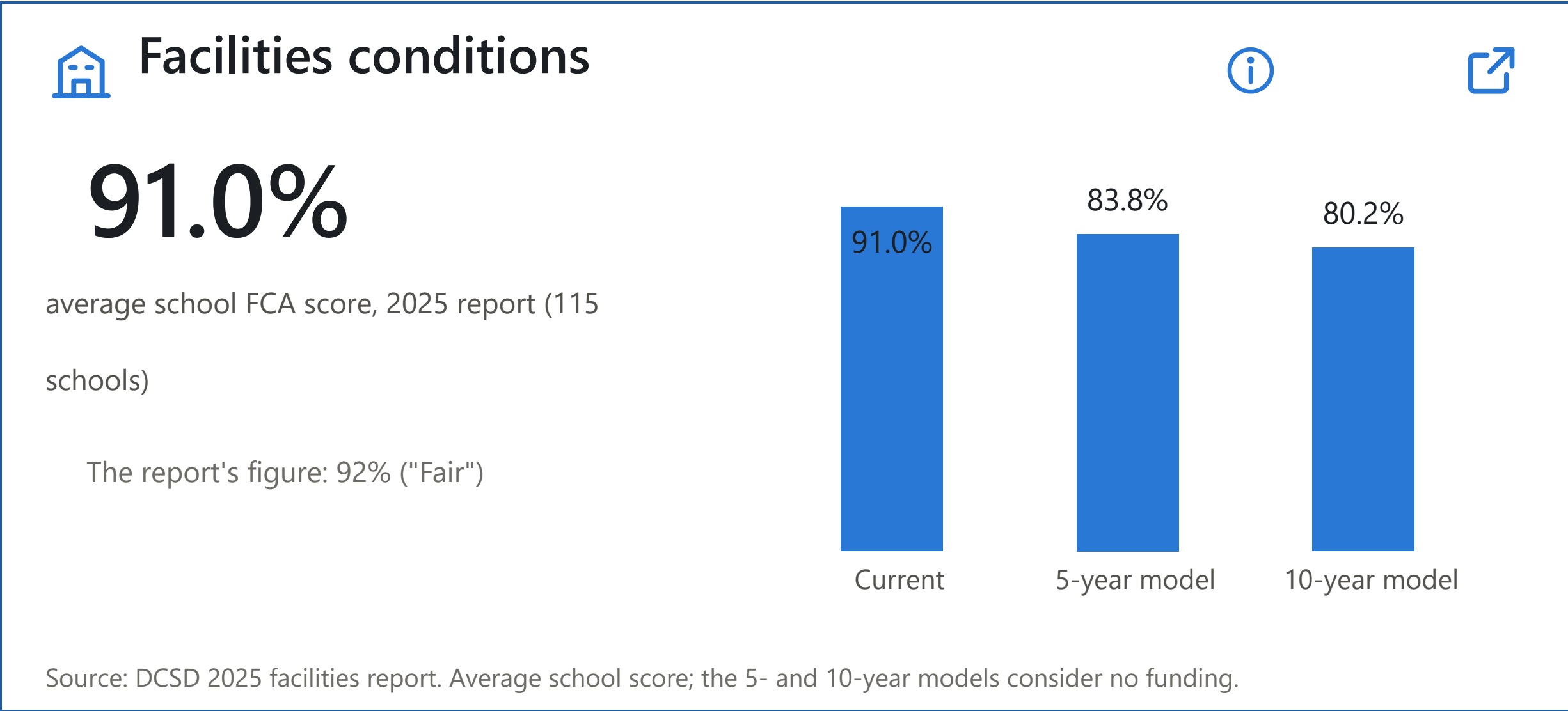
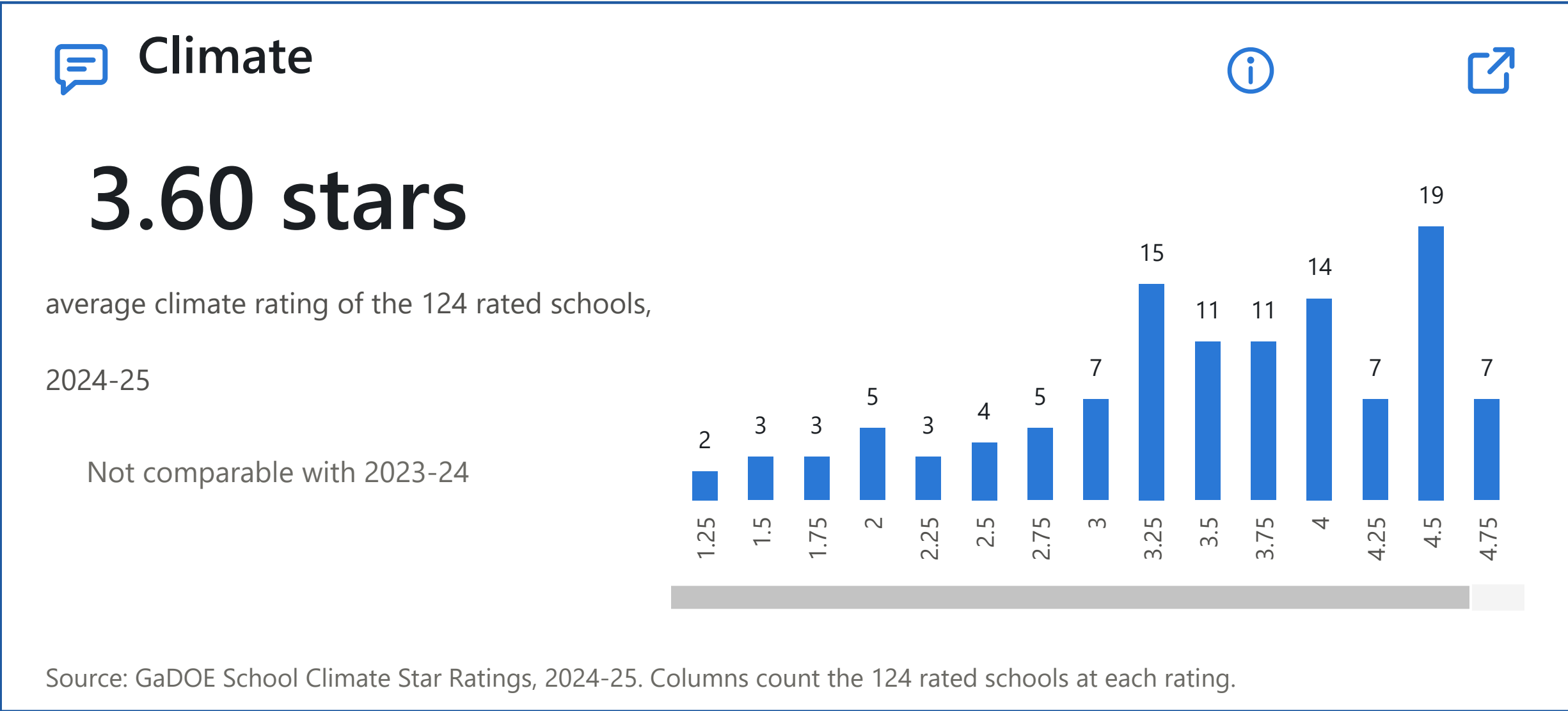
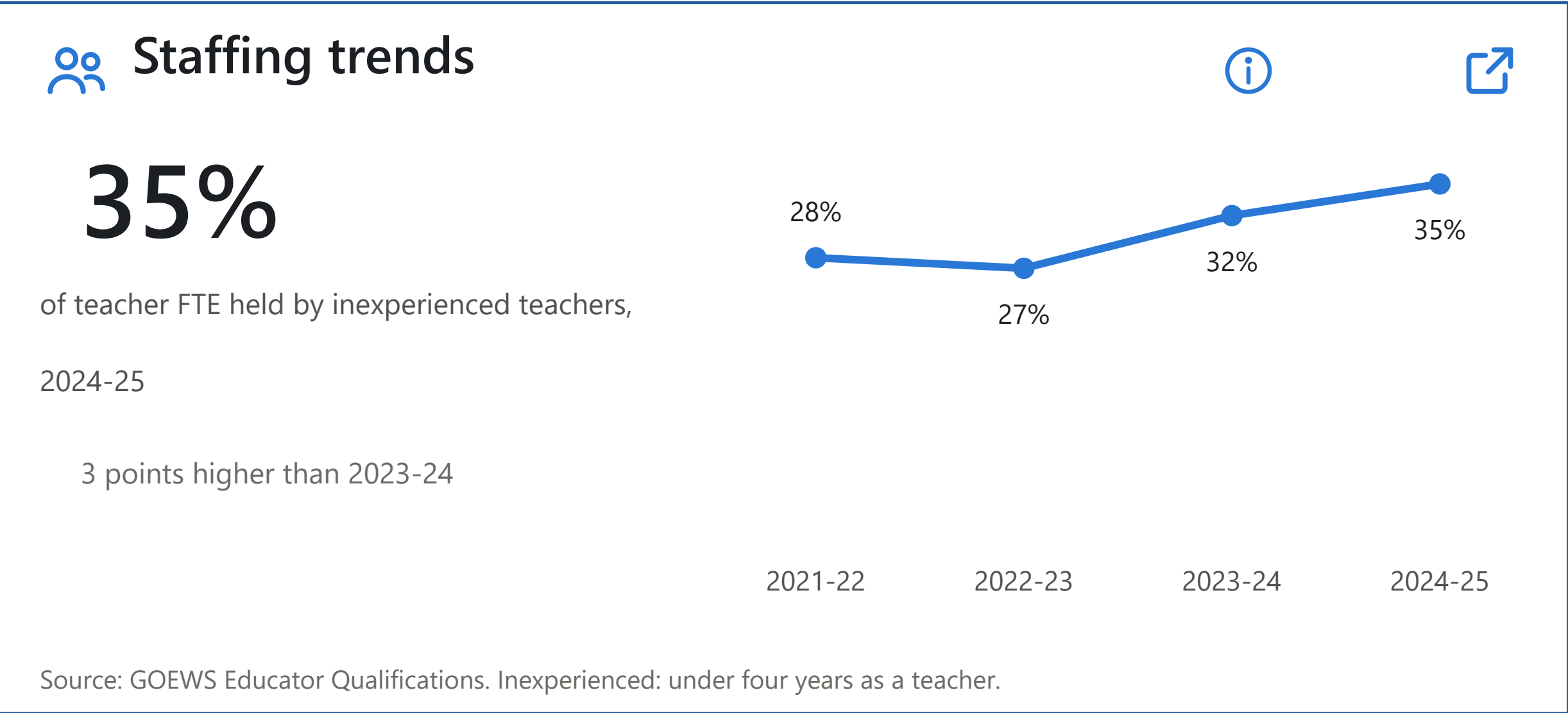
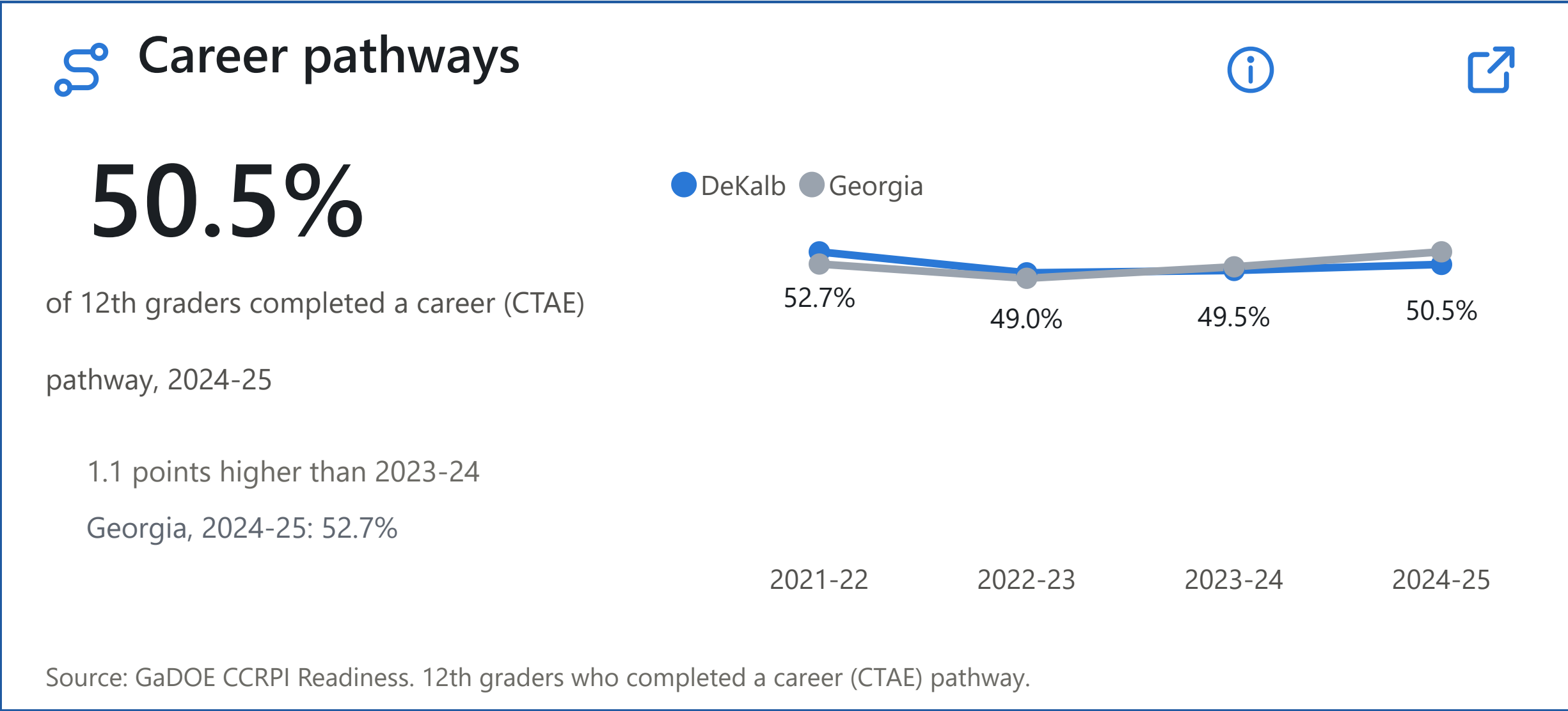
