



**Committee of the Whole
September 11, 2023
Board of Education Meeting**



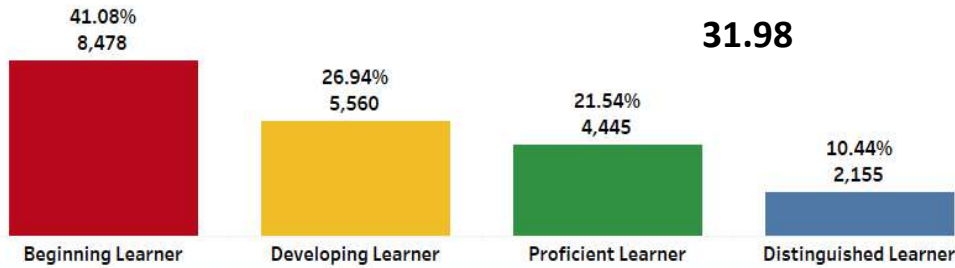


**Georgia Milestones
End-of-Grade (EOG) Achievement Levels
Elementary School**

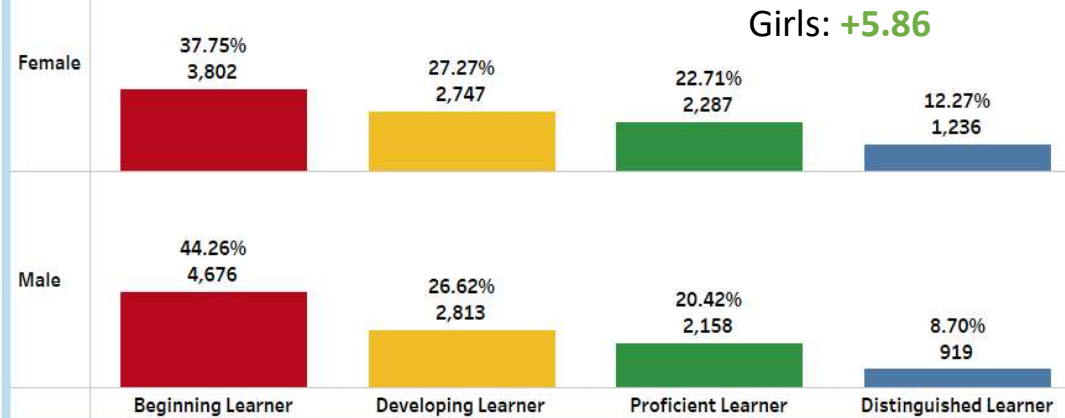
**2023 Georgia Milestones End-of-Grade
English Language Arts: Grades 3-5**

