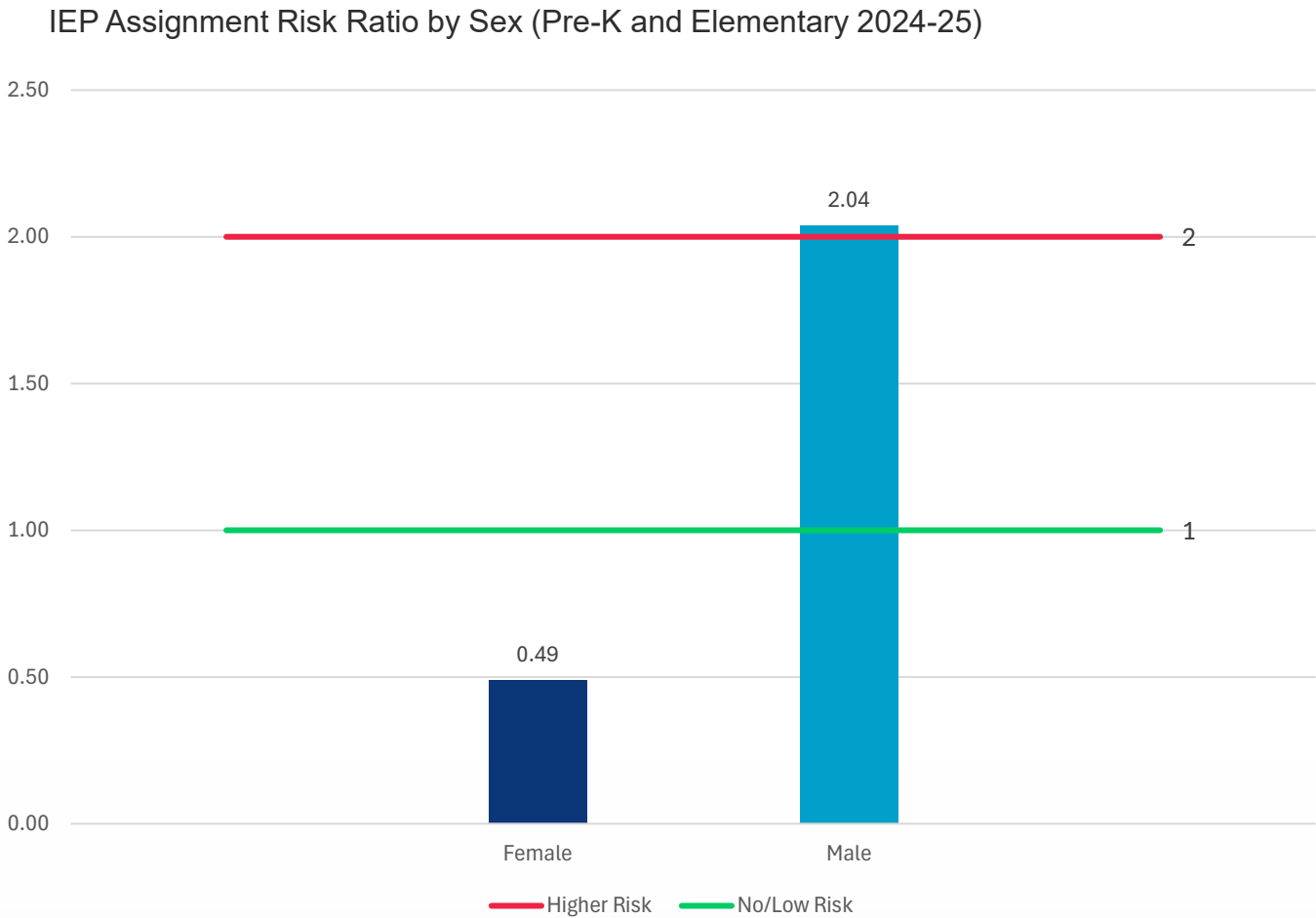
Note: Data provided by DeKalb County School District, “Quantitative Data Request for DCSD” (2024-2025)..