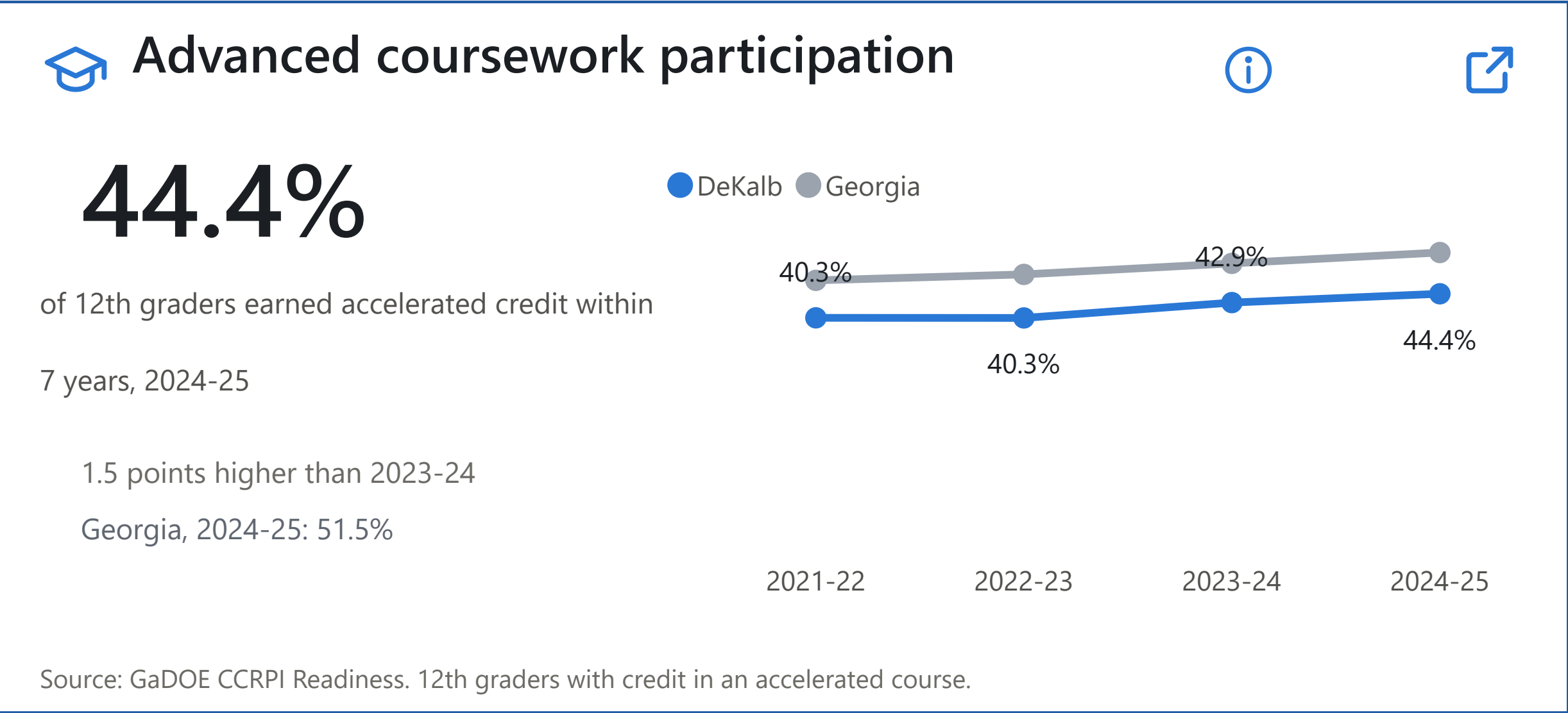
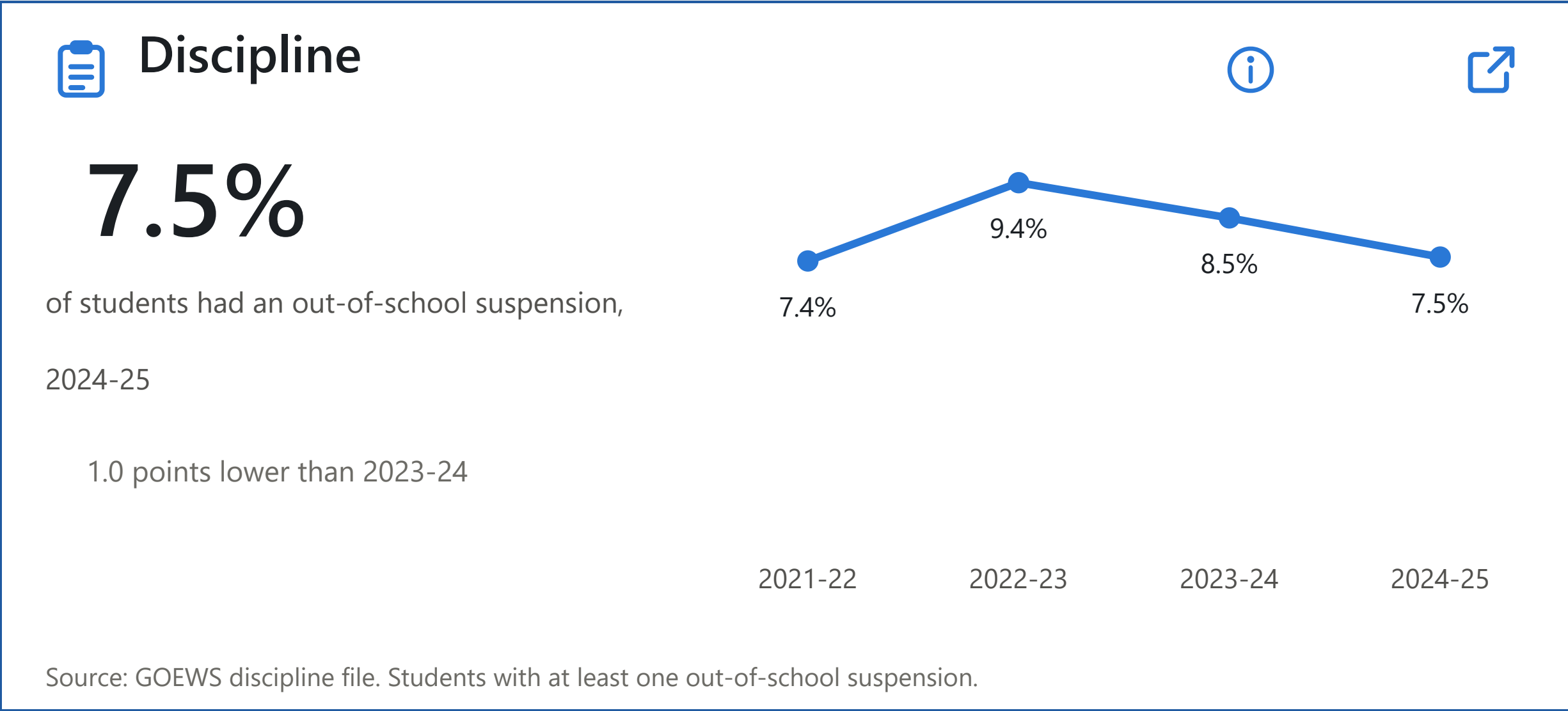
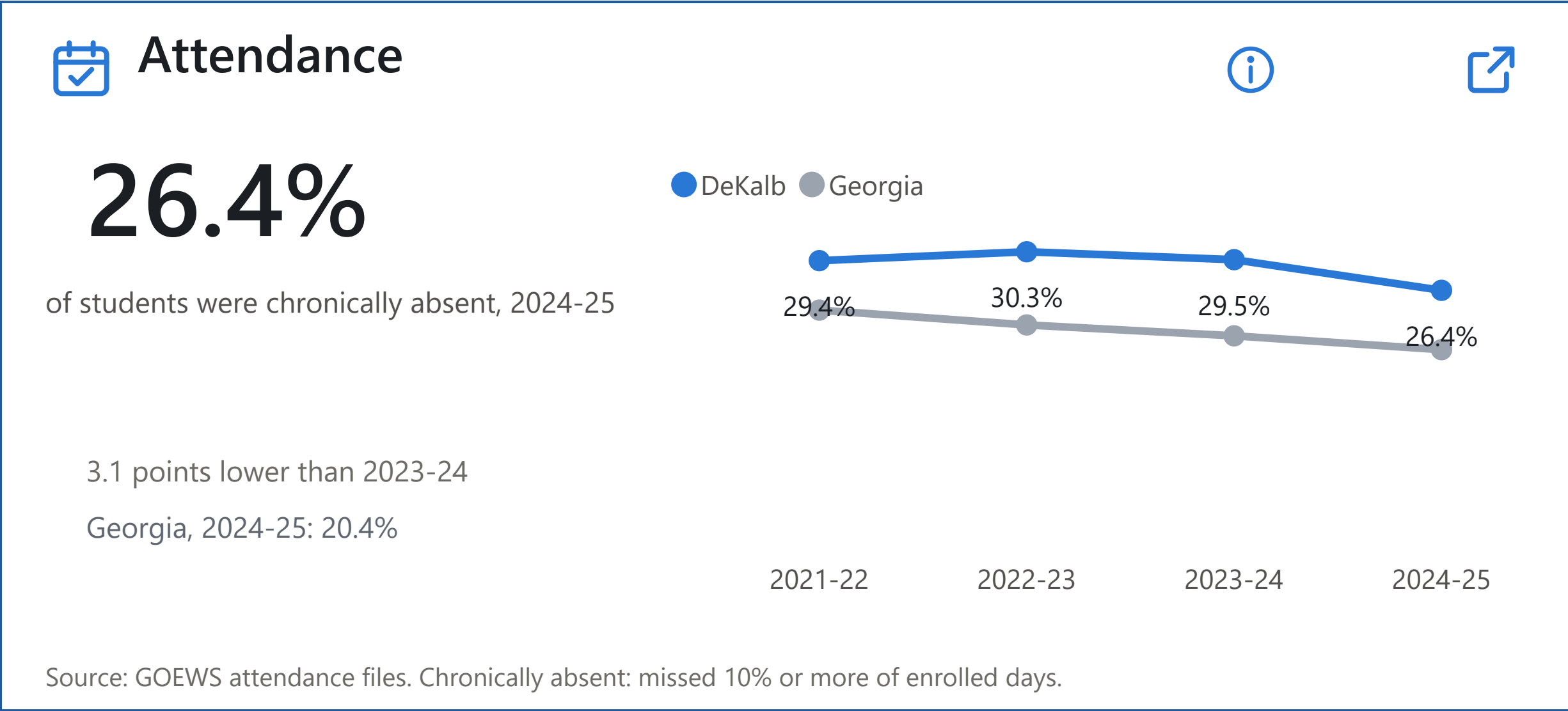
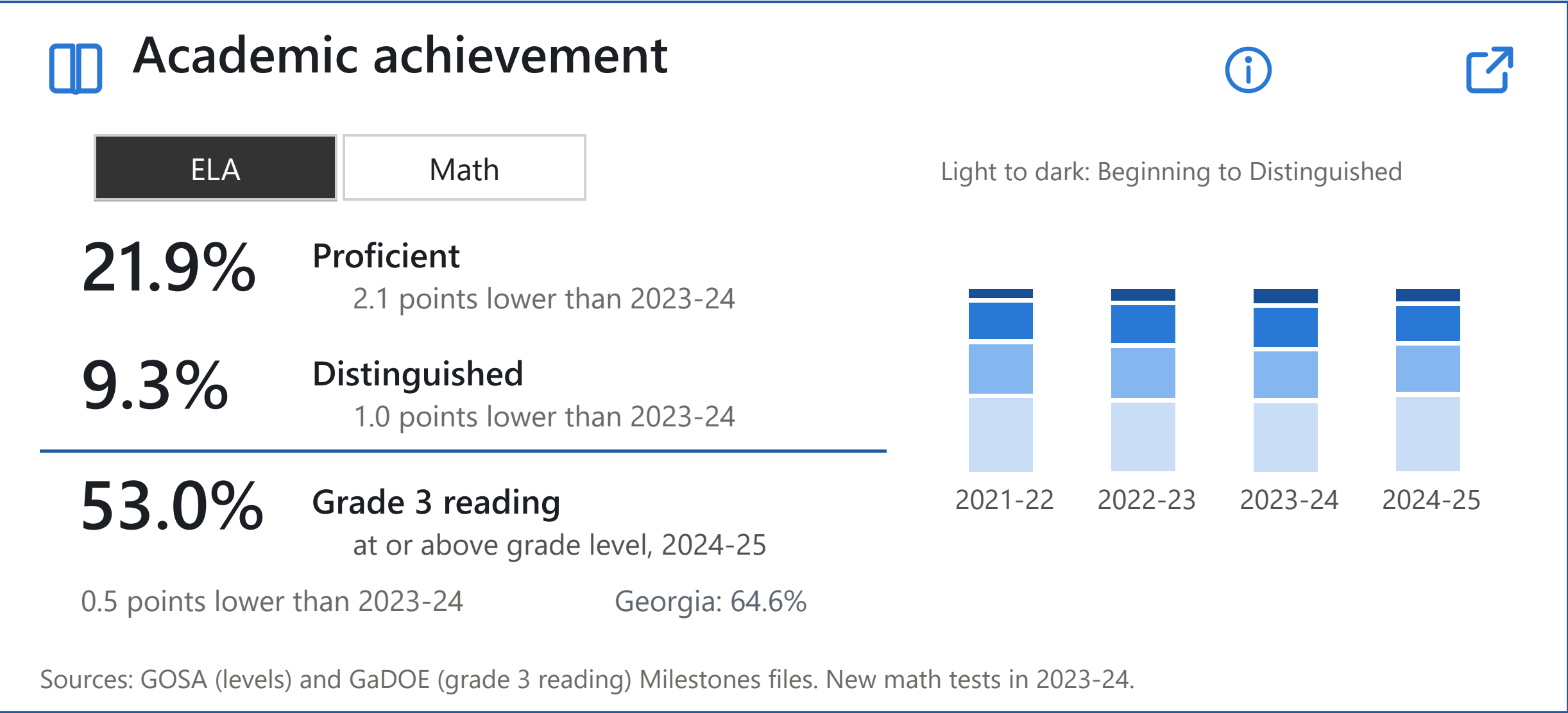