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

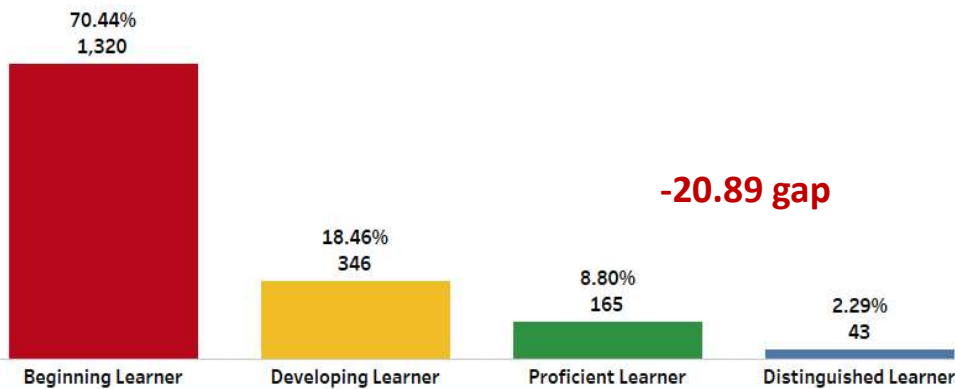
All Students



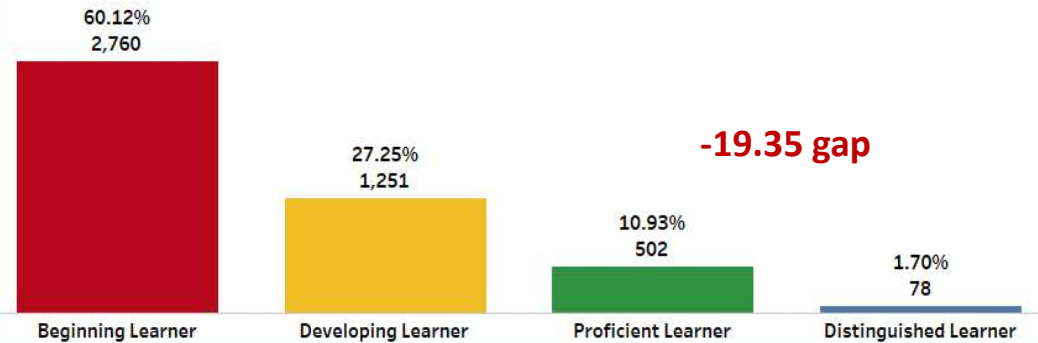
Gender



Students with Disability



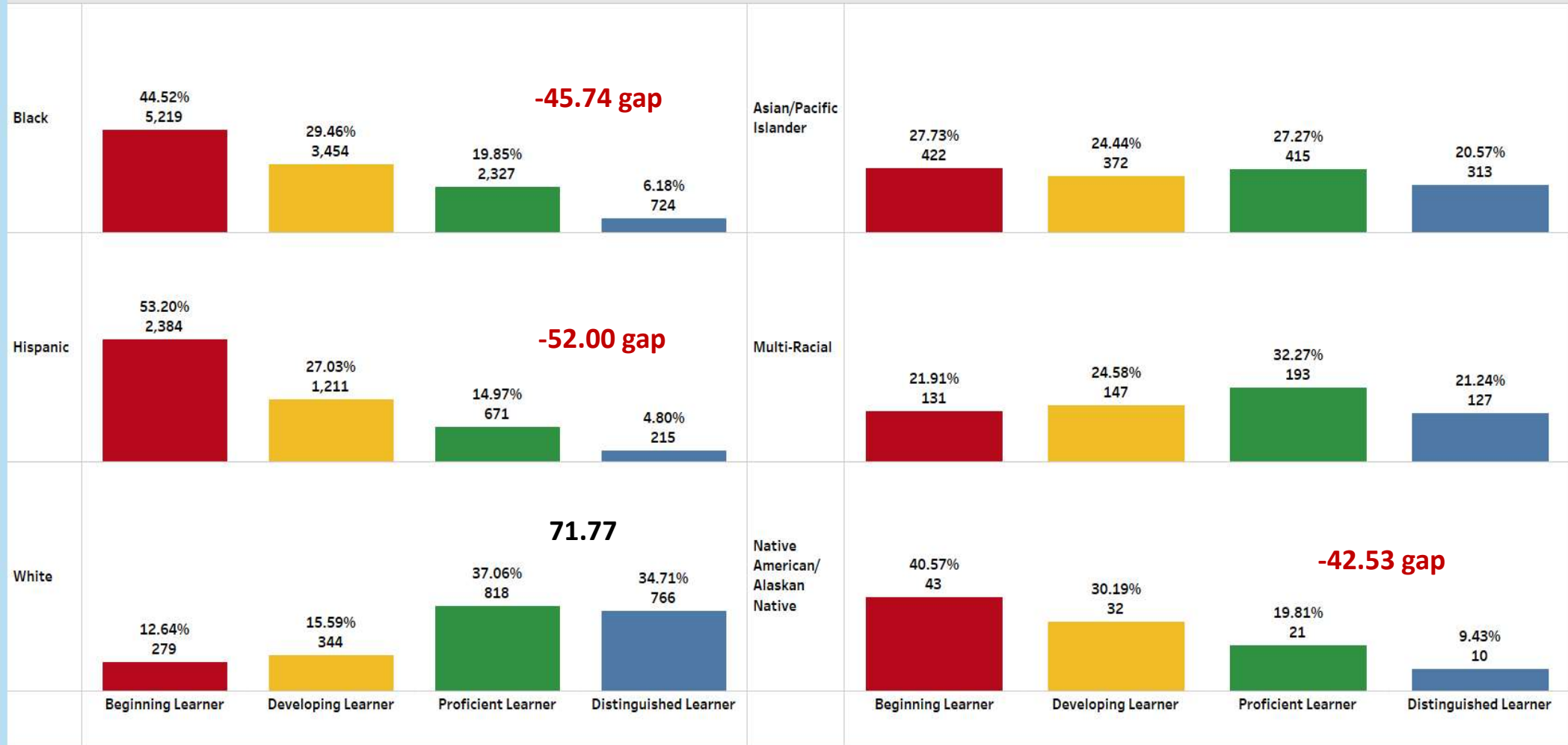
English Language Learners



**2023 Georgia Milestones End-of-Grade
English Language Arts: Grades 3-5**

Achievement Level
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

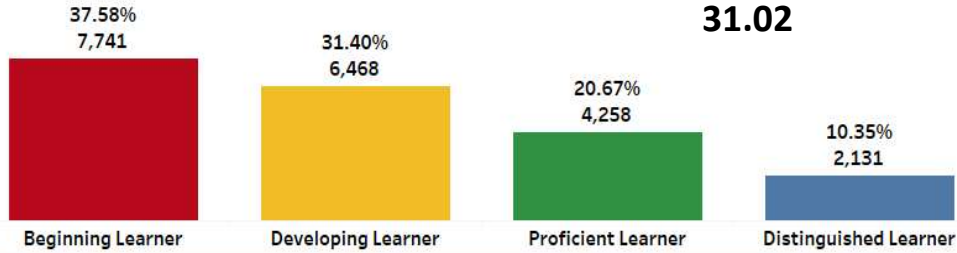
Race/Ethnicity



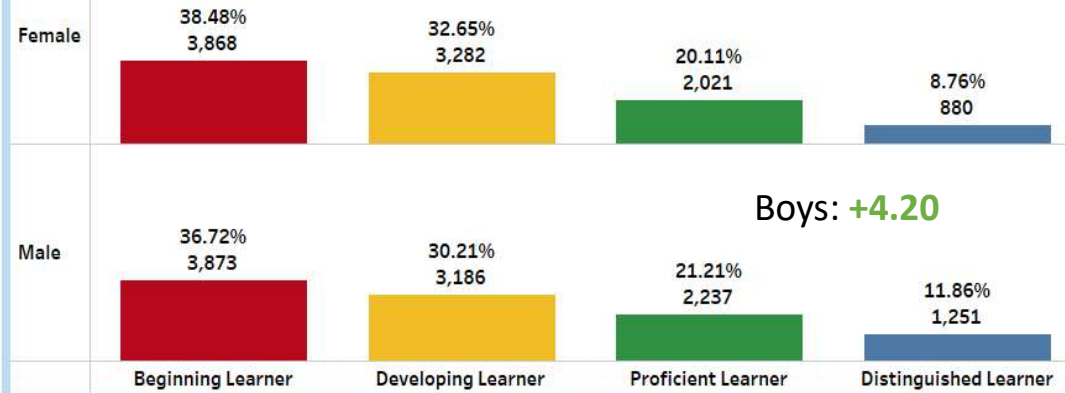
**2023 Georgia Milestones End-of-Grade
Mathematics: Grades 3-5**