IEP Assignment by Sex: Pre-K and Elementary

Race	All Students	Students with IEPs
Female	21,775	1,523
Male	22,589	3,228
Total	44,364	4,751

- Male students are **2.04 times** more likely to have an IEP as all other Pre-K and Elementary students.



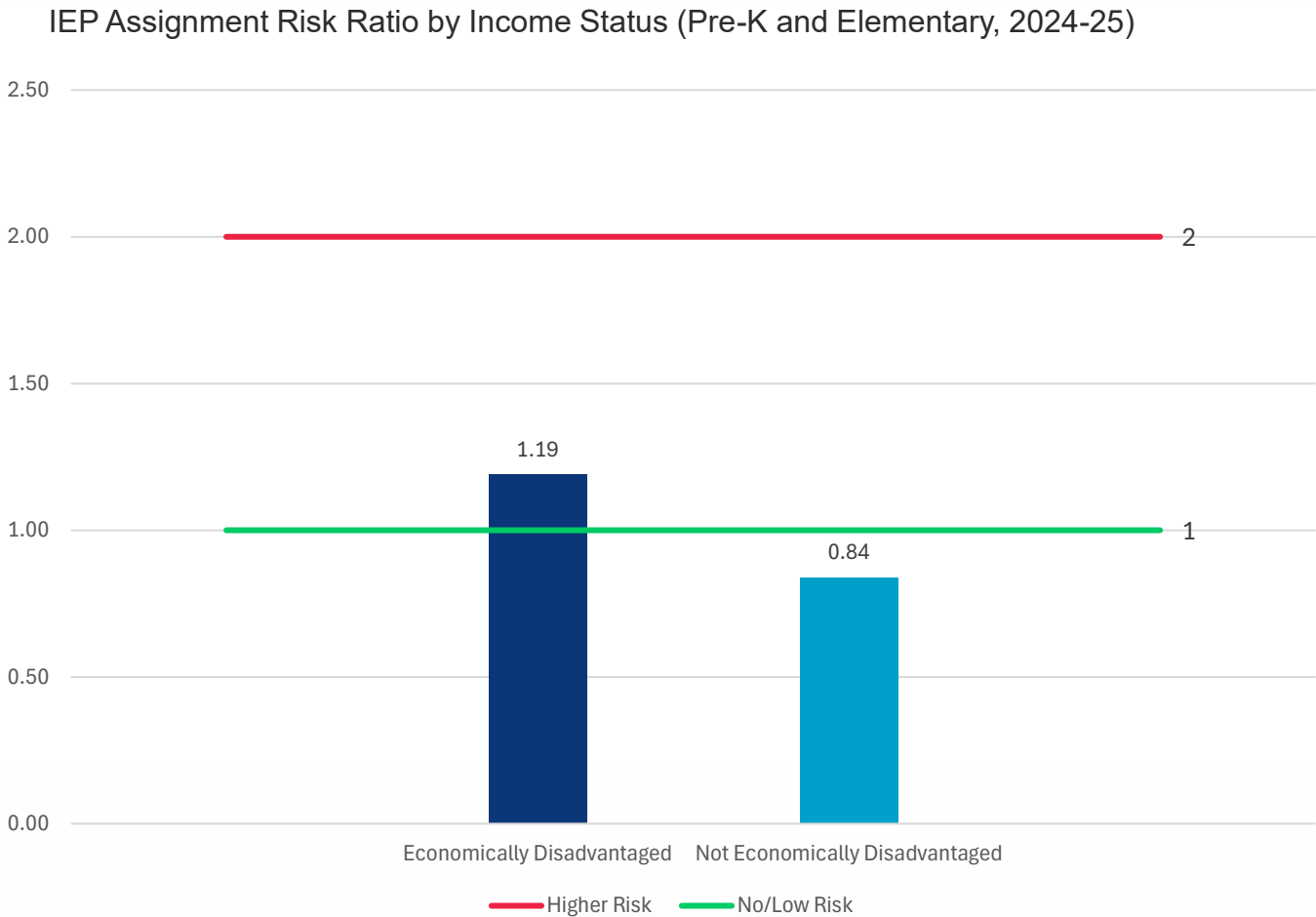
Content revised 6.3.2025
Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