# Monitoring report sample: draft Board Policy BA, Goals and Objectives

Areas draft Policy BA names for monitoring and public reporting (DRAFT – 2nd Reading, last reviewed Oct 5, 2026), with Georgia's and the district's public data today.

The draft's text is headed "Access and Opportunity." The draft is under committee review, so its title and areas may change. Independent sample; not a district report.

**Draft BA:** "The Superintendent or designee will annually provide the Board with information regarding district progress toward educational access and opportunity goals."



Hover ⓘ on a tile for the definition and source. Details opens the area page: every measure, student groups and schools. Lines start at zero; Georgia is gray where the state publishes it.

**Draft BA:** "The Board may use this information to inform: Strategic planning; District improvement priorities; Resource allocation discussions; and Annual budget considerations."

Data as of Jun 22, 2026 (newest source file shown)

**About this sample.** Directionally accurate: it shows the size and direction of each result from public state files and the district's 2025

facilities report, retrieved Oct 14, 2026. Figures will not match district records exactly: the state leaves out small groups, unrated

schools are left out, and data years differ. Every figure here was traced to its published source and checked independently. A

production version would use the district's own records and go through a fuller validation process before use.



# Academic achievement

Draft BA · Monitoring list: "Academic achievement" · Commitment: "reduce measurable achievement gaps identified through district review of student outcome data"

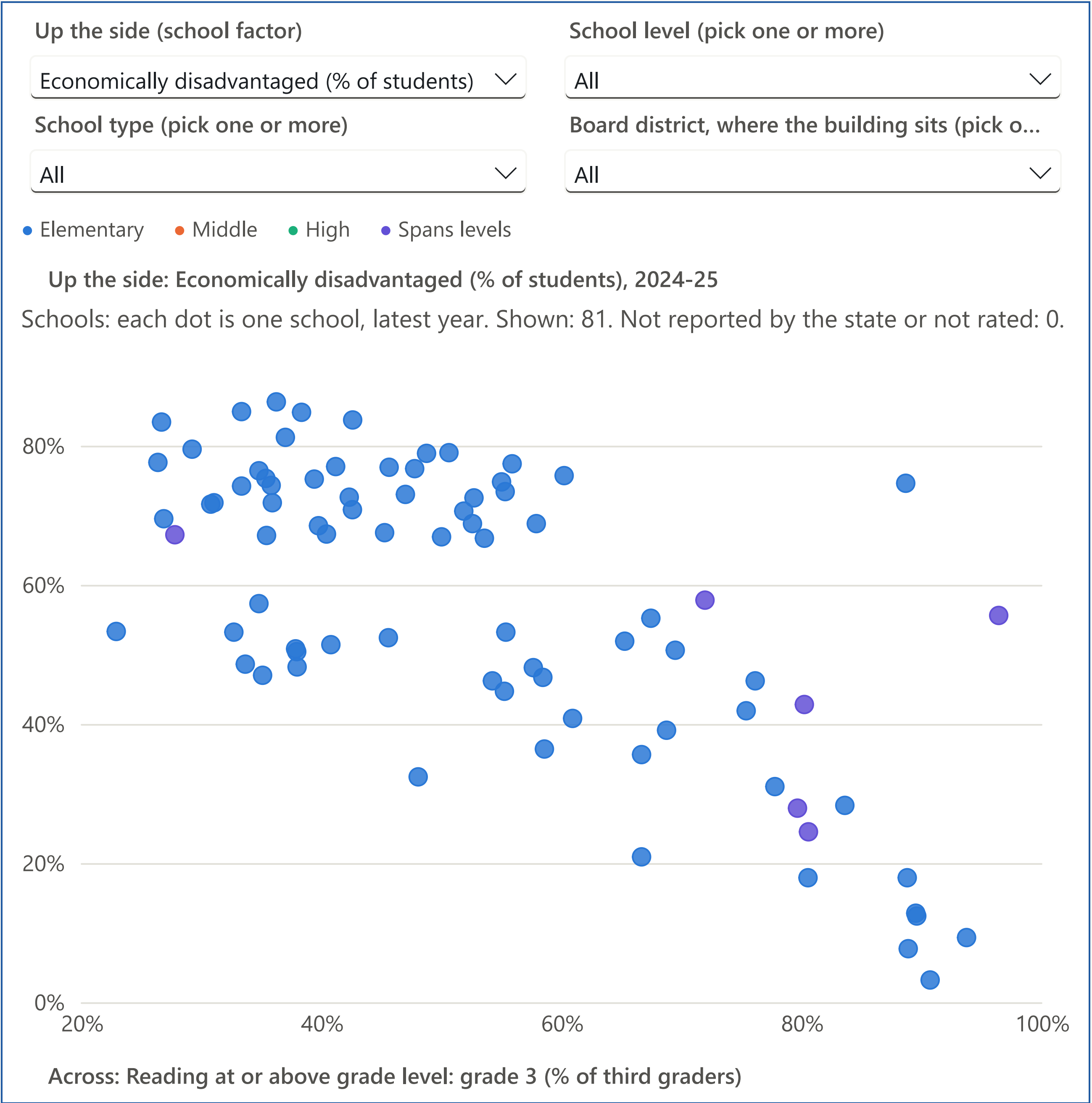
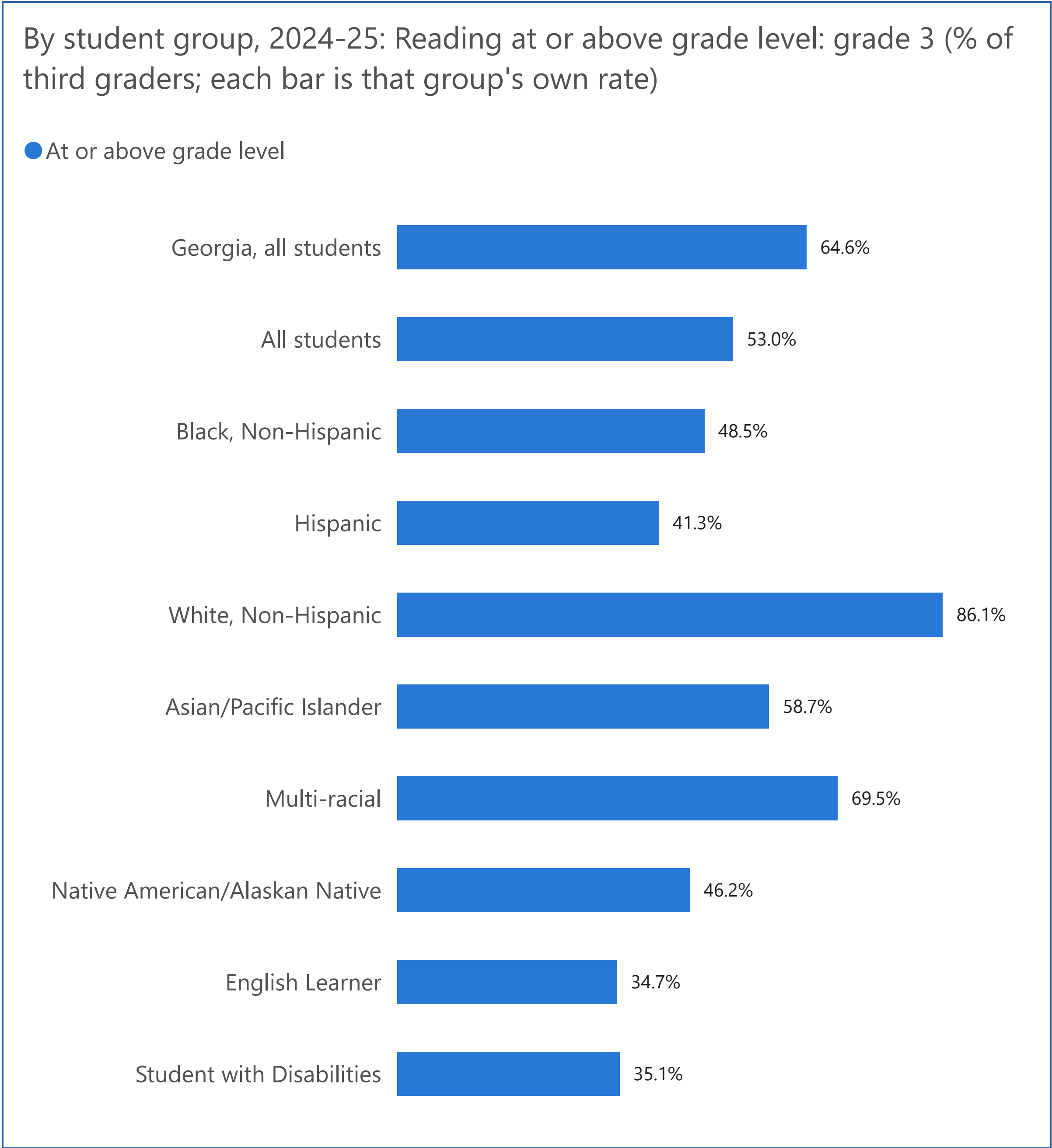
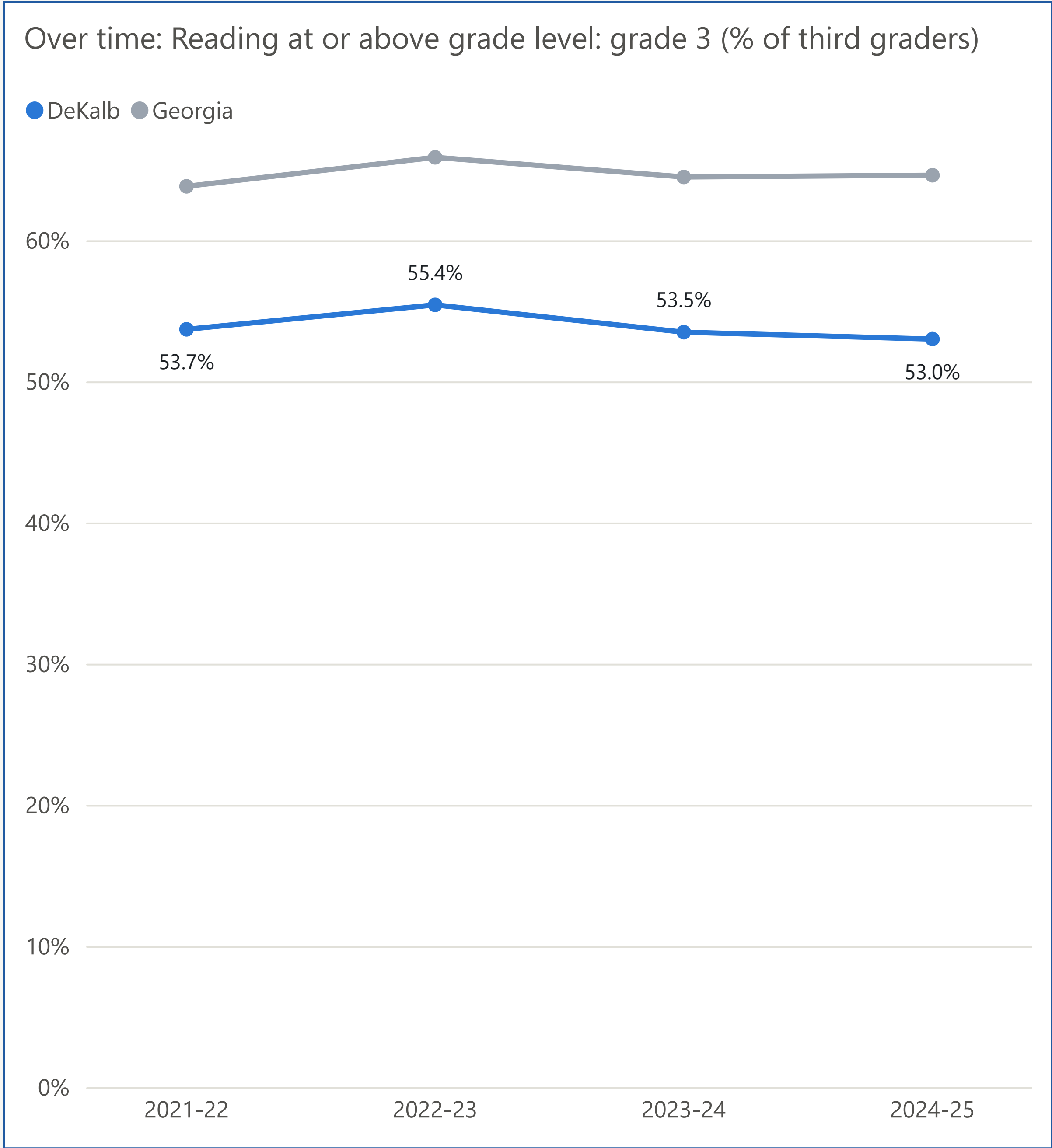
Measure Reading at or above grade level: grade 3

53.0%

of third graders reading at or above grade level, 2024-25

0.5 points lower than 2023-24

Georgia, 2024-25: 64.6%



## Definition and source

GaDOE Georgia Milestones ELA end-of-grade files, grade 3, Reading Status: % at Grade Level or Above (Lexile 520L or higher), all tested students. The same cut is used in every year shown. A different measure from ELA proficiency: it reports reading level only, from the same test. Groups as the state publishes them; these files have no poverty group. Data notes: Test files count all tested students; Student group results: which groups each source reports.