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

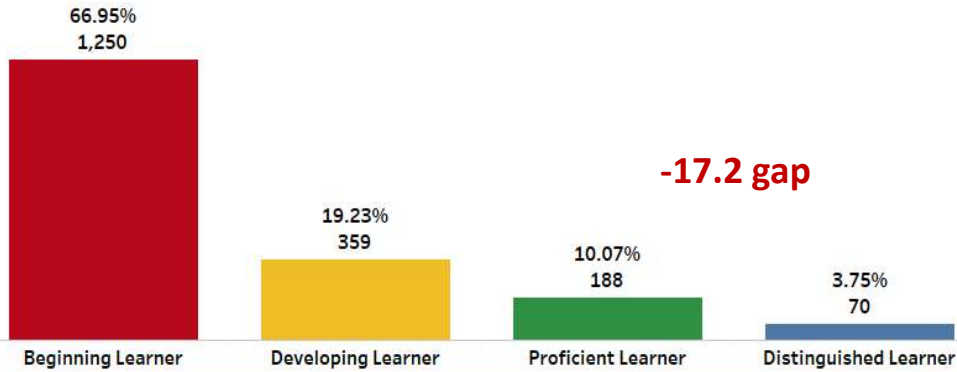
All Students



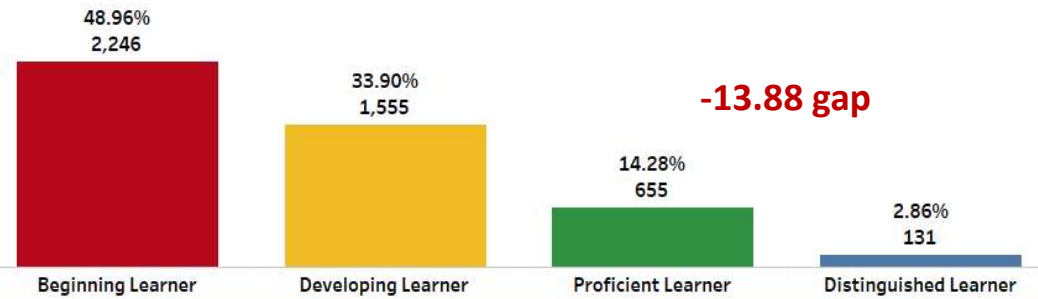
Gender



Students with Disability



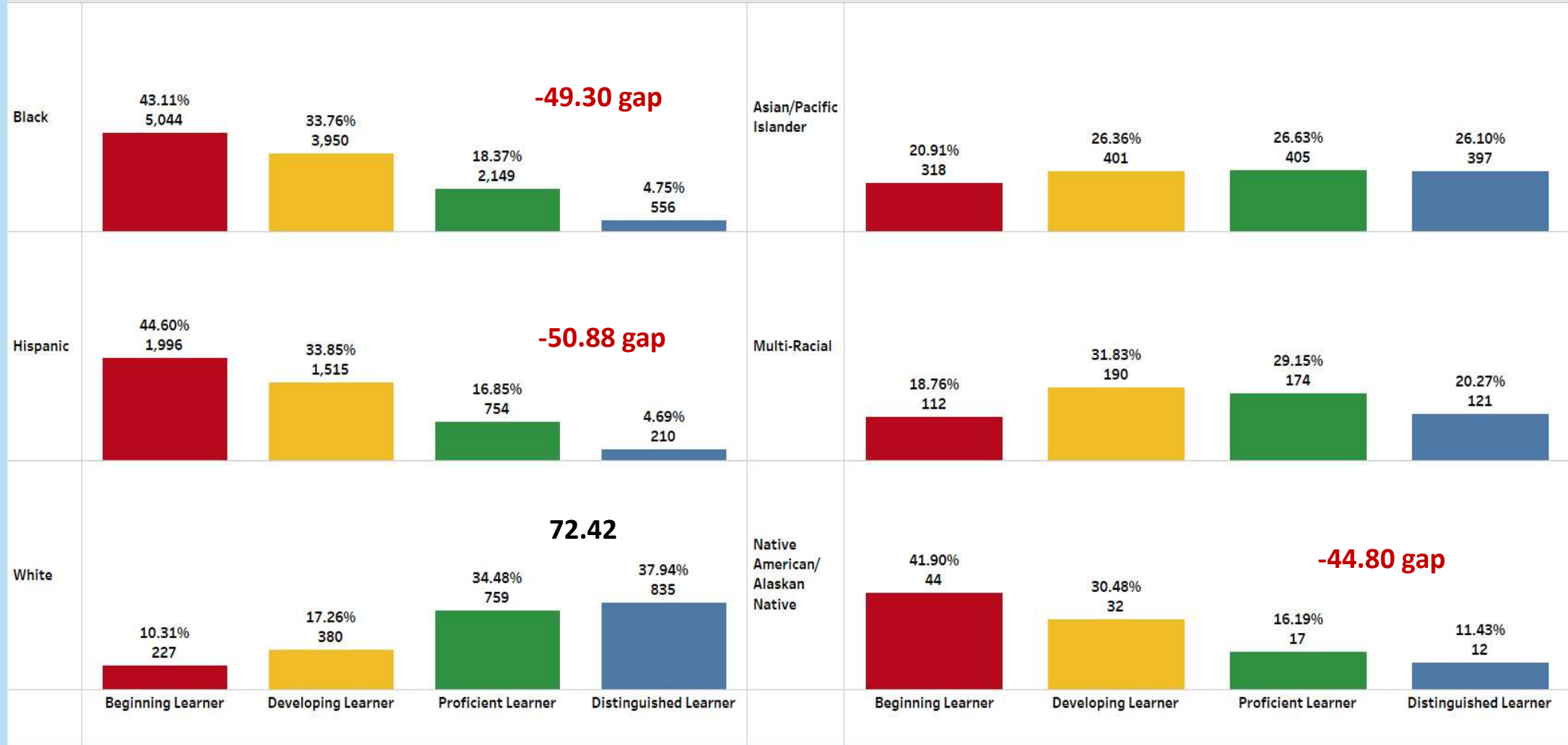
English Language Learners



**2023 Georgia Milestones End-of-Grade
Mathematics: Grades 3-5**



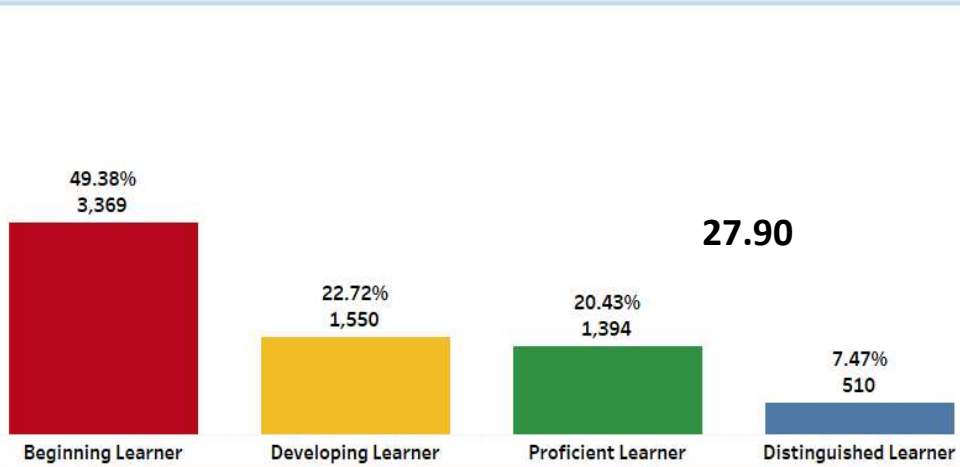
Race/Ethnicity



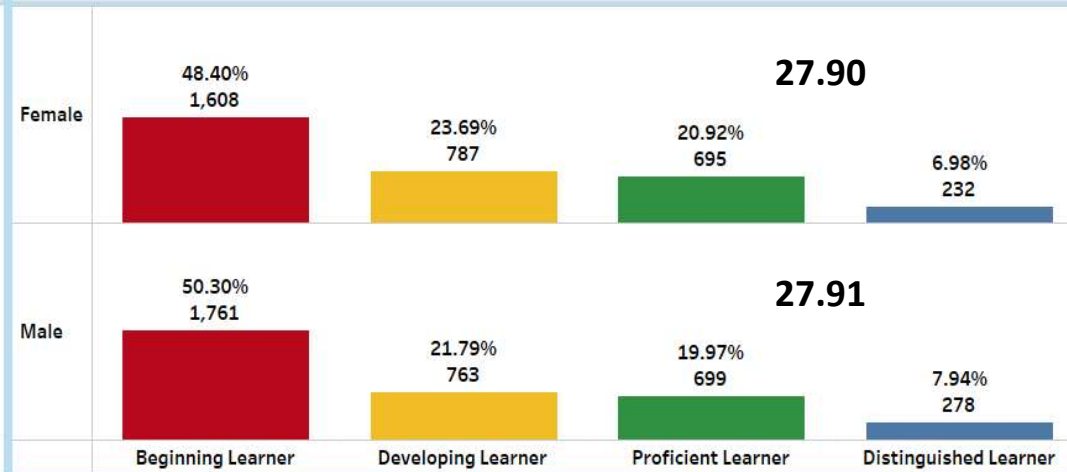
**2023 Georgia Milestones End-of-Grade
Science: Grade 5**