IEP Assignment by Income Status: Pre-K and Elementary

Race	All Students	Students with IEPs
Economically Disadvantaged	28,328	3,221
Not Economically Disadvantaged	16,036	1,530
Total	44,364	4,751

- Economically disadvantaged students are **1.19 times** more likely to have an IEP as all other Pre-K and Elementary students.



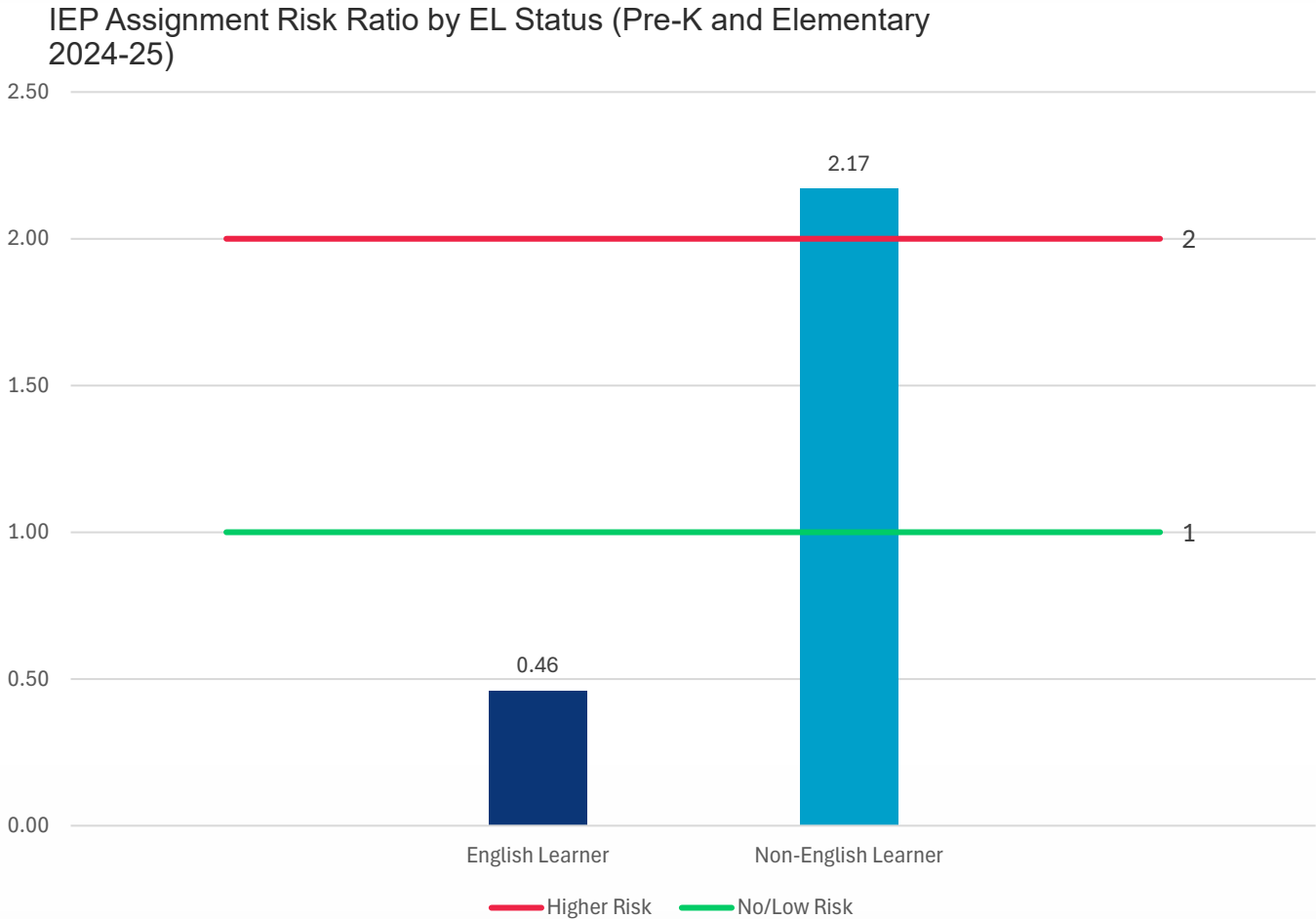
Content revised 6.3.2025
Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