With district data: School results for every test, and growth for each student group over time.



# Attendance

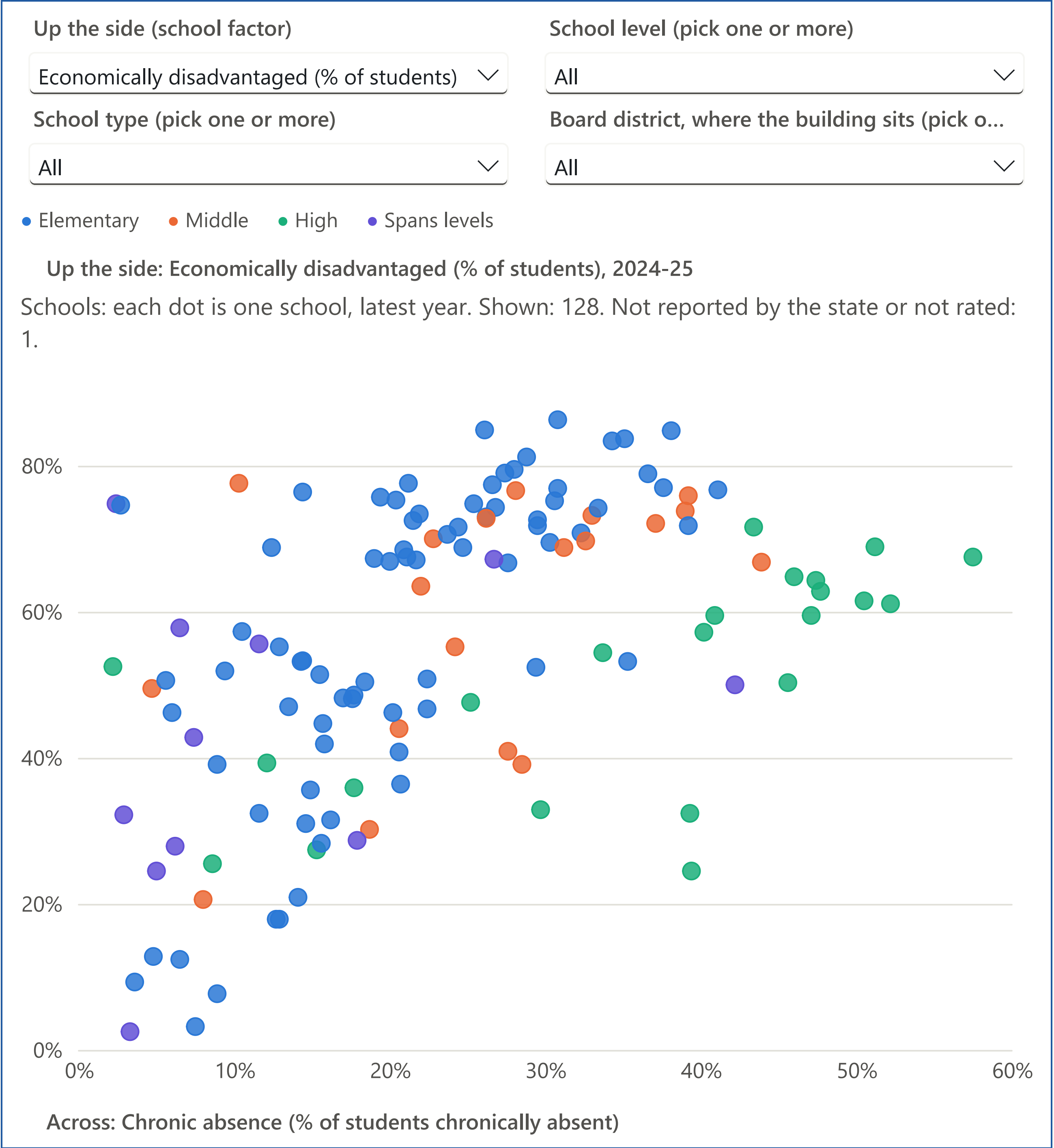
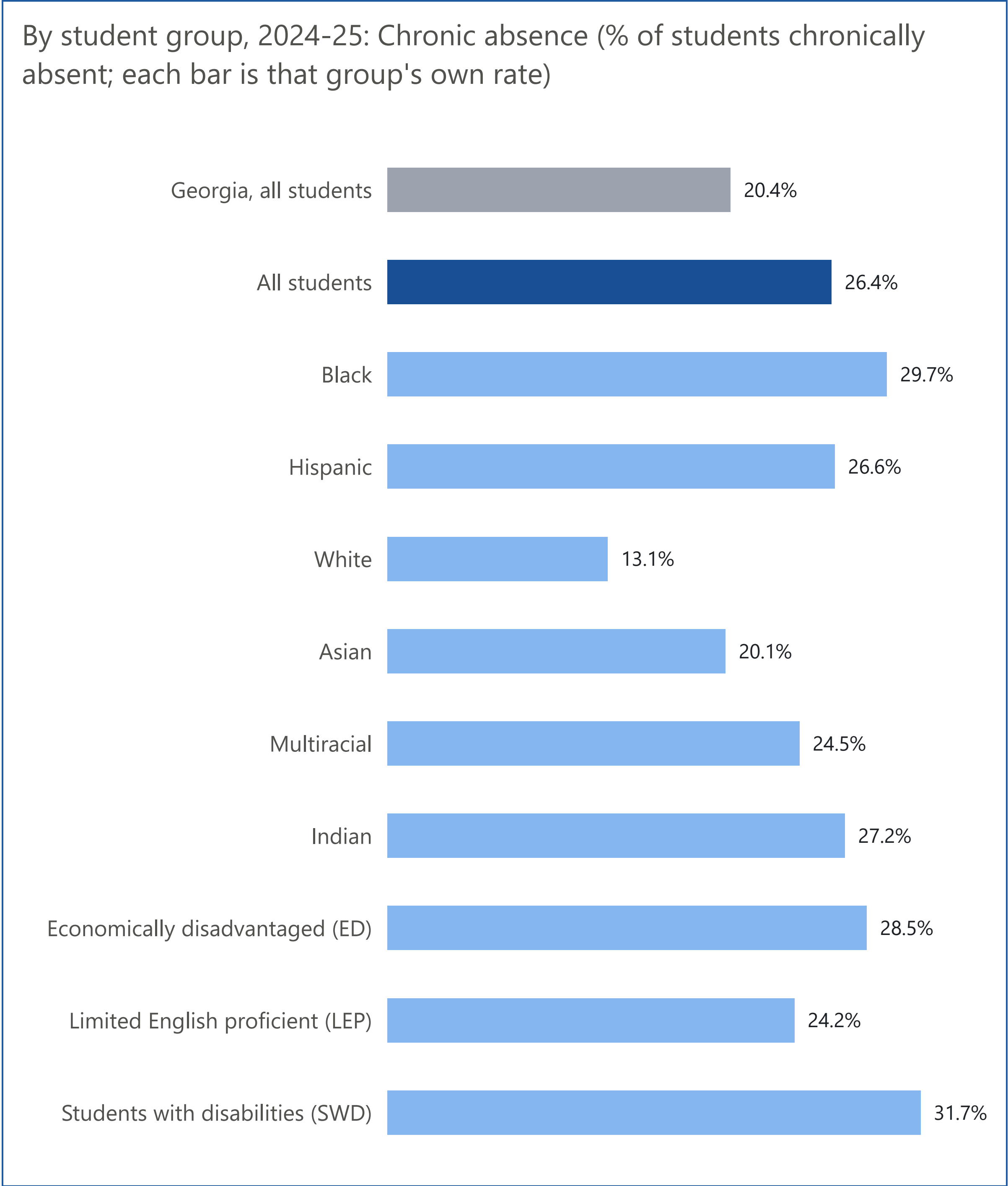
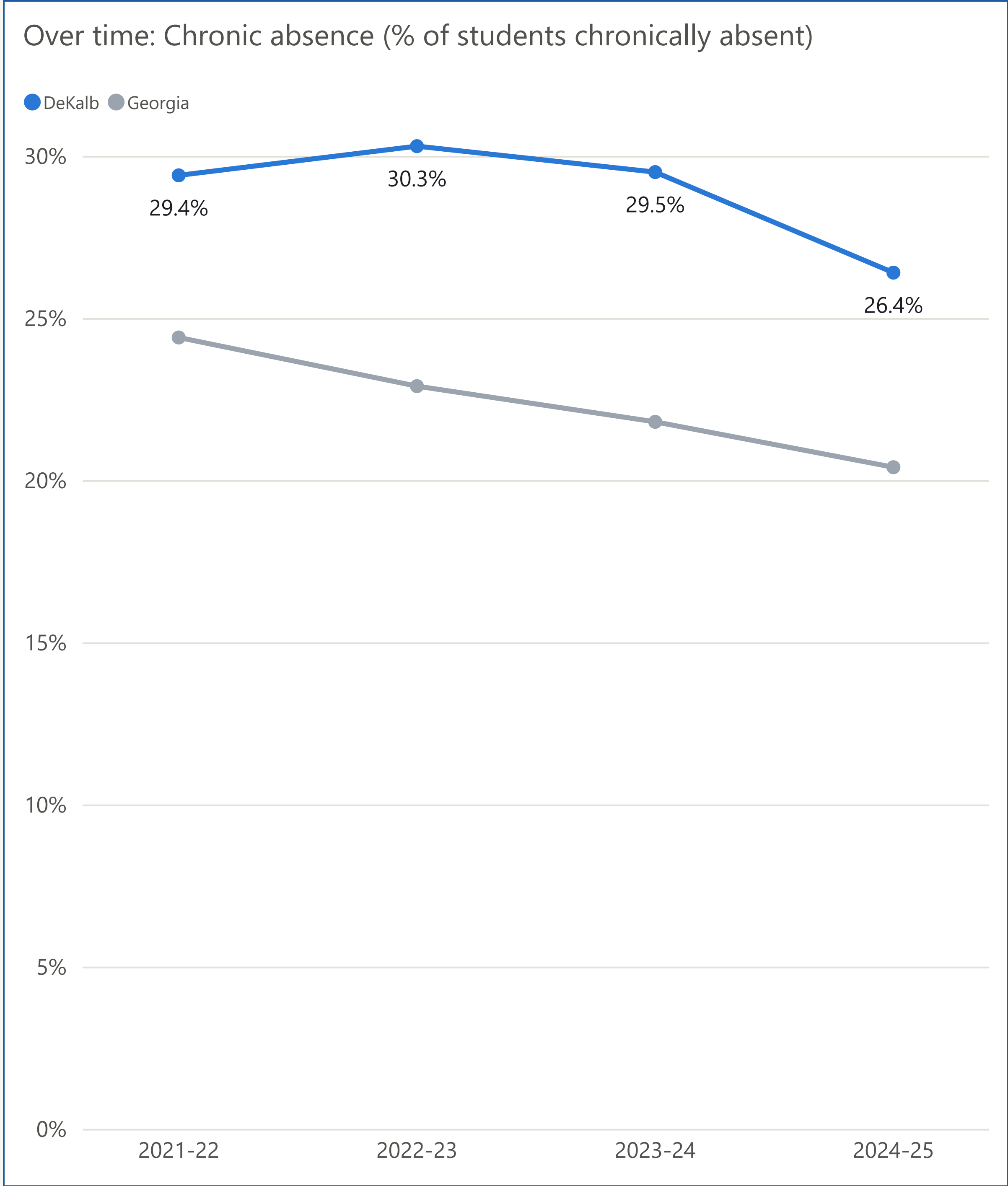
Draft BA · Monitoring list: "Attendance" · Public reporting: "student achievement, attendance, discipline ... career pathway completers"