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

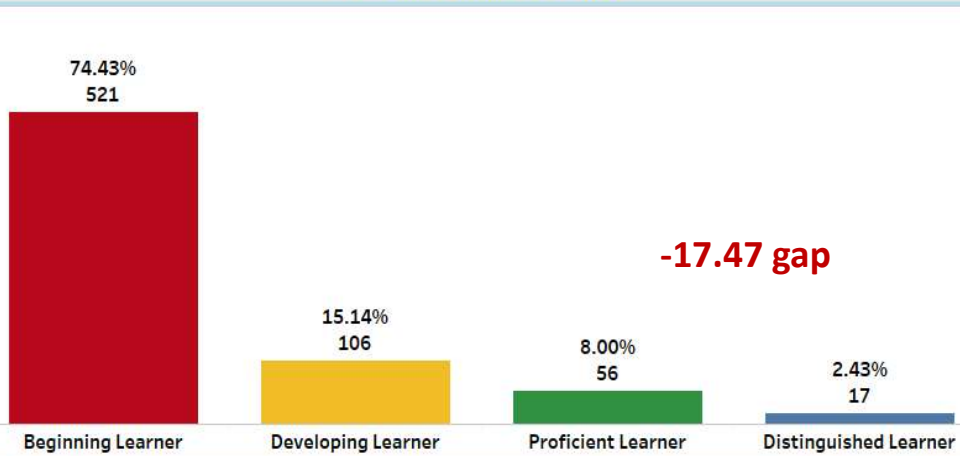
All Students



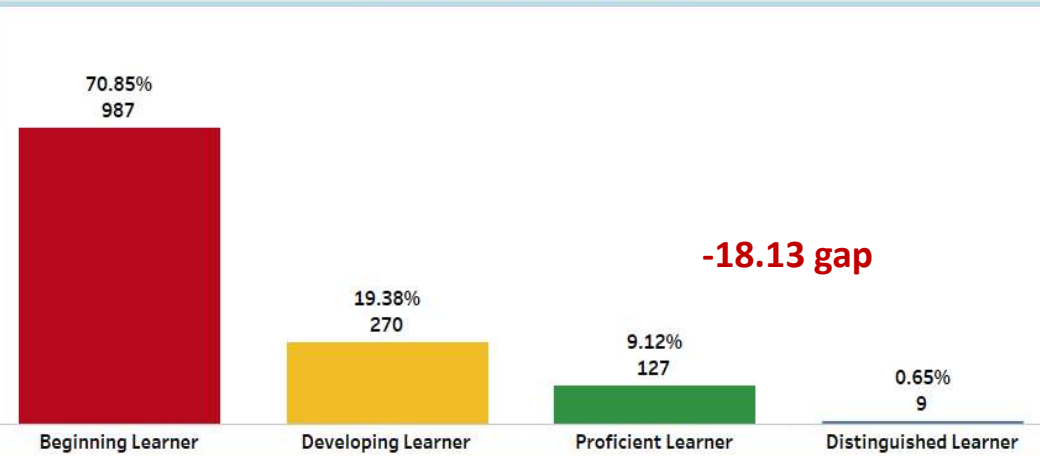
Gender



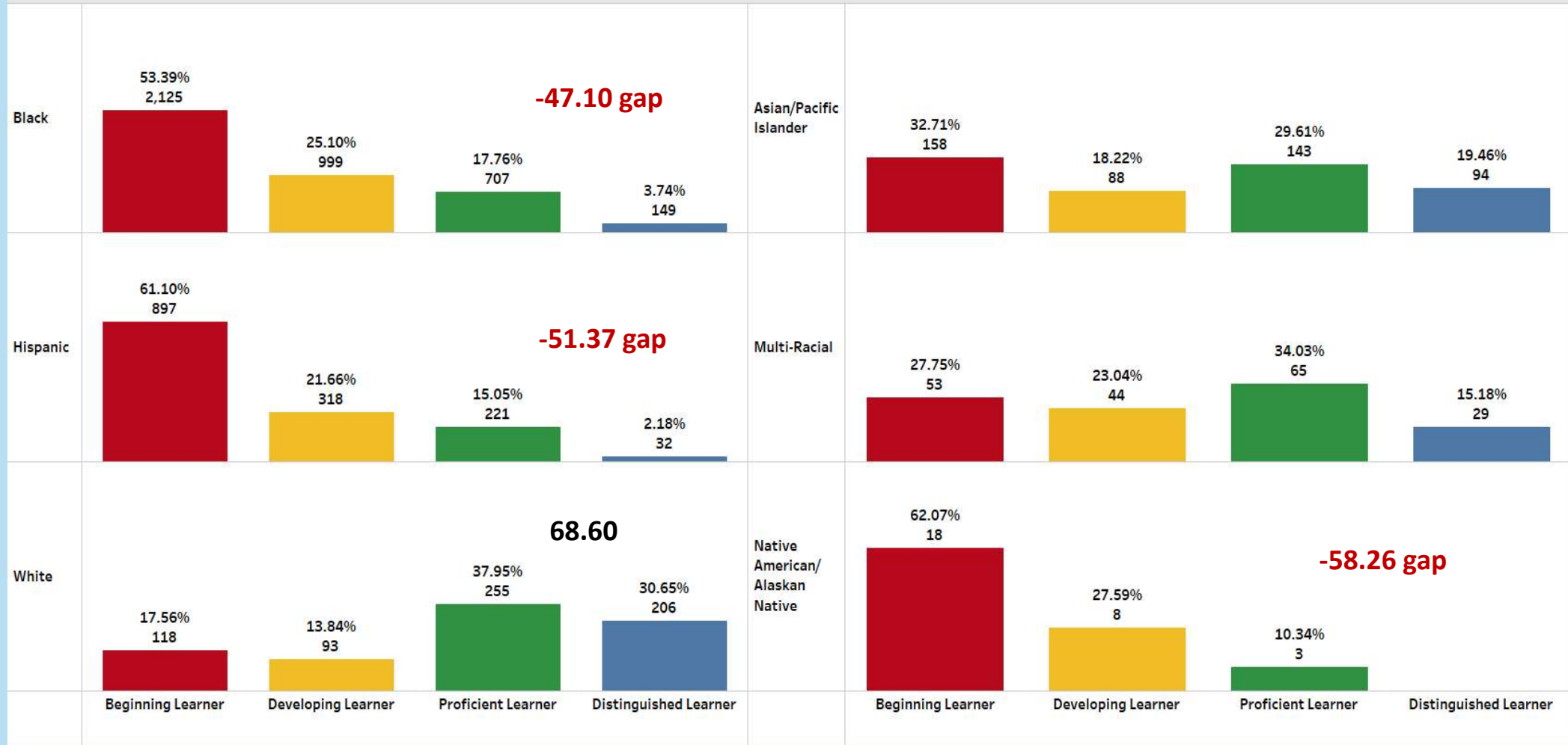
Students with Disability



English Language Learners



Race/Ethnicity



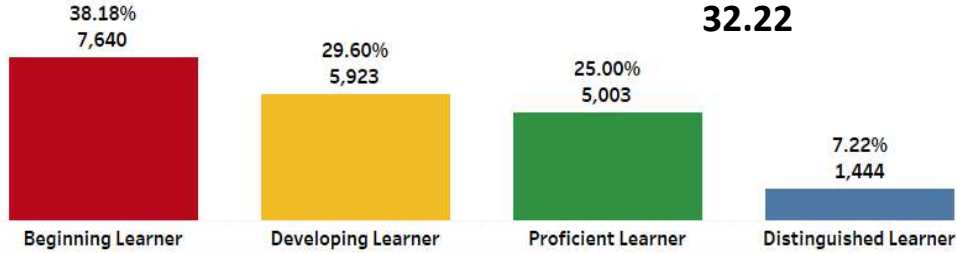


**Georgia Milestones
End-of-Grade (EOG) Achievement Levels
Middle School**

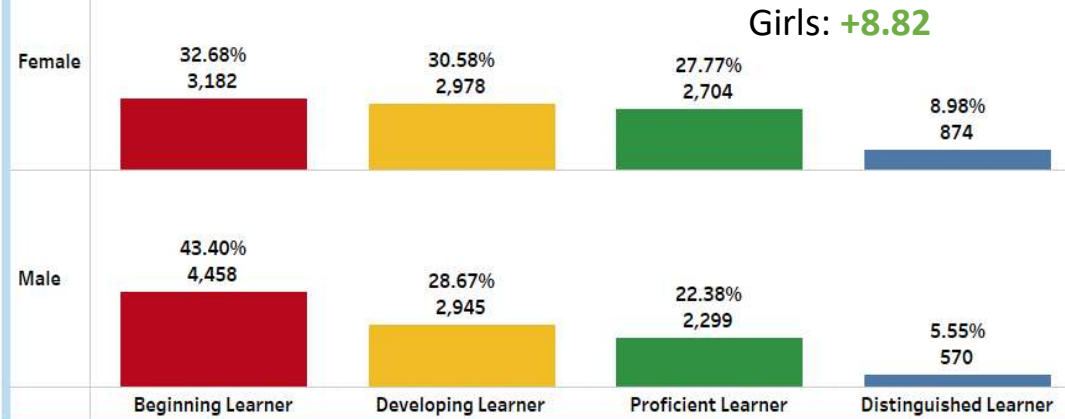
2023 Georgia Milestones End-of-Grade
English Language Arts: Grades 6-8