IEP Assignment by EL Status: Pre-K and Elementary

Race	All Students	Students with IEPs
English Learner	11,071	631
Non-English Learner	33,293	4,120
Total	44,364	4,751

- Non-English Learner students are **2.17 times** more likely to have an IEP as all other Pre-K and Elementary students.



Content revised 6.3.2025

Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..

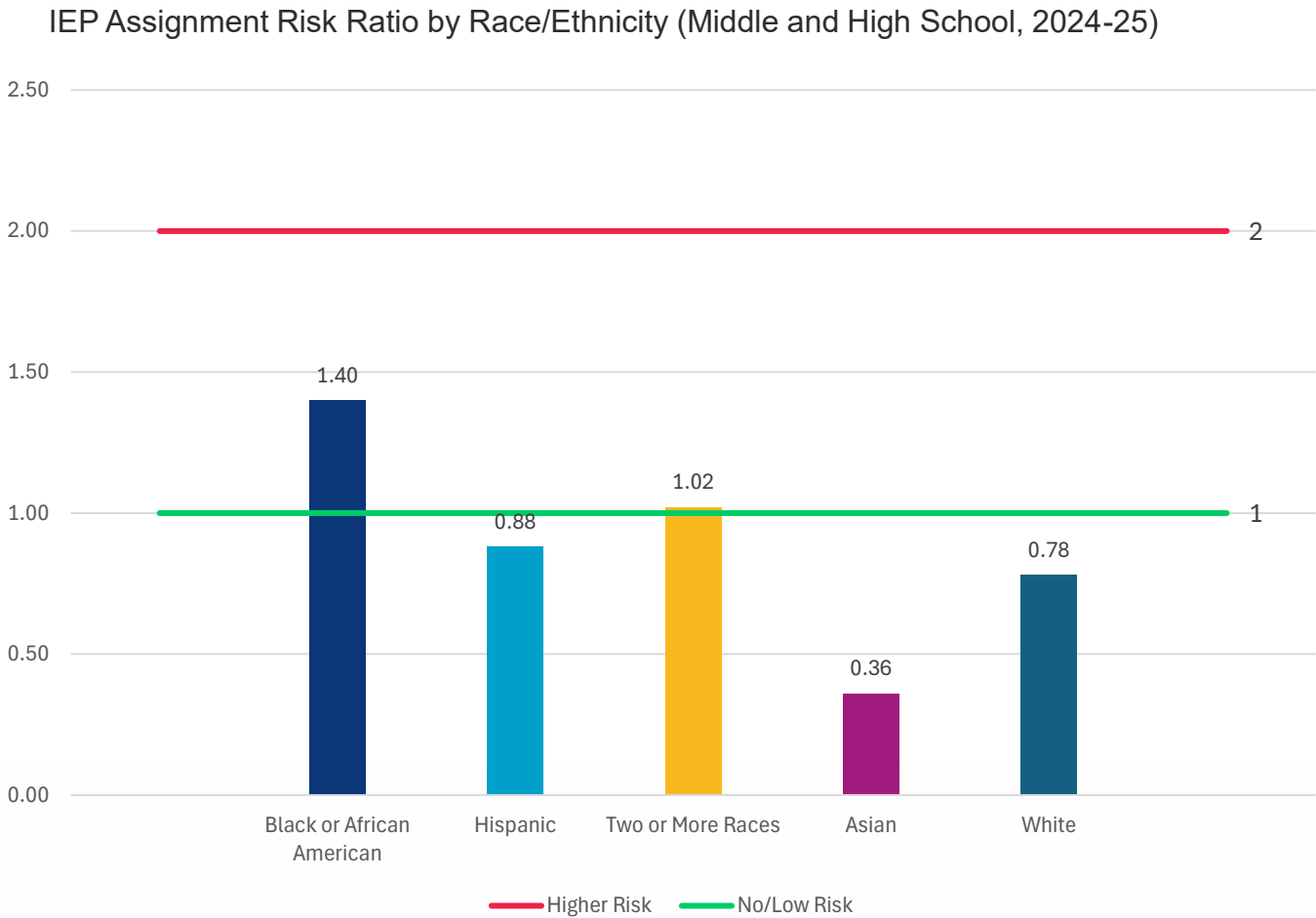


IEP Assignment by Race: Middle and High School

Race	All Students	Students with IEPs
Black or African American	27,455	3,867