26.4%

of students chronically absent, 2024-25

3.1 points lower than 2023-24

Georgia, 2024-25: 20.4%



### Definition and source

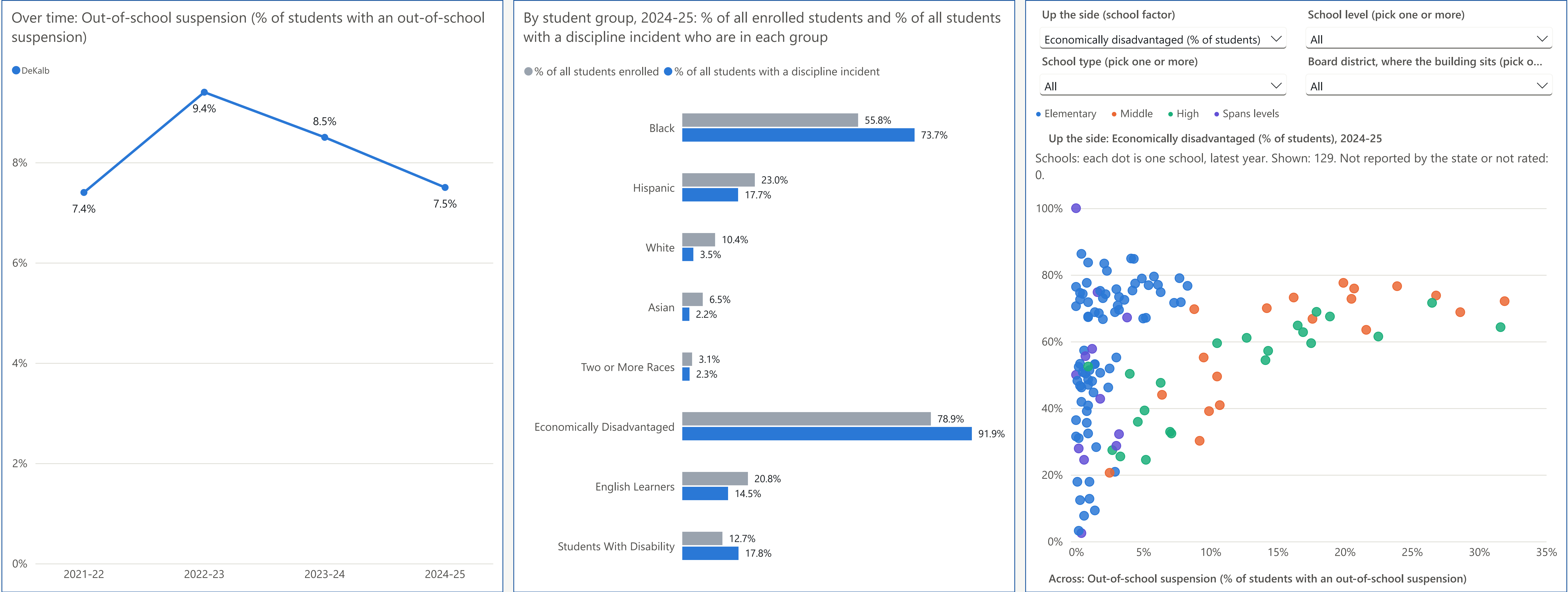
GOEWS attendance files: students absent 10% or more of enrolled days. All grades.

With district data: Attendance during the year, not only the year-end rate.

7.5%

of students with an out-of-school suspension, 2024-25

1.0 points lower than 2023-24



Definition and source

GOEWS discipline file: students with at least one out-of-school suspension during the year, as a percent of students enrolled. All grades. Student groups: each group's share of DeKalb students enrolled and its share of students with at least one discipline incident of any kind, 2024-25. The state publishes these shares school by school; the district shares here are added up from those school rows. Where a group is very small at a school, the download omits it, so small groups can differ from the state's discipline dashboard by a few tenths of a point.

With district data: Suspension rates for each student group, with exact counts; the public file gives only shares.



# Advanced coursework participation

Draft BA · Monitoring list: "Advanced coursework participation" · Commitment: "Supporting and expanding access to rigorous coursework, advanced academic opportunities, gifted service"

Accelerated enrollment (all course types)

Advanced Placement

Dual enrollment

International Baccalaureate

Gifted programs

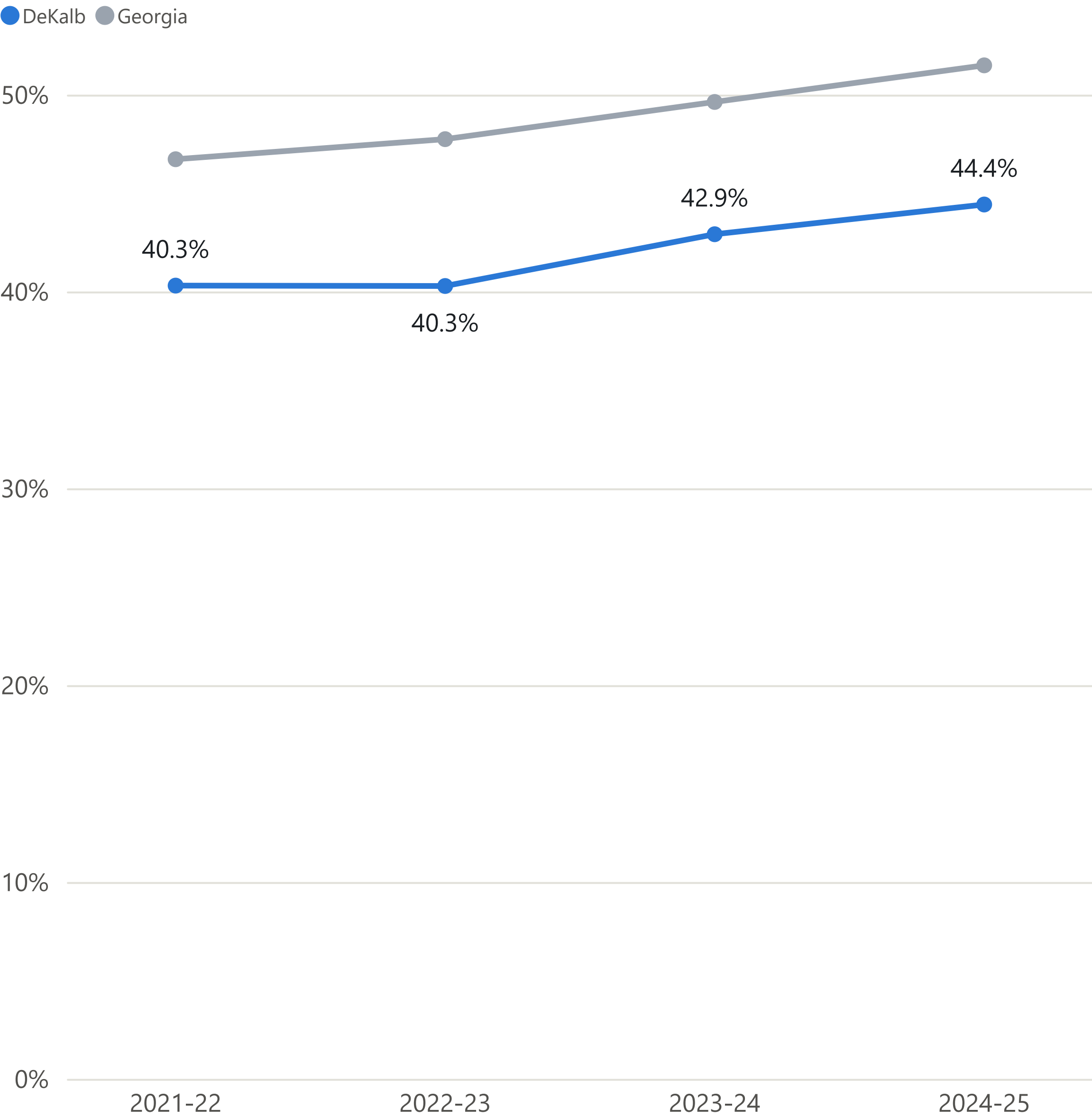
44.4%

of 12th graders who earned credit in an AP, IB, dual enrollment or Cambridge course within seven years of course records, 2024-25

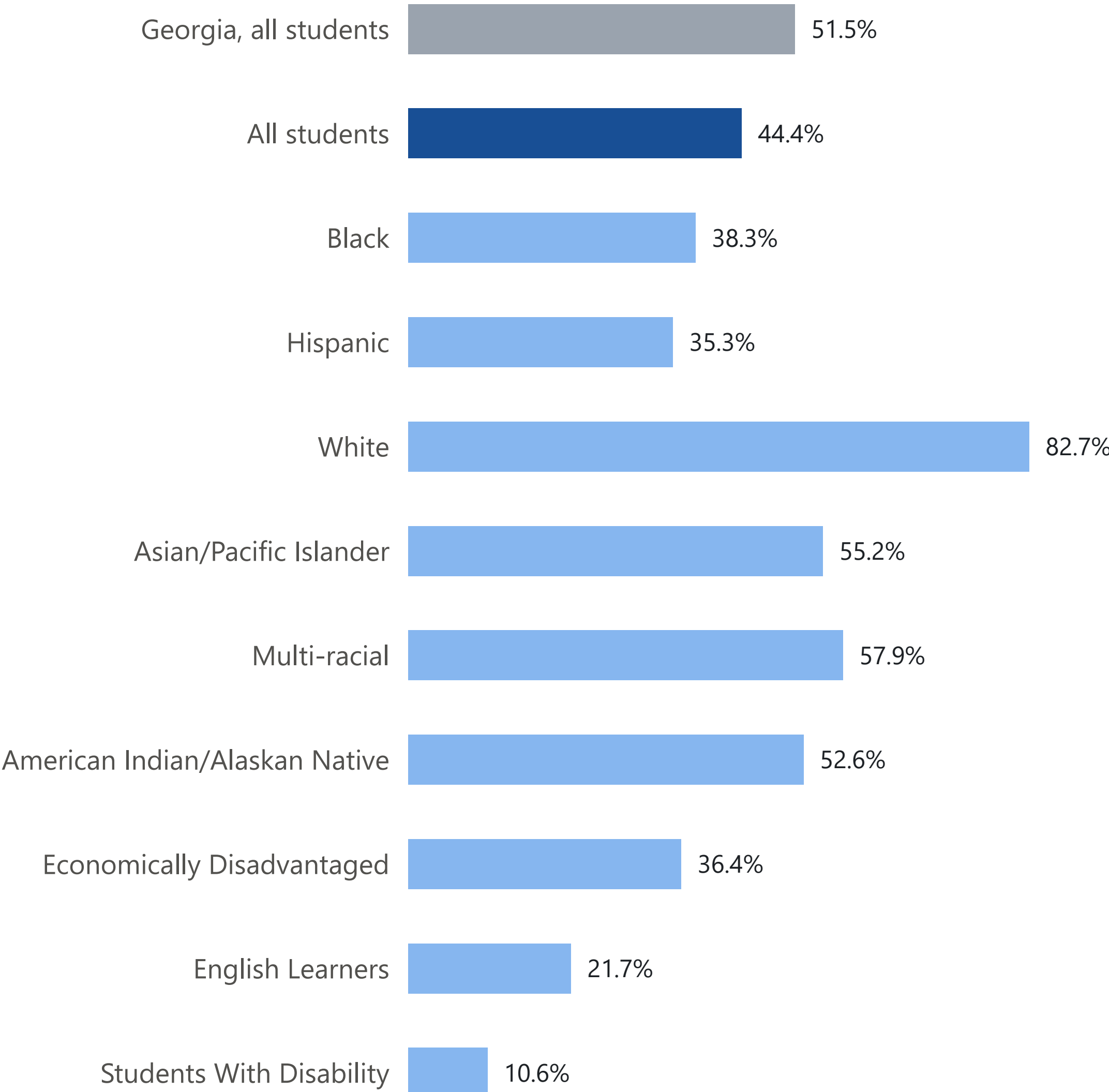
1.5 points higher than 2023-24

Georgia, 2024-25: 51.5%

Over time: Accelerated enrollment (all course types) (% of 12th graders)



By student group, 2024-25: Accelerated enrollment (all course types) (% of 12th graders; each bar is that group's own rate)



Up the side (school factor)

Economically disadvantaged (% of students) ▾

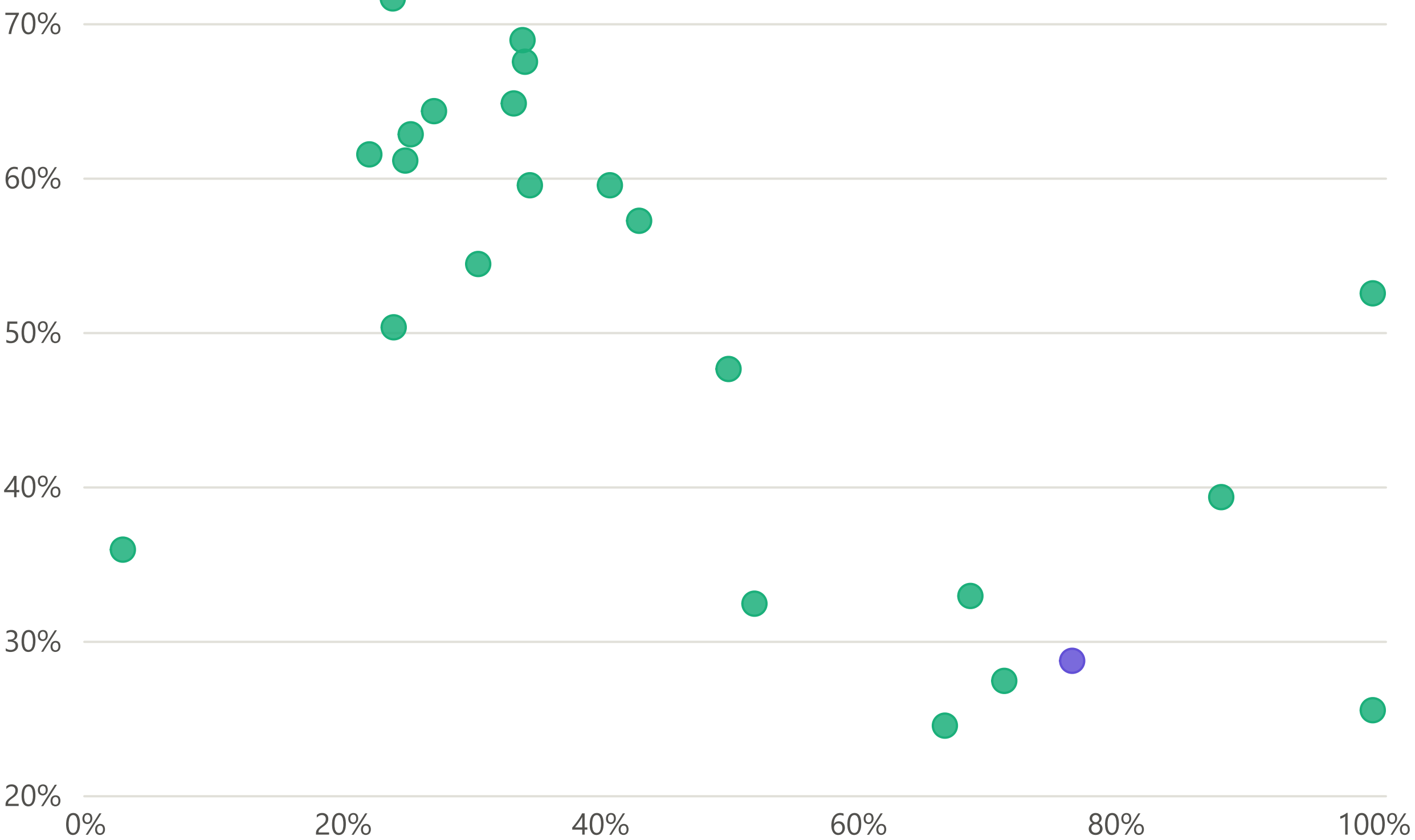
School type (pick one or more)

All ▾

● Elementary ● Middle ● High ● Spans levels

Up the side: Economically disadvantaged (% of students), 2024-25

Schools: each dot is one school, latest year. Shown: 23. Not reported by the state or not rated: 2.