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

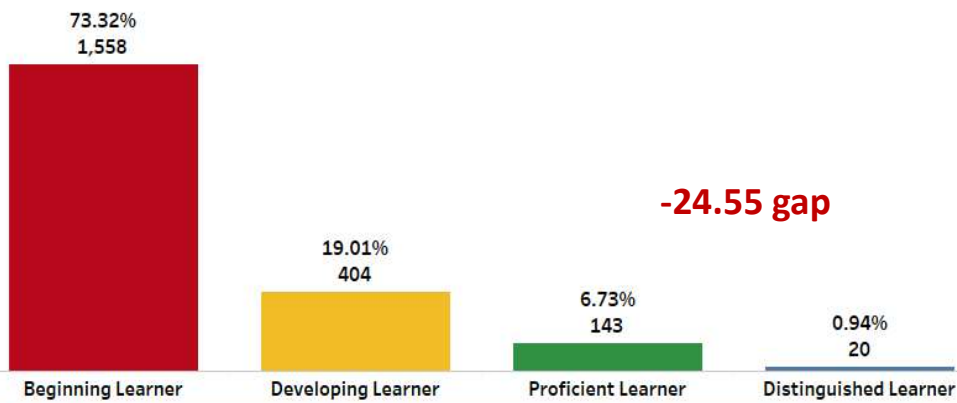
All Students



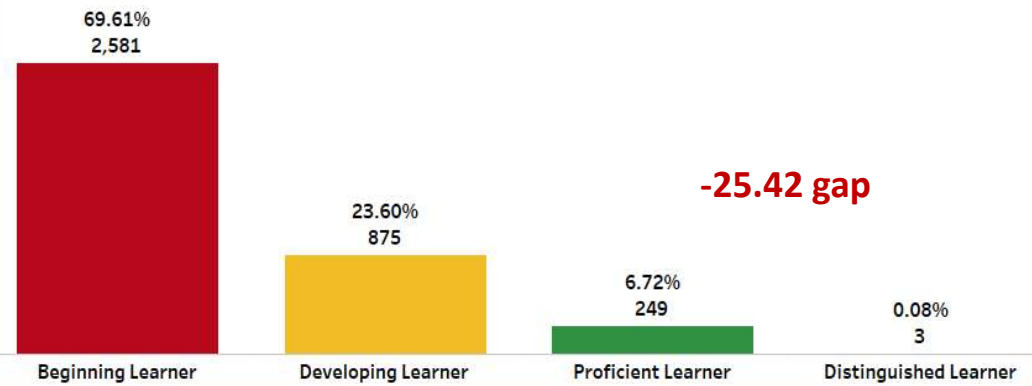
Gender



Students with Disability



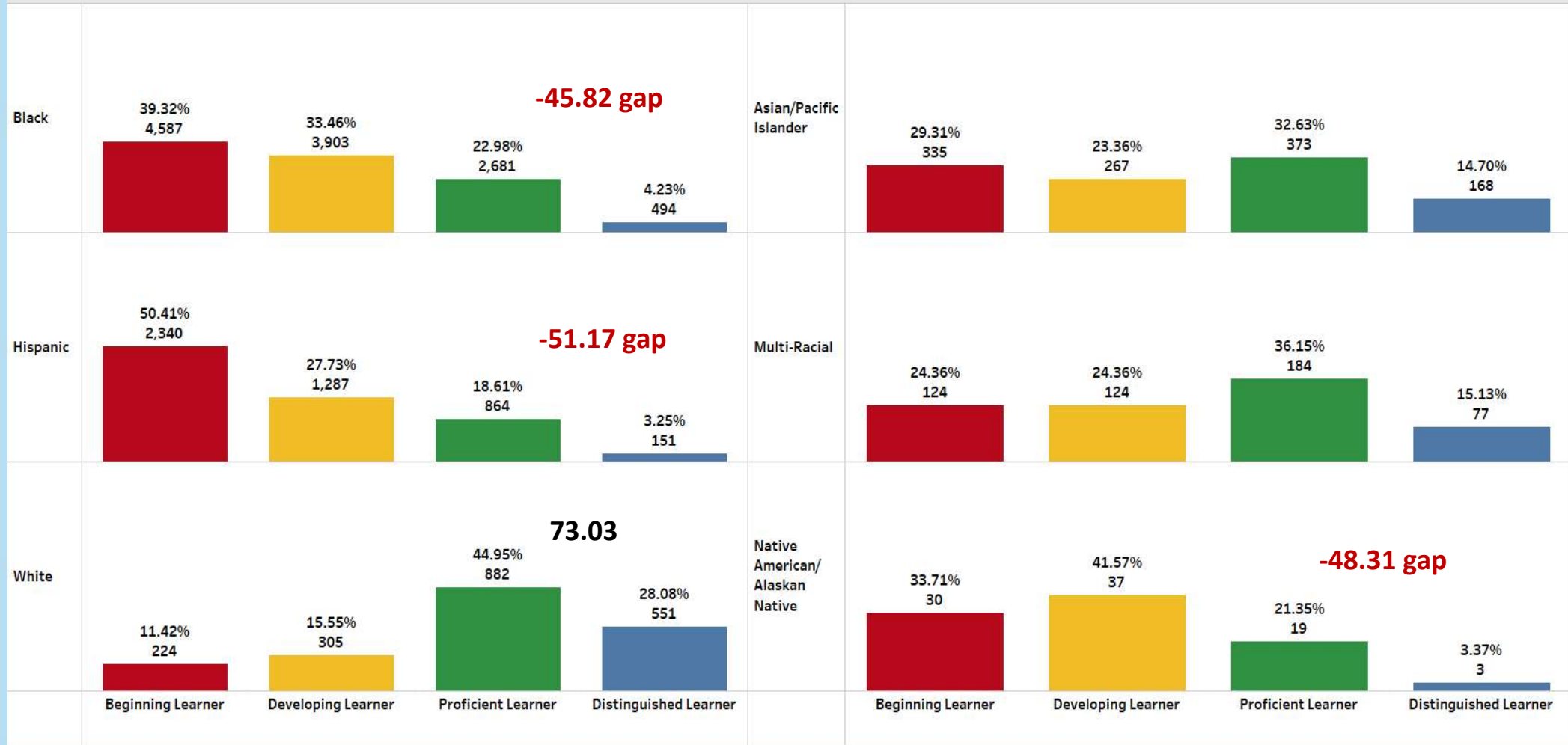
English Language Learners



**2023 Georgia Milestones End-of-Grade
English Language Arts: Grades 6-8**

Achievement Level
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

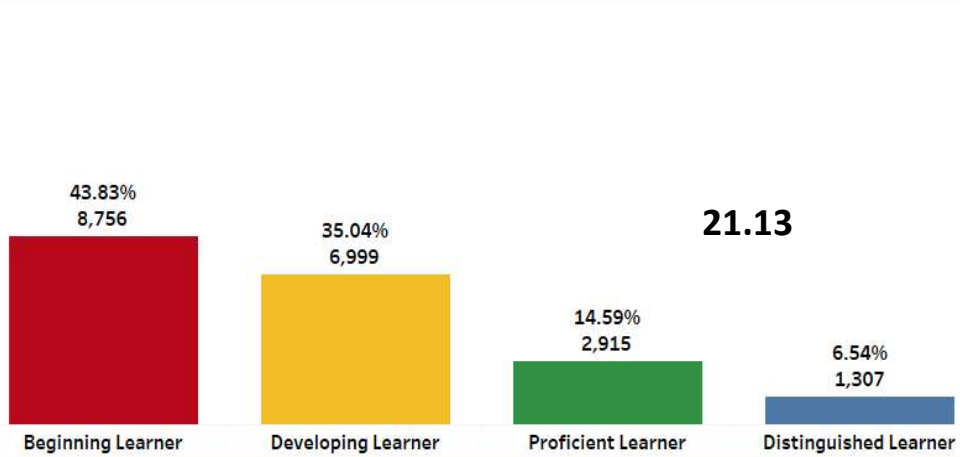
Race/Ethnicity



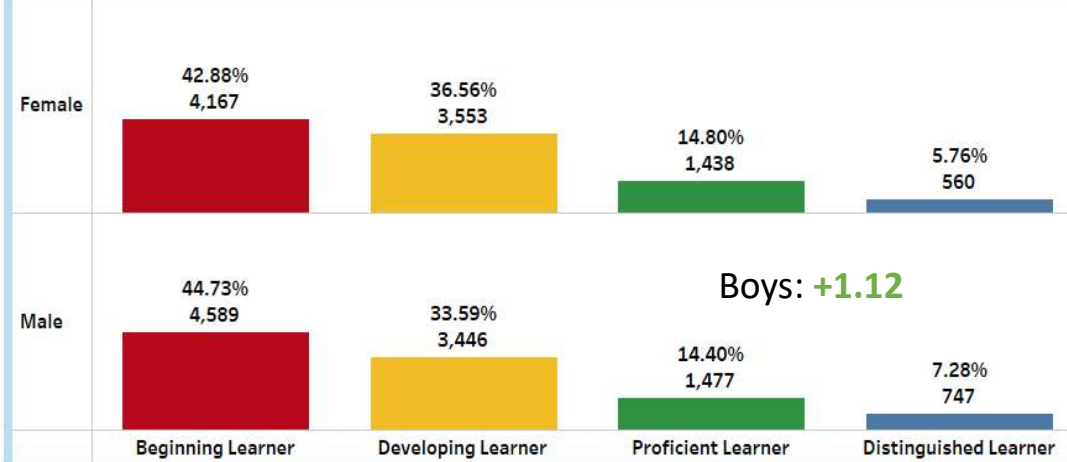
**2023 Georgia Milestones End-of-Grade
Mathematics: Grades 6-8**