Hispanic	10,891	1,222
Two or More Races	1,259	159
Asian	2,824	131
White	4,780	474
Total	47,432	5,870

Please note: Totals include students from a subgroup not reported due to small numbers. The additional subgroup included in the totaled values is American Indian/Alaska Native.

- Black or African American students are **1.40 times** more likely to have an IEP as all other Middle and High School students.



Content revised 6.3.2025

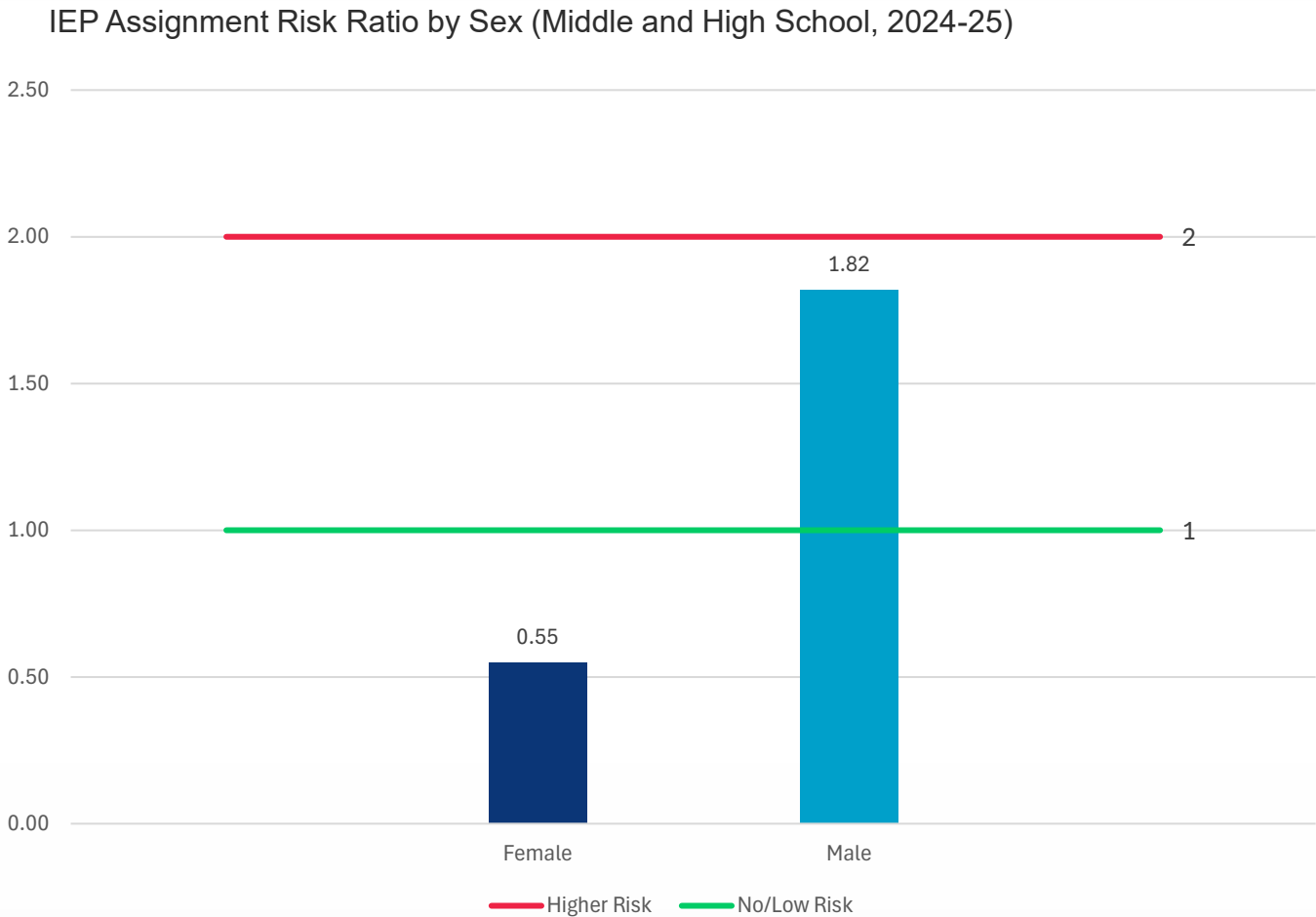
Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