Across: Accelerated enrollment (all course types) (% of 12th graders)

School level (pick one or more)

All ▾

Board district, where the building sits (pick o...

All ▾

Definition and source

GaDOE CCRPI Readiness (unbenchmarked rate): percent of 12th graders who earned at least one full credit in the course type, from course records over the last seven years. Cambridge courses count from 2022-23. Groups with fewer than 15 students are not reported by the state.  
Data notes: Cambridge courses count toward accelerated enrollment from 2022-23.



# Career pathways

Draft BA · Monitoring list: "Career pathways" · Public reporting: "career pathway completers"; commitment: "expanding access to ... career pathways"

Career pathways (CTAE)

All pathway types

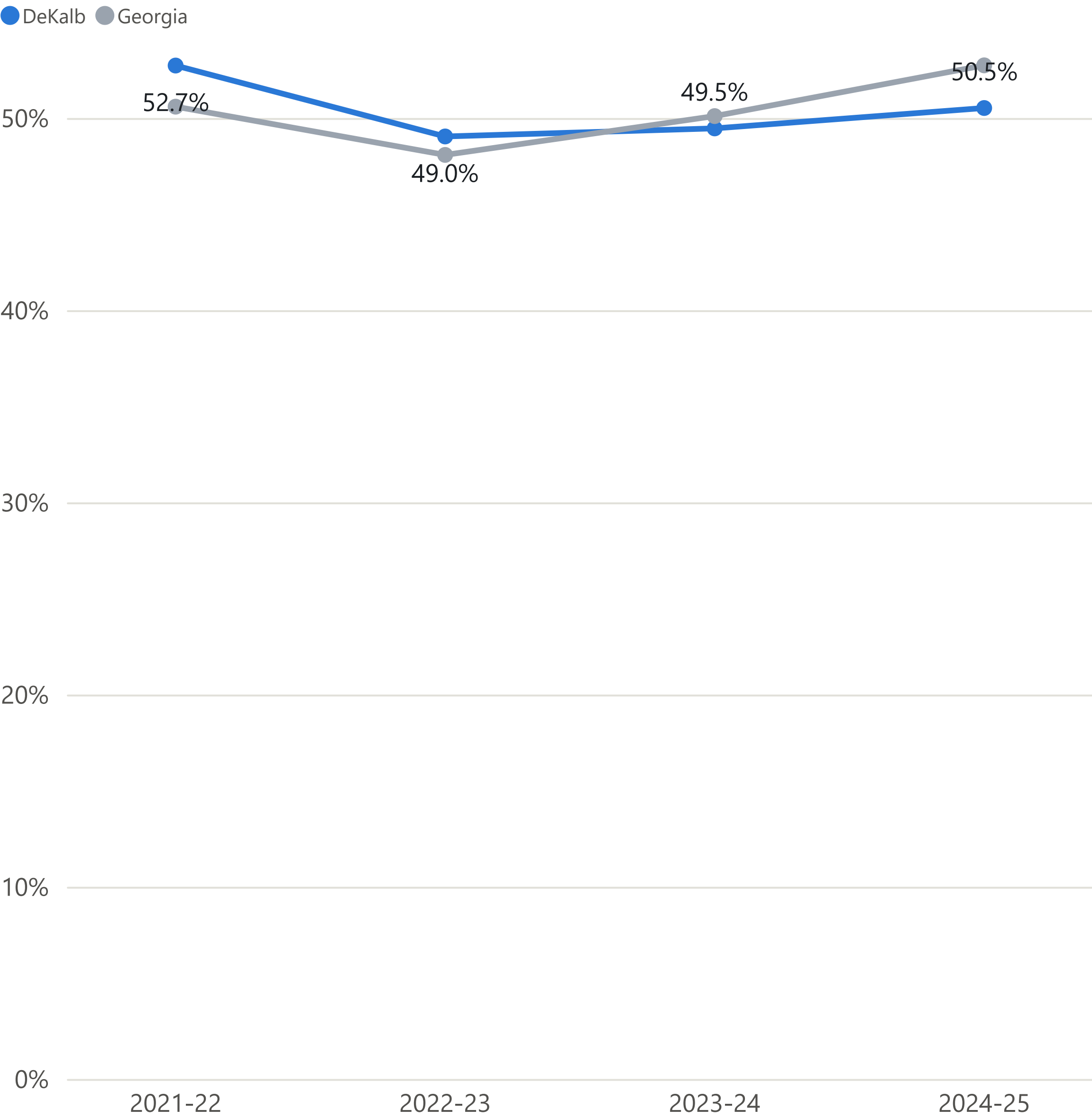
50.5%

of 12th graders who completed a career (CTAE) pathway, 2024-25

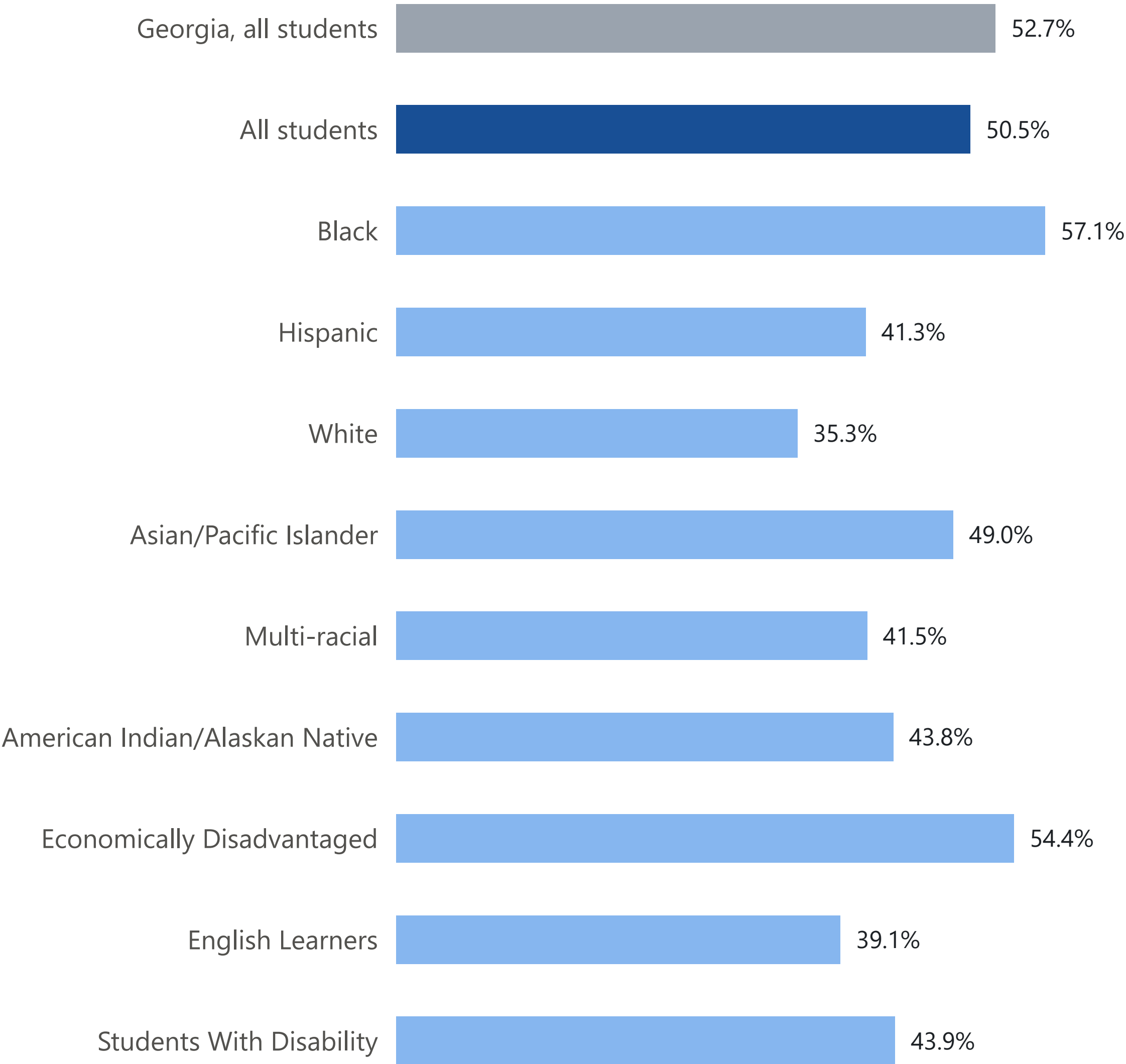
1.1 points higher than 2023-24

Georgia, 2024-25: 52.7%

Over time: Career pathways (CTAE) (% of 12th graders)



By student group, 2024-25: Career pathways (CTAE) (% of 12th graders; each bar is that group's own rate)



Up the side (school factor)

Economically disadvantaged (% of students) ▾

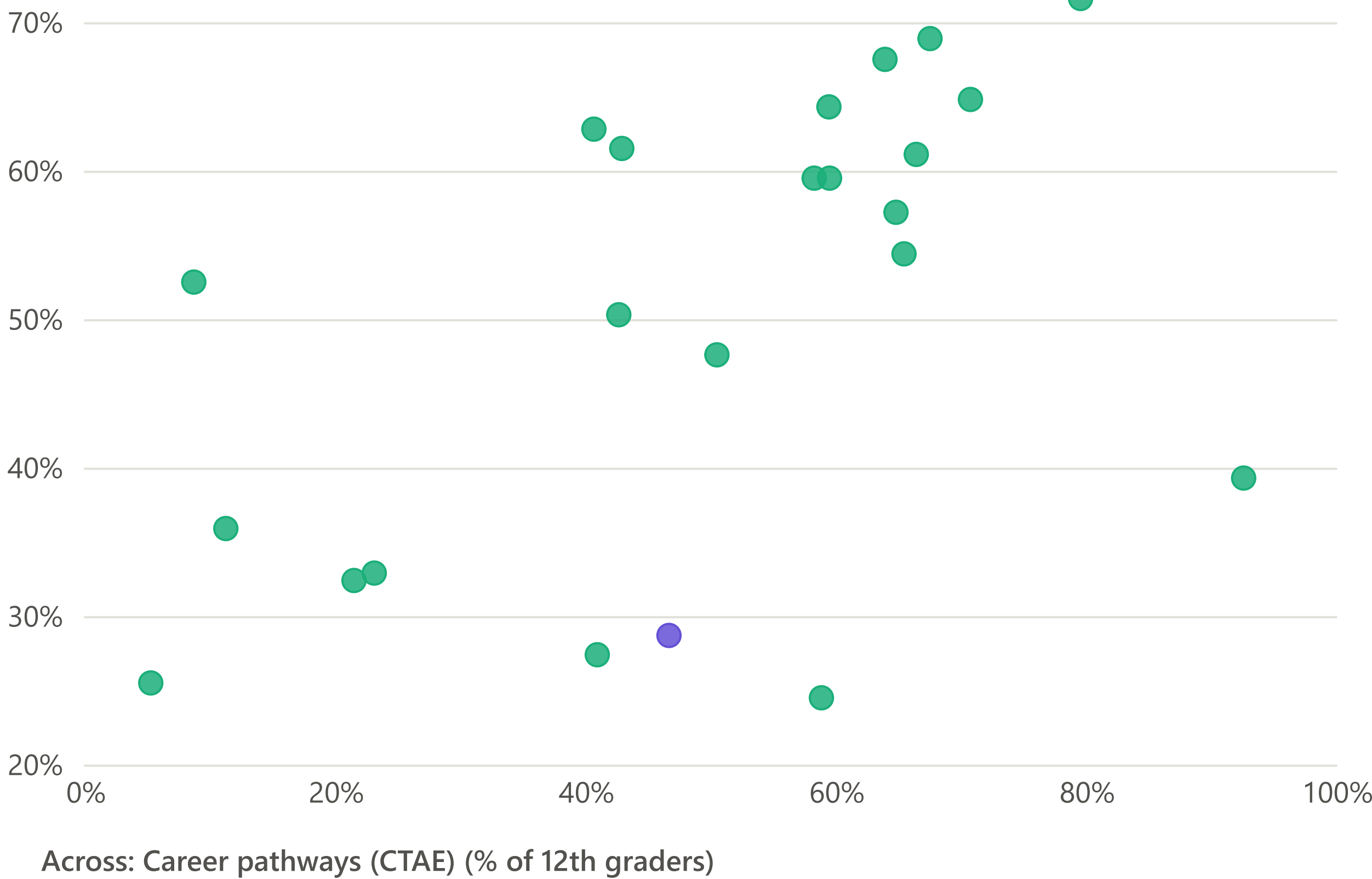
School type (pick one or more)

All ▾

● Elementary ● Middle ● High ● Spans levels

Up the side: Economically disadvantaged (% of students), 2024-25

Schools: each dot is one school, latest year. Shown: 23. Not reported by the state or not rated: 2.