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

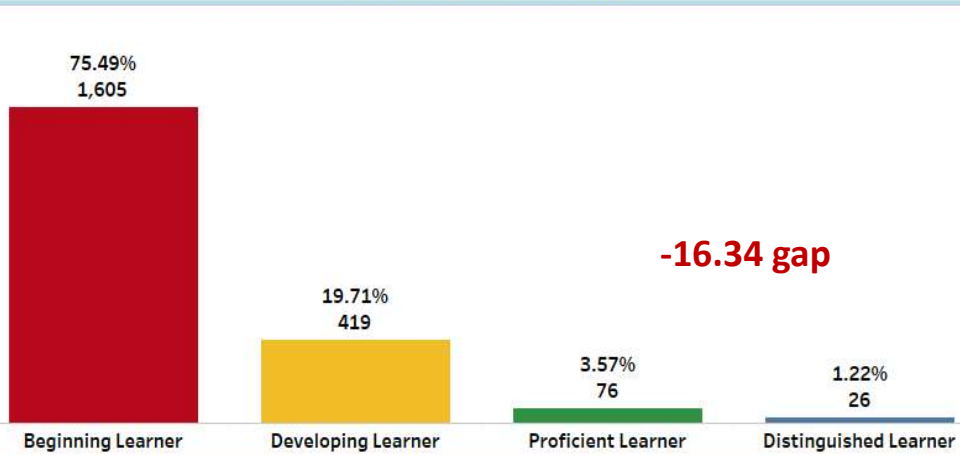
All Students



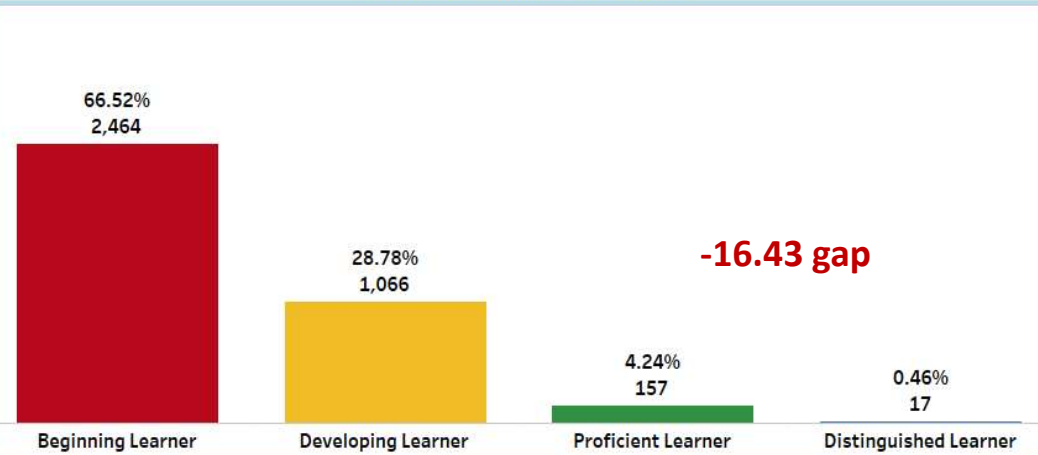
Gender



Students with Disability



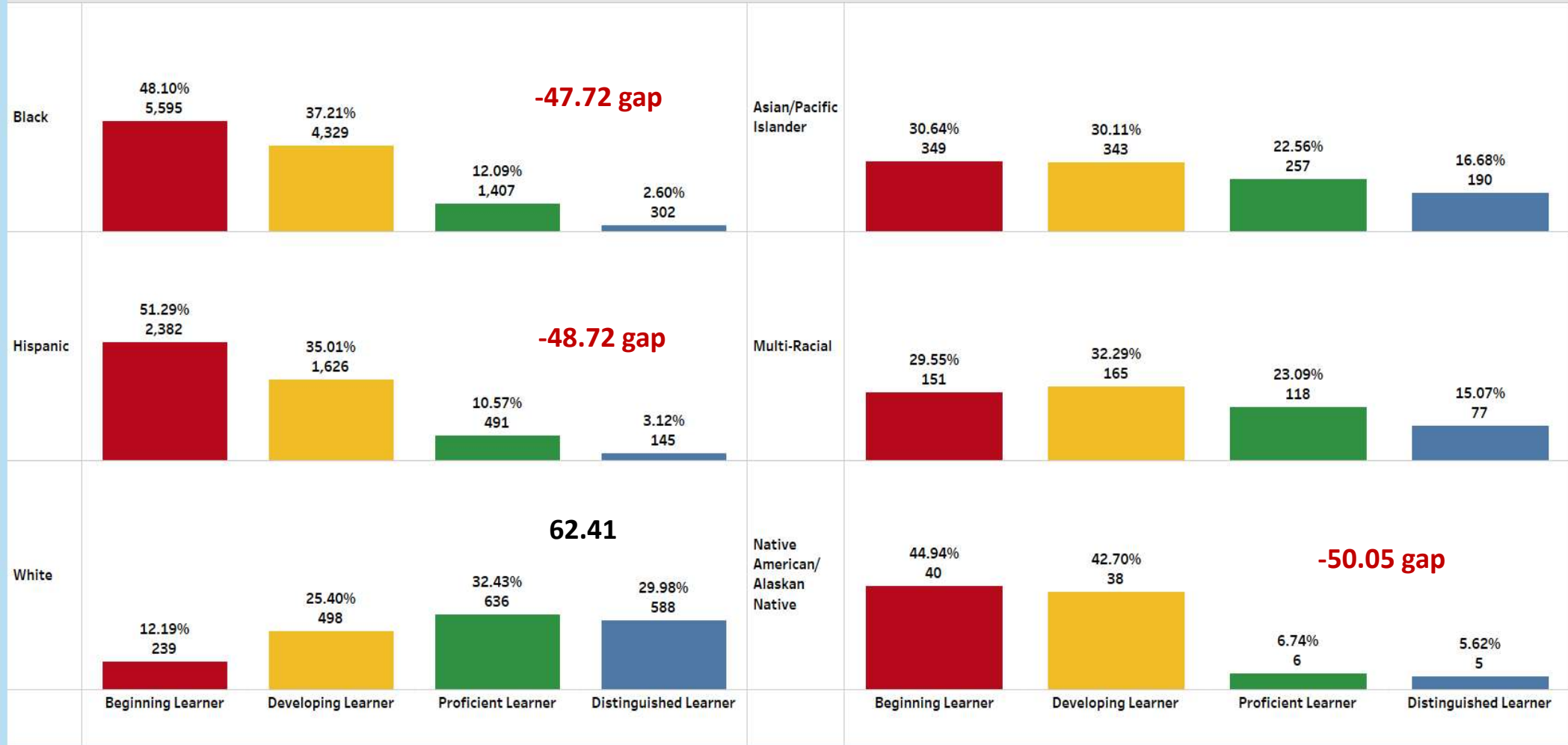
English Language Learners



2023 Georgia Milestones End-of-Grade Mathematics: Grades 6-8



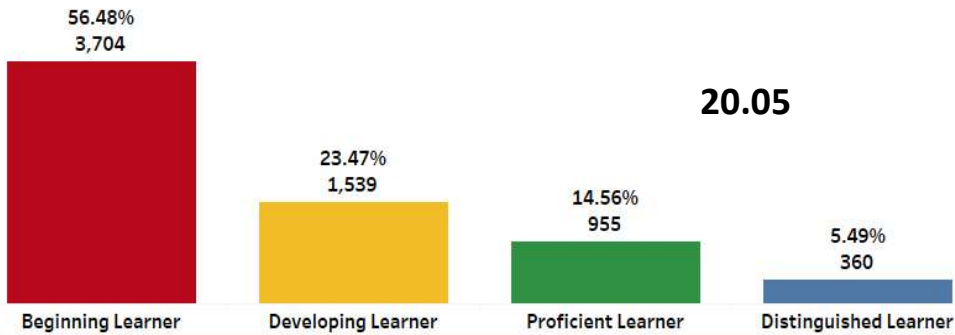
Race/Ethnicity



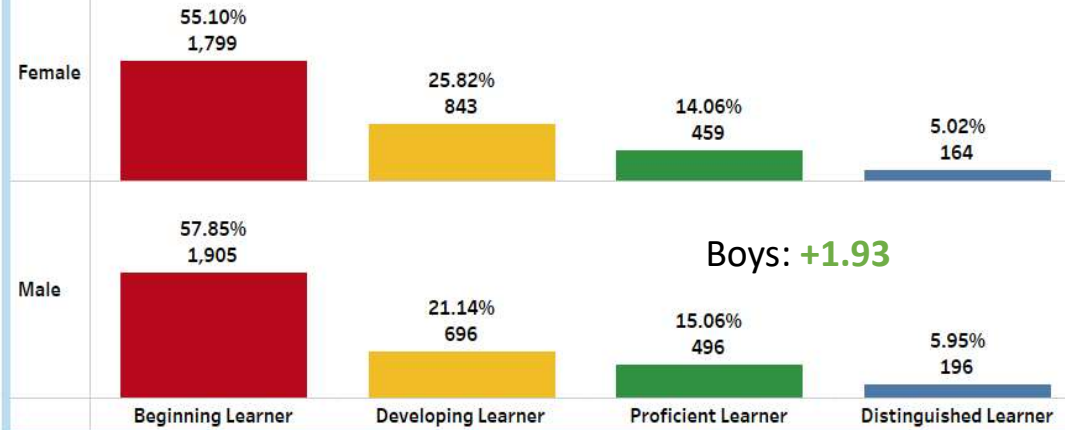
2023 Georgia Milestones End-of-Grade
Science: Grade 8