IEP Assignment by Sex: Middle and High School

Race	All Students	Students with IEPs
Female	23,070	2,009
Male	24,362	3,861
Total	47,432	5,870

- Male students are **1.82 times** more likely to have an IEP as all other Middle and High School students.



Content revised 6.3.2025

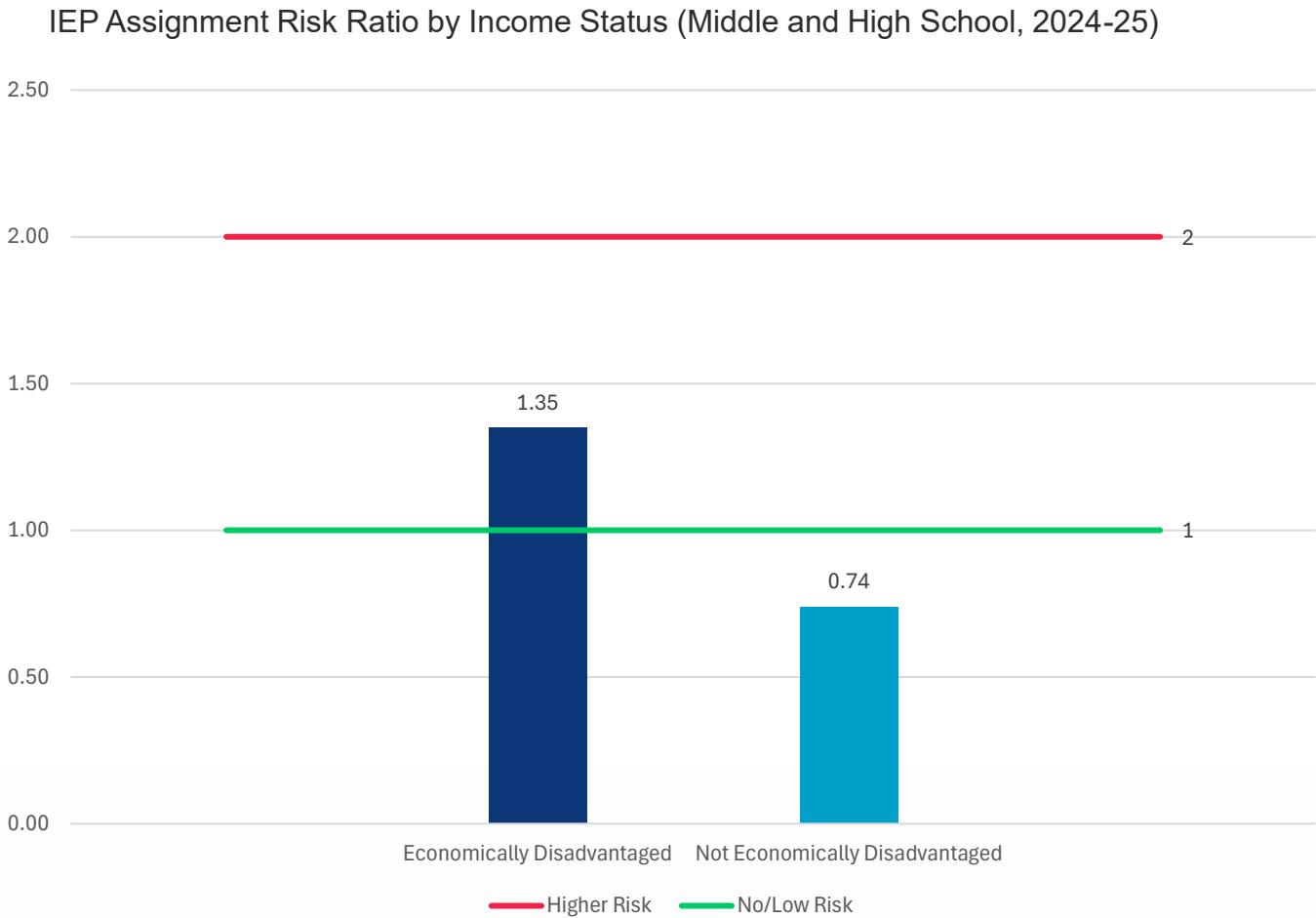
Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



IEP Assignment by Income Status: Middle and High School

Race	All Students	Students with IEPs
Economically Disadvantaged	29,455	4,039
Not Economically Disadvantaged	17,977	1,831
Total	47,432	5,870

- Economically disadvantaged students are **1.35 times** more likely to have an IEP as all other Middle and High school students.