## Definition and source

GaDOE CCRPI Readiness: percent of 12th graders completing a Career, Technical and Agricultural Education (CTAE) pathway, Georgia's career pathways. Groups with fewer than 15 students are not reported by the state.

With district data: Students enrolled in each pathway, not only completers.



# Staffing trends

Draft BA · Monitoring list: "Staffing trends" · Commitment: "Recruiting, developing, and retaining well-prepared, highly effective teachers and leaders"

Inexperienced teachers

Out-of-field teachers

Emergency or provisional credentials

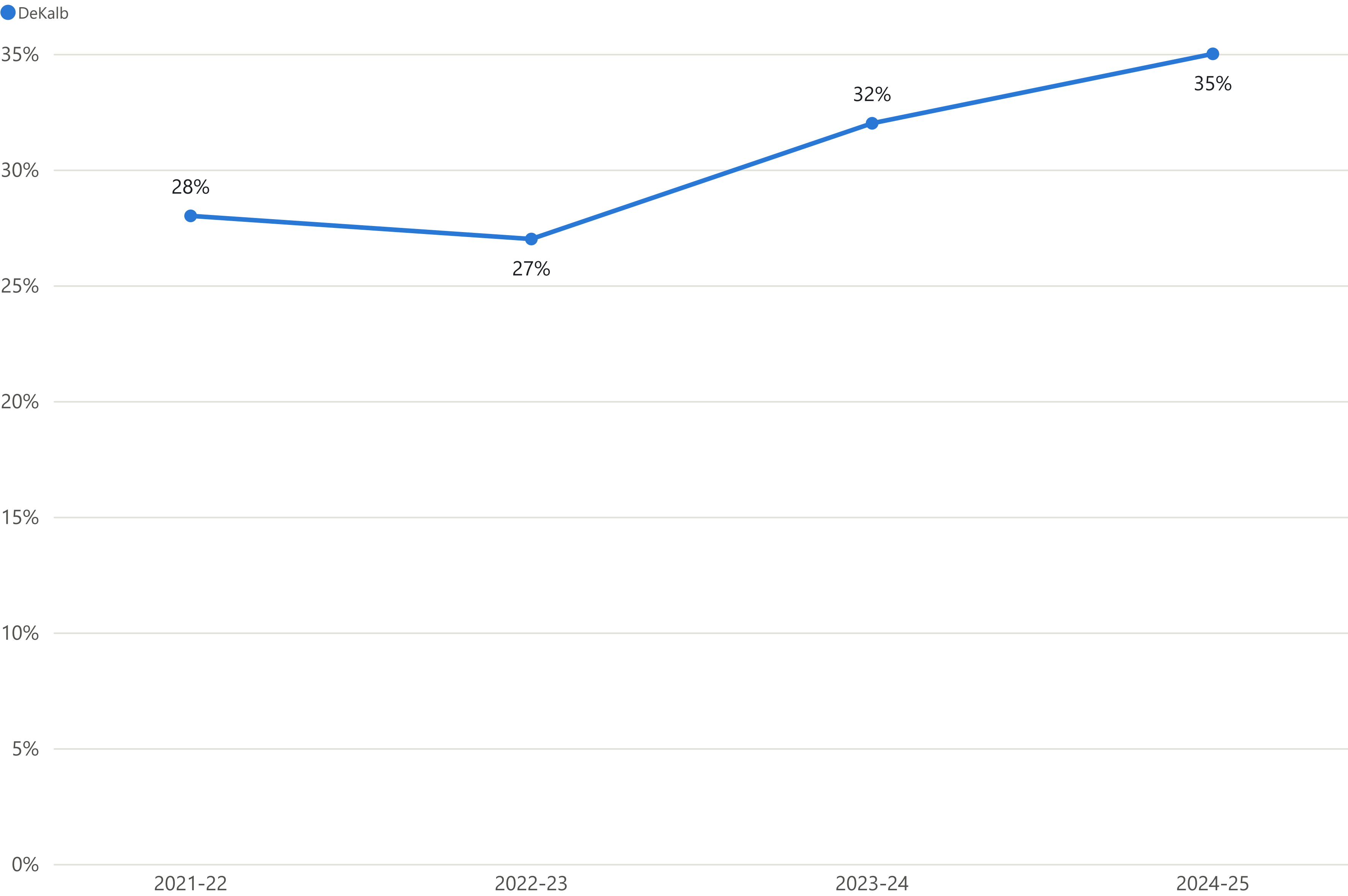
Average years of experience

35%

of teacher FTE held by inexperienced teachers, 2024-25

3 points higher than 2023-24

Over time: Inexperienced teachers (% of teacher FTE)



Up the side (school factor)

Economically disadvantaged (% of students)

School type (pick one or more)

All

School level (pick one or more)

All

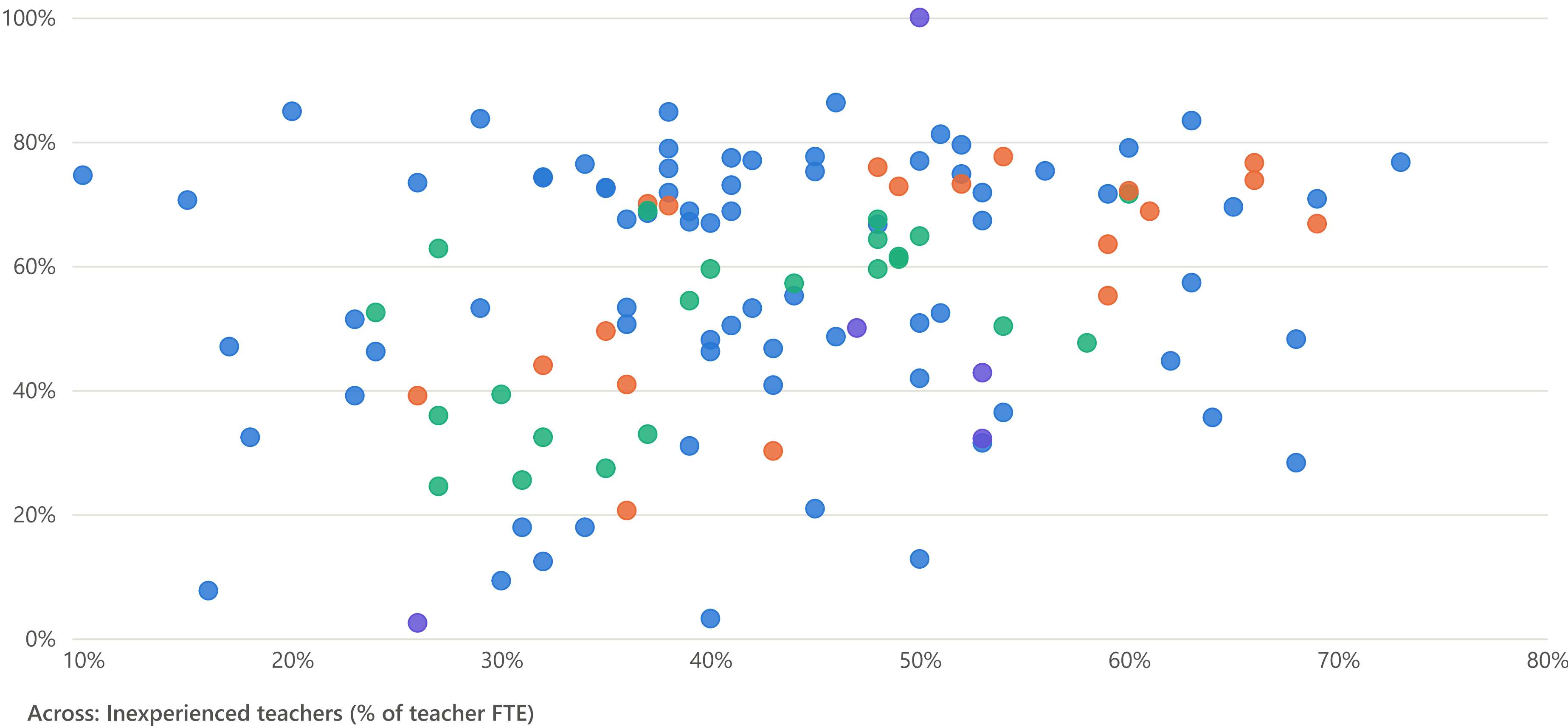
Board district, where the building sits (pick one or more)

All

Elementary Middle High Spans levels

Up the side: Economically disadvantaged (% of students), 2024-25

Schools: each dot is one school, latest year. Shown: 121. Not reported by the state or not rated: 0.



### Definition and source

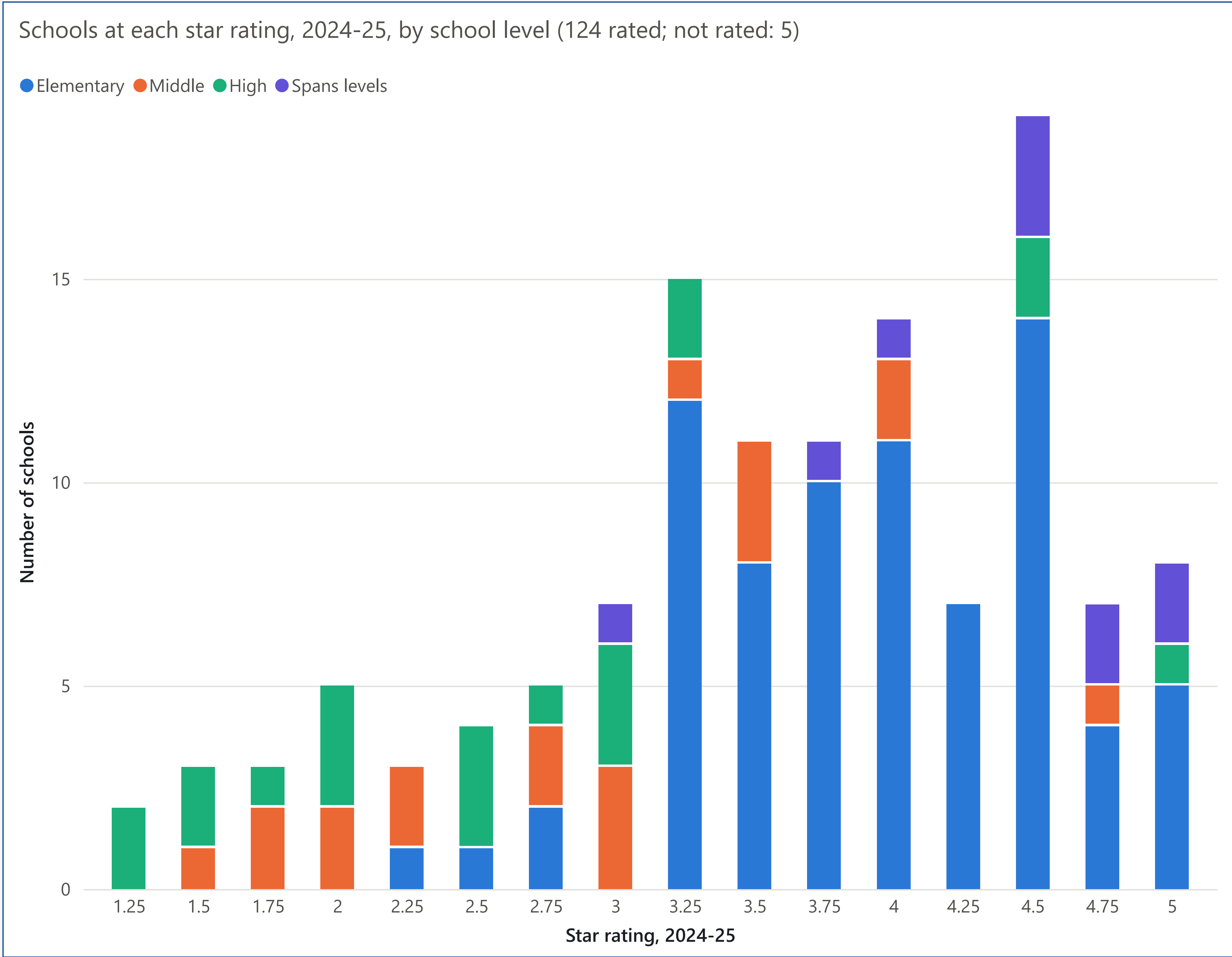
GOEWS Educator Qualifications: "Inexperienced" is defined as having less than four consecutive years being reported as a teacher. Share of teacher full-time equivalents. School dots leave out the 8 charter schools: Georgia law lets charter and strategic waiver systems waive certification rules (GaDOE In-Field Decision Guide, July 2024), and GOEWS notes that experience counts for new charter systems start over (100% inexperienced for three years), so charter values are not comparable. District figures include every school as published.