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

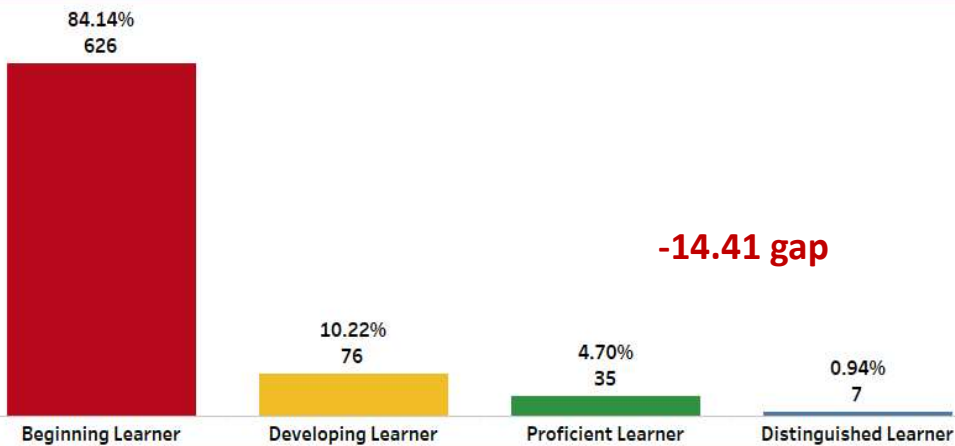
All Students



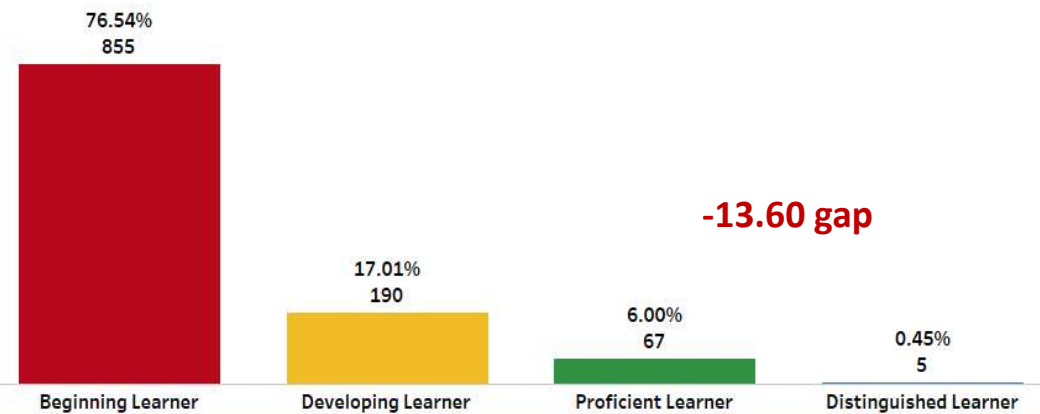
Gender



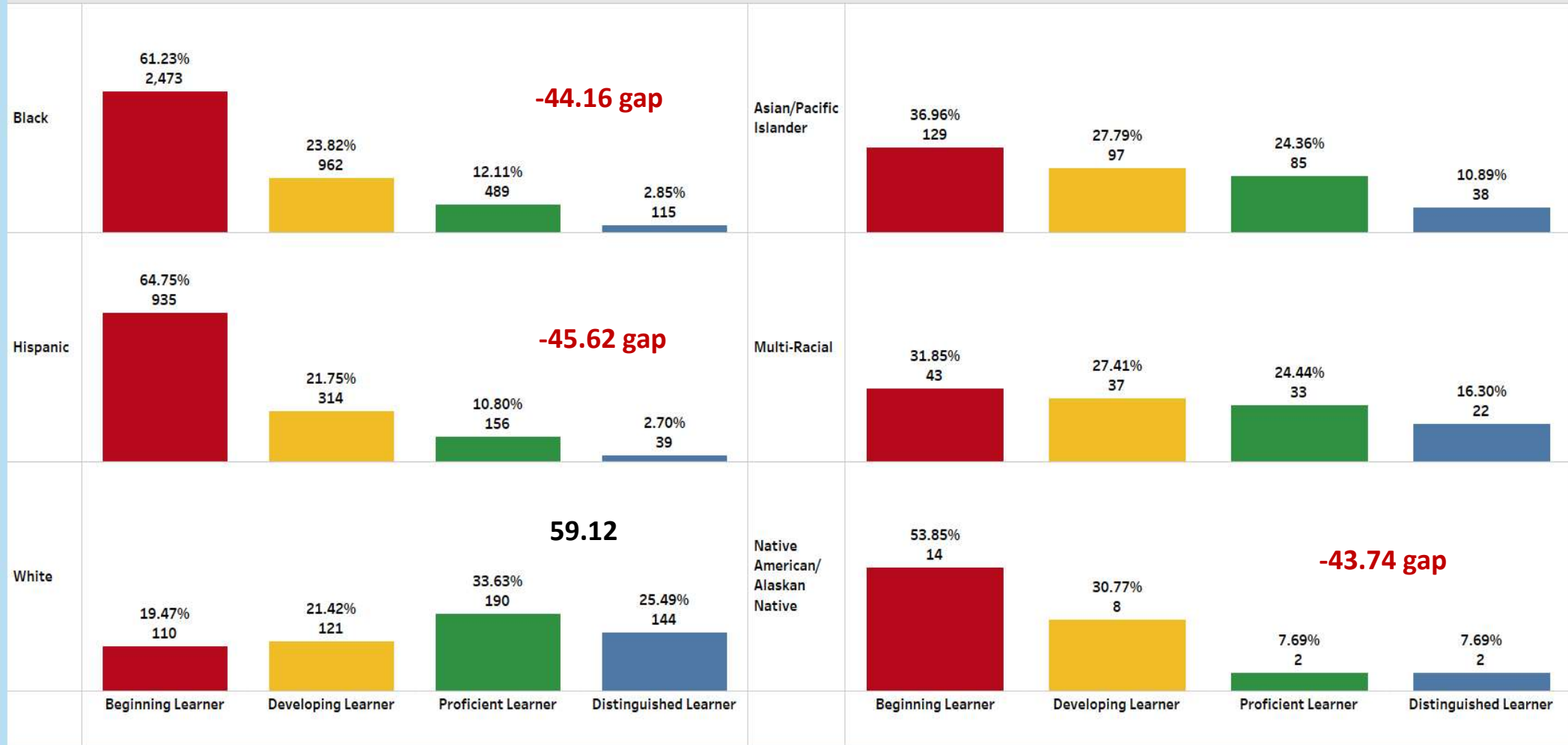
Students with Disability



English Language Learners



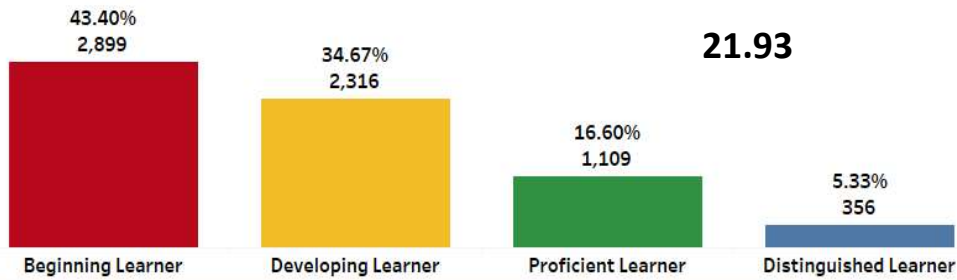
Race/Ethnicity



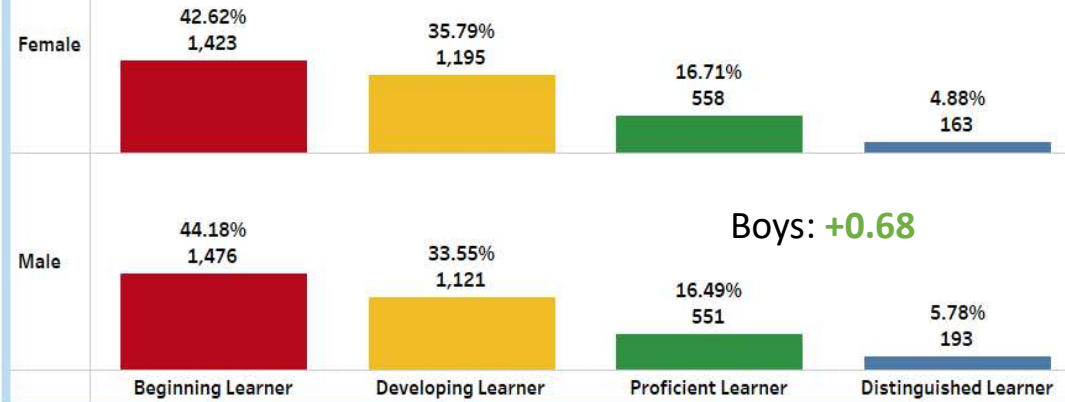
2023 Georgia Milestones End-of-Grade
Social Studies: Grade 8

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

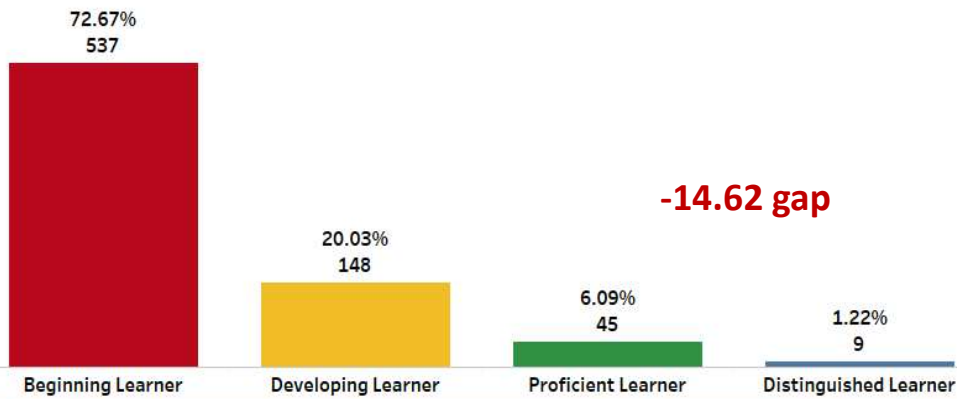
All Students



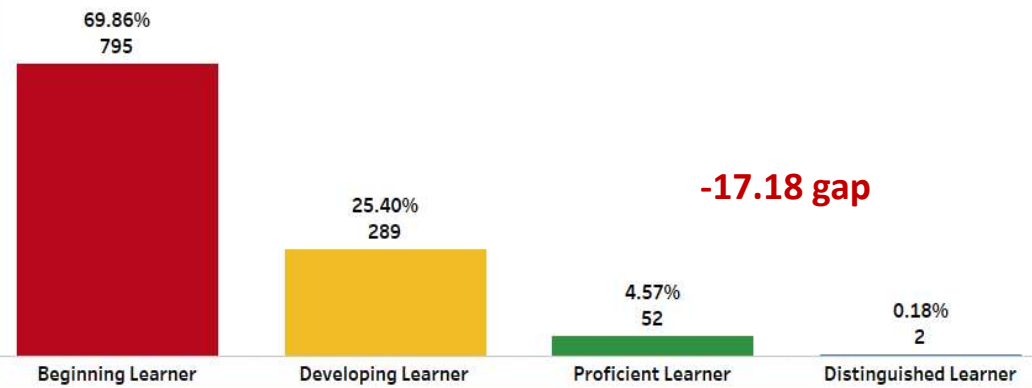
Gender



Students with Disability



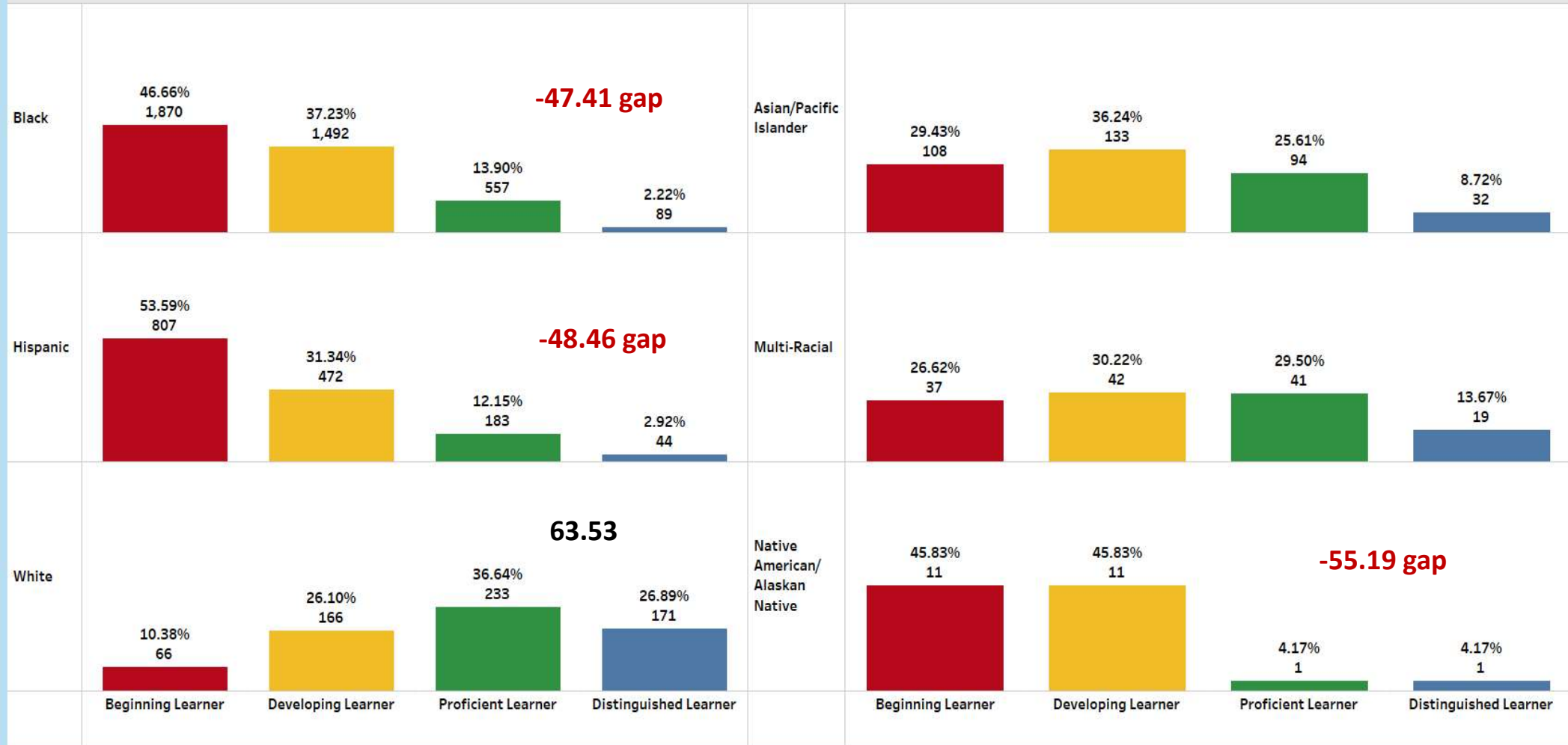
English Language Learners



2023 Georgia Milestones End-of-Grade
Social Studies: Grade 8



Race/Ethnicity



Georgia Milestones End-of-Course (EOC) Achievement Levels **Middle School**

At the middle school level, last year, we offered two high school level classes that require students to take an end-of-course exam.