Content revised 6.3.2025

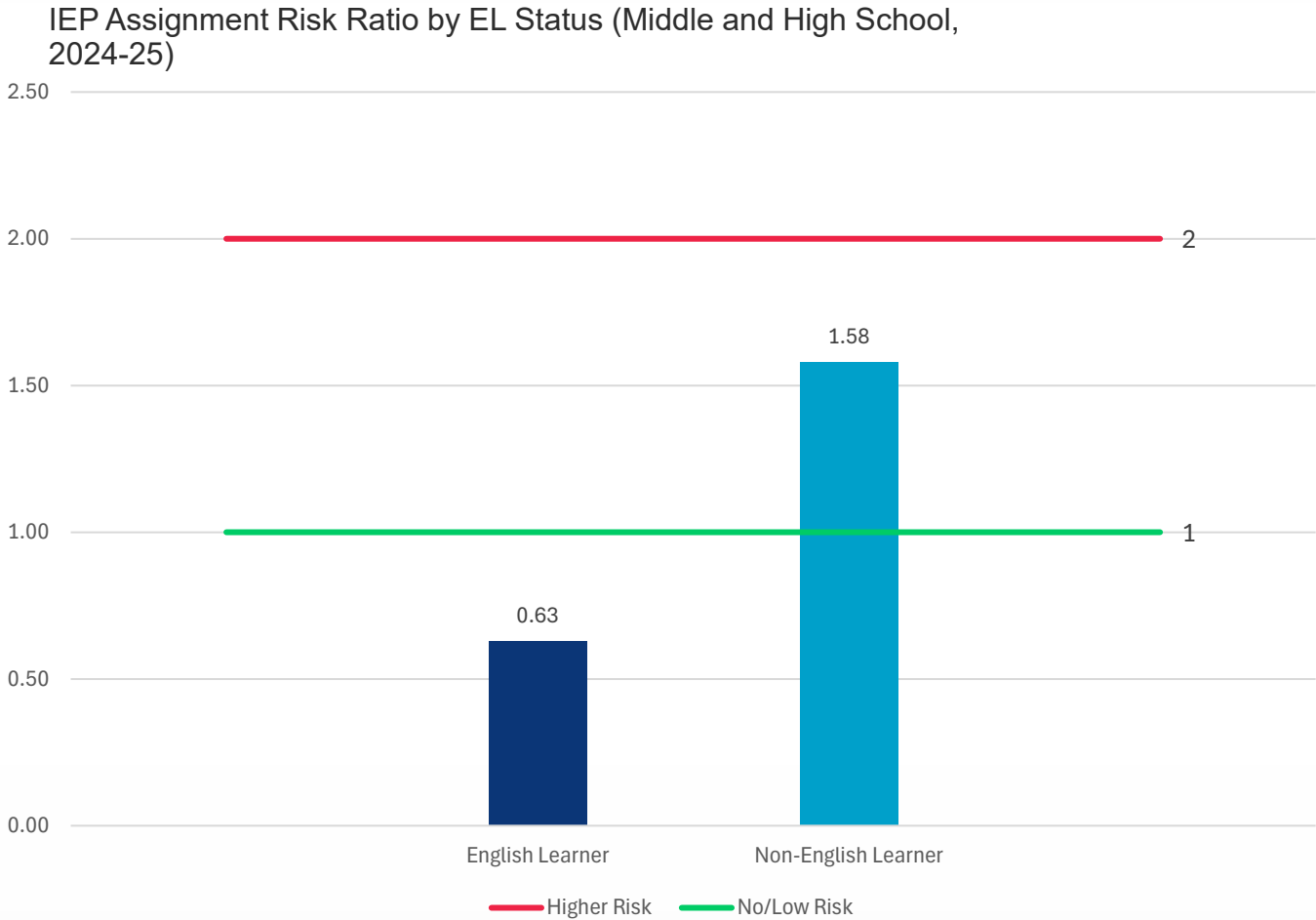
Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



IEP Assignment by EL Status: Middle and High School

Race	All Students	Students with IEPs
English Learner	12,675	1,100
Non-English Learner	34,757	4,770
Total	47,432	5,870

- Non-English Learner students are **1.58 times** more likely to have an IEP as all other Middle and High School students.



Content revised 6.3.2025

Note: Data provided by DeKalb County School District, "Quantitative Data Request for DCSD" (2024-2025)..



Disciplinary Referrals

Risk Ratio Analysis: Disproportionality in Disciplinary Referrals

Disciplinary Referrals included in this analysis are:

- Academic Dishonesty
- Alcohol
- Arson
- Battery
- Bullying
- Burglary
- Computer Trespass
- Continuation of Incident
- Disorder Conduct
- Drugs, except alcohol and Tobacco
- Electronic Smoking Device
- Fighting
- Gang Related
- Larceny/Theft
- Motor Vehicle Theft
- Attendance Related
- Dress Code Violation
- Possession of Unapproved Items
- Student Incivility
- Firearms
- Non-Disciplinary Incident
- Repeated Offenses
- Robbery
- Serious Bodily Injury
- Sex Offenses
- Sexual Battery
- Sexual Harassment
- Threat/Intimidation
- Tobacco
- Trespassing
- Vandalism
- Violence Against a Teacher
- Weapons – Handgun
- Weapons – Knife
- Weapons – Other



Solutions that Matter