## 3.60 stars

average climate rating of the 124 rated schools, 2024-25 (each school counted once; 5 of the 129 listed schools were not rated)

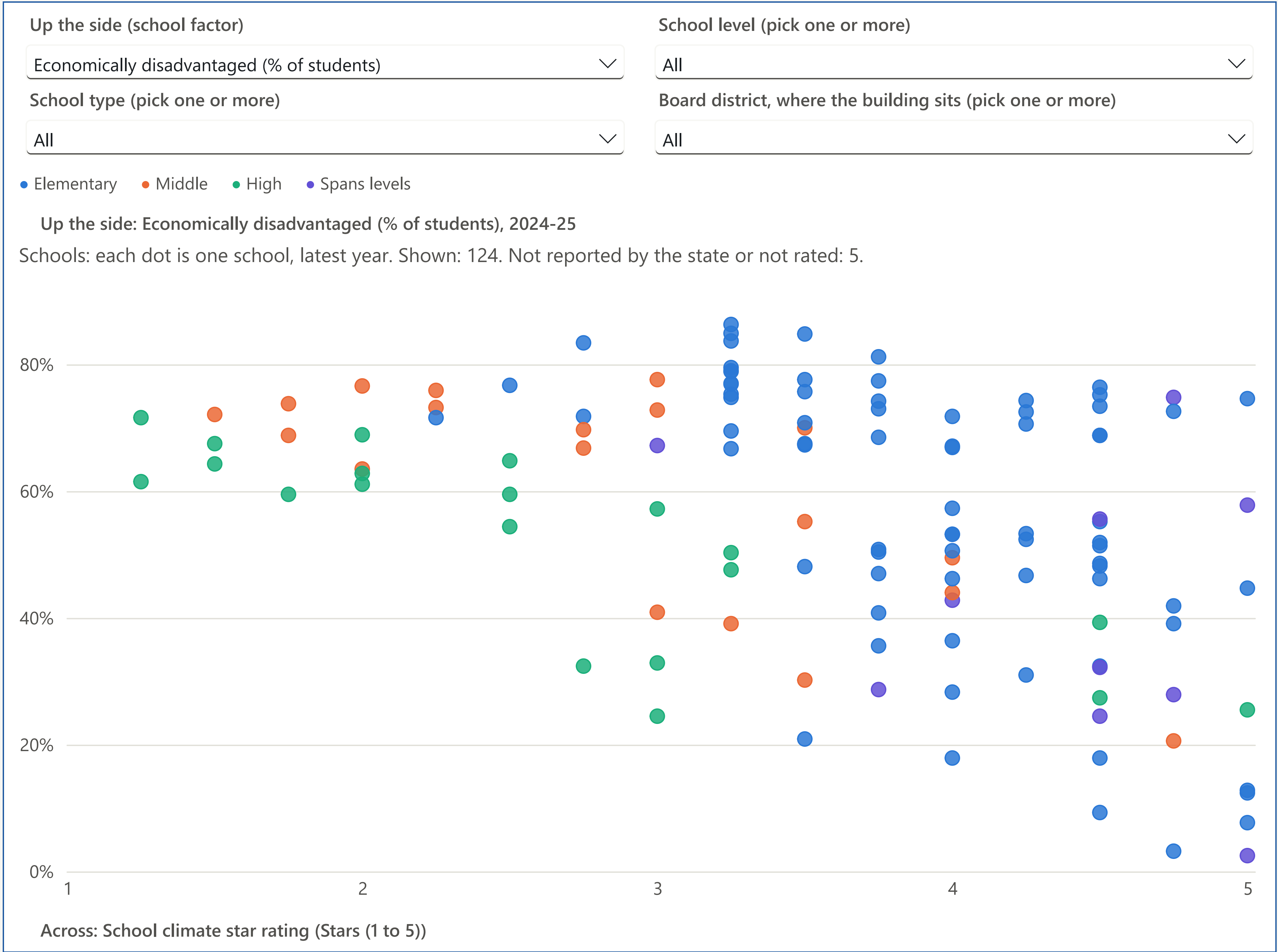
No change shown: 2023-24 ratings used whole stars, a different scale.



### Definition and source

GaDOE School Climate Star Ratings: whole stars in 2023-24, quarter stars with comparison groups in 2024-25, so the two years use different scales. From the draft's introduction to its monitoring list. Data notes: Climate star ratings use quarter stars from 2024-25.

With district data: The district's own survey results by school.





# Facilities conditions

Draft BA · Public reporting bullet · Public reporting: "DCSD will annually monitor and publicly report ... facilities conditions"

Current condition

5 Year (modeled)

10 Year (modeled)

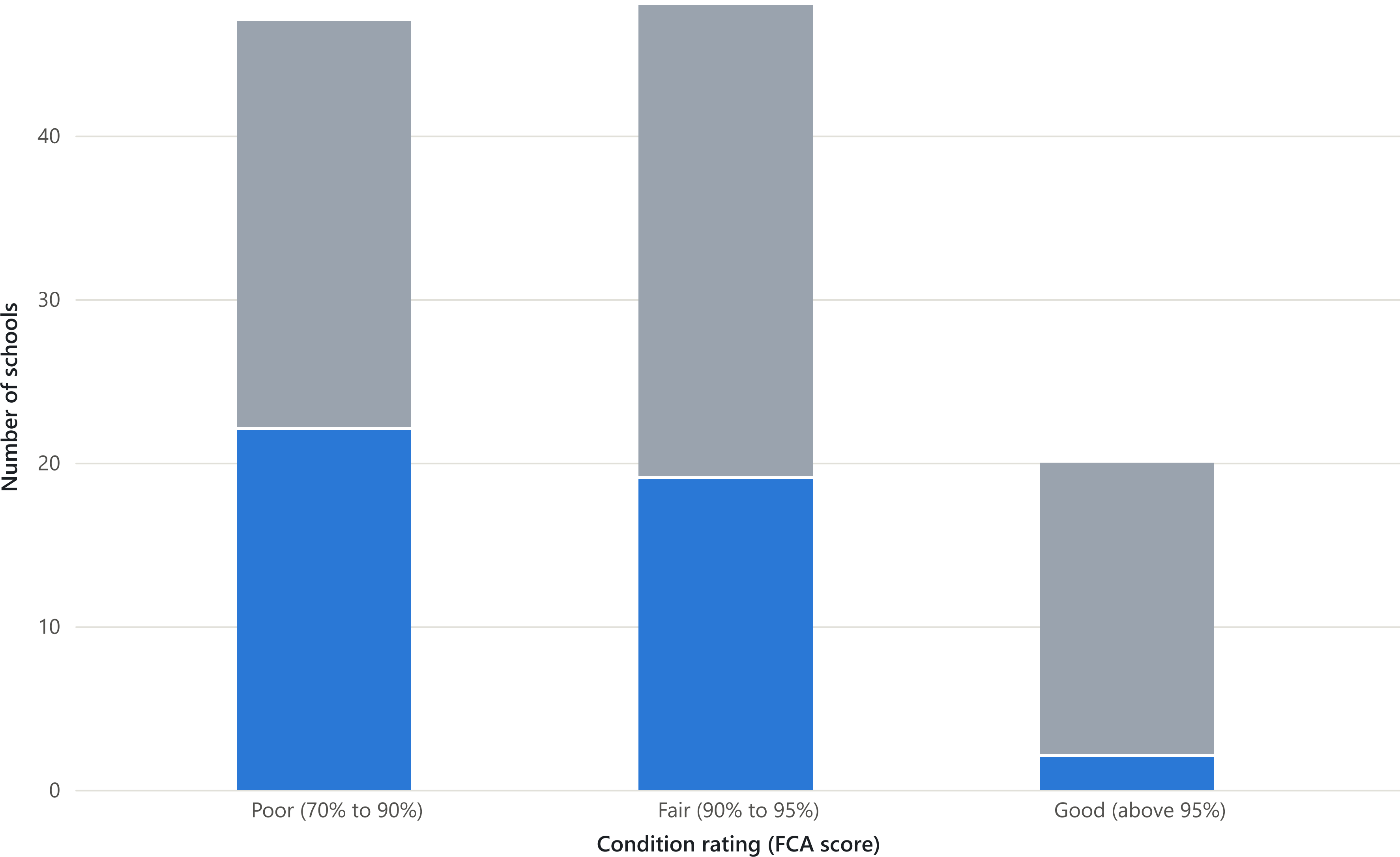
91.0%

average school FCA score, current condition, 2025 report (115 schools, each counted once; 43 assessed on site in 2025)

Report (pp. 25-26): district average 92% ("Fair"); repair needs about \$696M now and about \$1.35B by 2030 if no action is taken. Rated "Poor" or "Critical" (below 90%): 47 of 115 schools.

Schools by the report's condition rating; blue: assessed on site in 2025, gray: not (pick current, 5-year or 10-year above)

Assessed Unassessed



Up the side (school factor)

Economically disadvantaged (% of students)

School type (pick one or more)

All

School level (pick one or more)

All

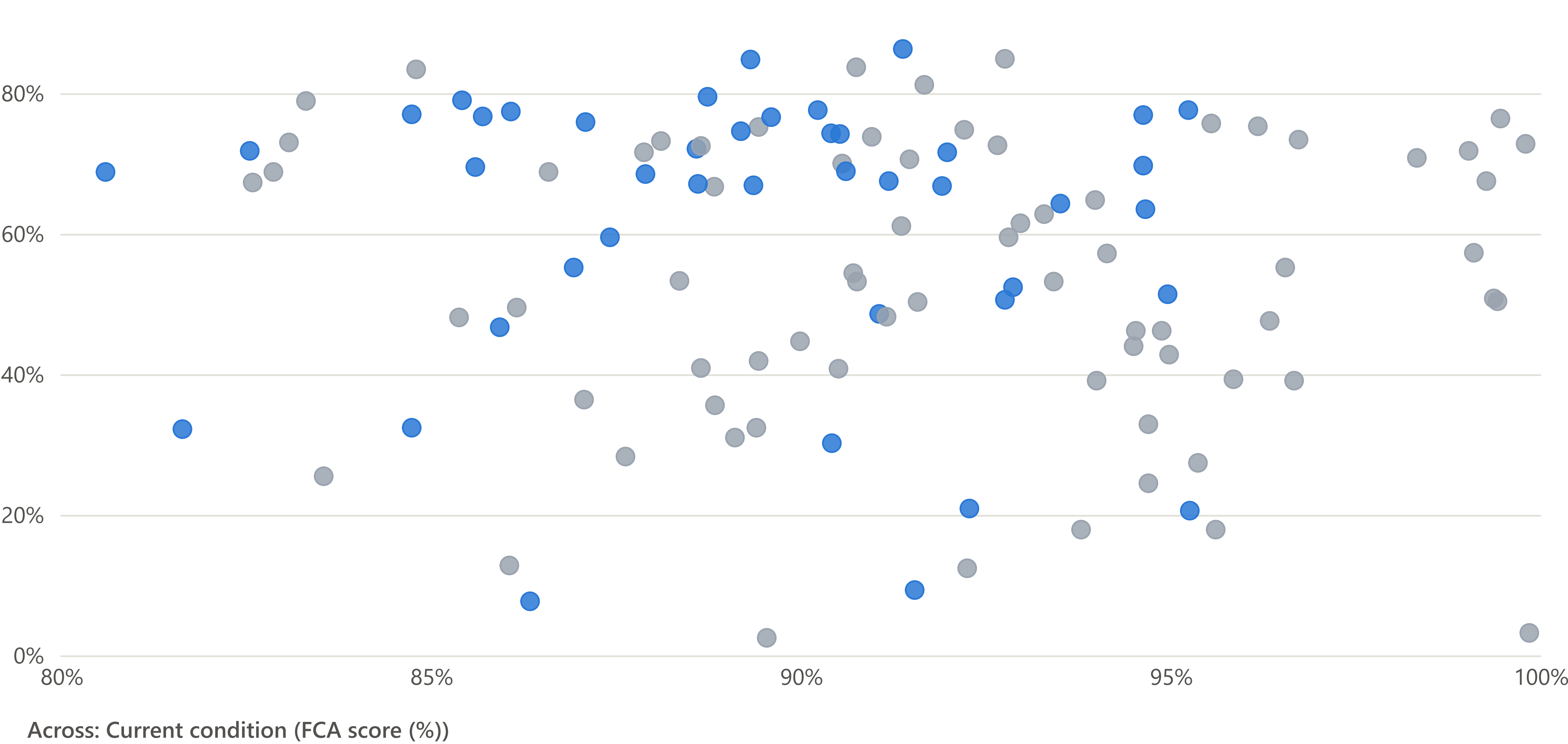
Board district, where the building sits (pick one or more)

All

Assessed on site in 2025 Not assessed on site (earlier assessments, life cycle model)

Up the side: Economically disadvantaged (% of students), 2024-25

Schools: each dot is one school, latest year. Shown: 115. Not reported by the state or not rated: 0.



## Definition and source

DCSD 2025 State of the School Facilities Report (HPM, pp. 25-26): FCA score = 1 minus the Facility Condition Index, which is the cost of needed repairs divided by the cost to replace the facility; higher means better condition. The report's ratings: "Good" above 95%, "Fair" 90% to 95%, "Poor" 70% to 90%, "Critical" below 70%. Assessments: Ameresco, with DCSD staff, compiled in Ameresco's AssetPlanner with earlier assessment data. Schools in the district's "Assessed" report folder were in the 2025 targeted on-site assessments of high-priority systems such as HVAC and building envelope; the others' scores come from earlier assessments and the life cycle model. This sample holds the published scores, not the repair and replacement costs behind them. Current condition, as published in the 2025 report.

With district data: Condition updates each year and the status of each project.