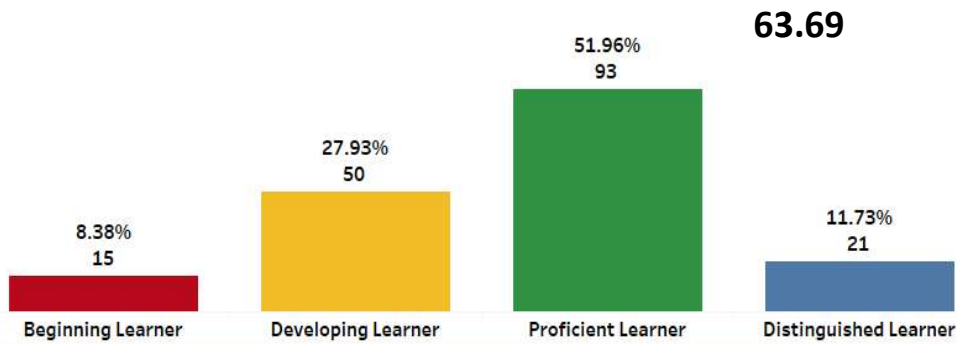
The two classes are Physical Science and Coordinate Algebra.

Middle school students who take these courses and earn credit can take Advanced Placement and Dual Enrollment math and science classes earlier in high school since they have already completed two courses that satisfy graduation requirements.

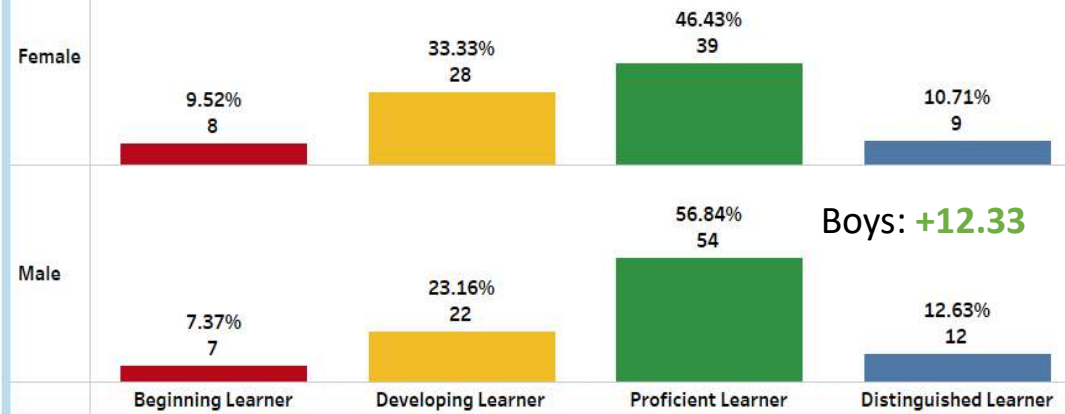
2023 Georgia Milestones End-of-Course
Physical Science EOC: Grade 8

Achievement Levels
■ Beginning Learner ■ Proficient Learner
■ Developing Learner ■ Distinguished Learner

All Students



Gender



Students with Disability

Too Few Students

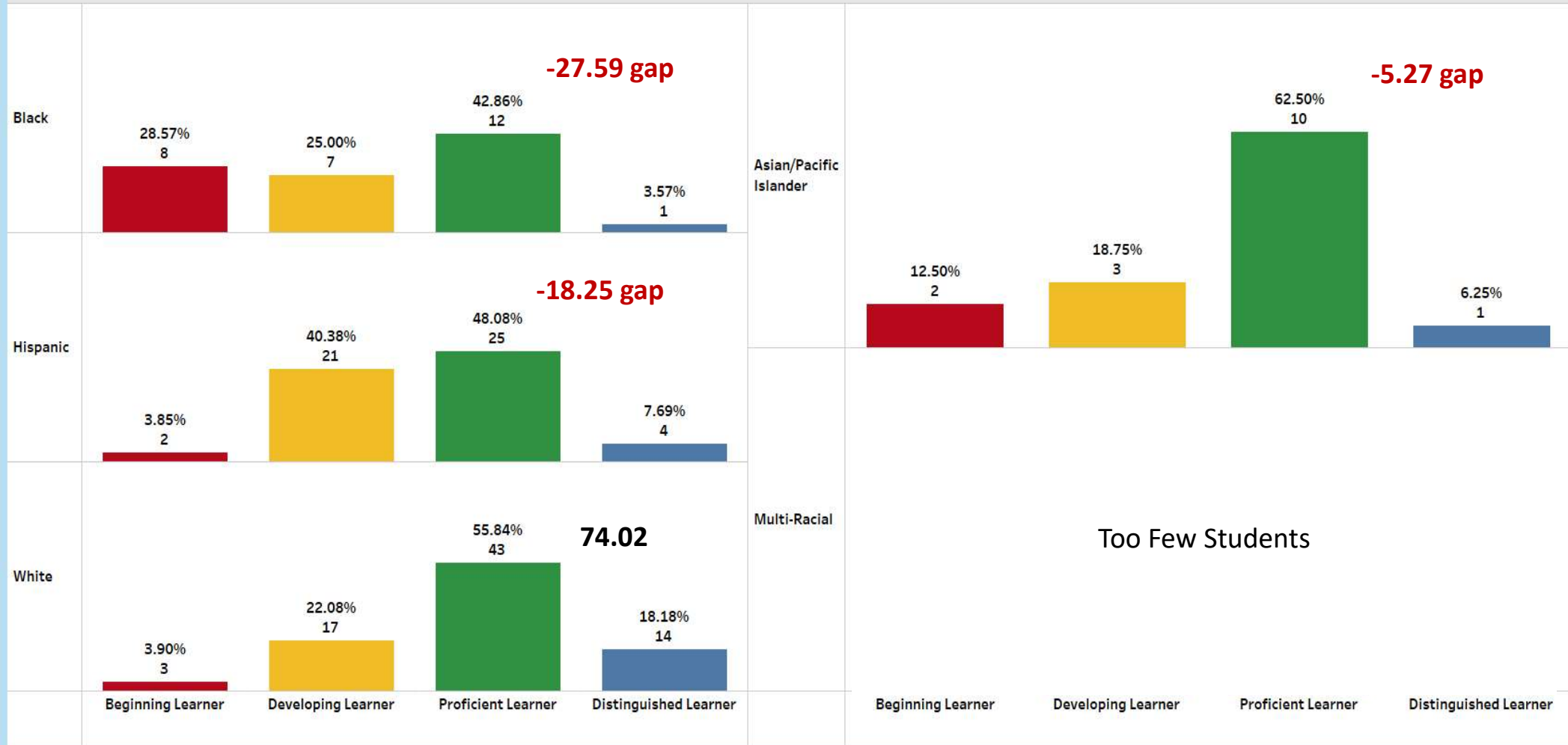
Beginning Learner Developing Learner Proficient Learner Distinguished Learner

English Language Learners

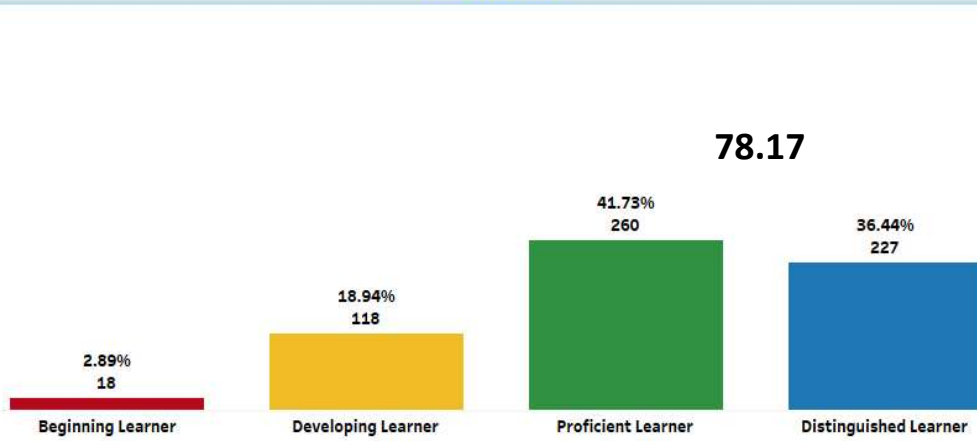
Too Few Students

Beginning Learner Developing Learner Proficient Learner

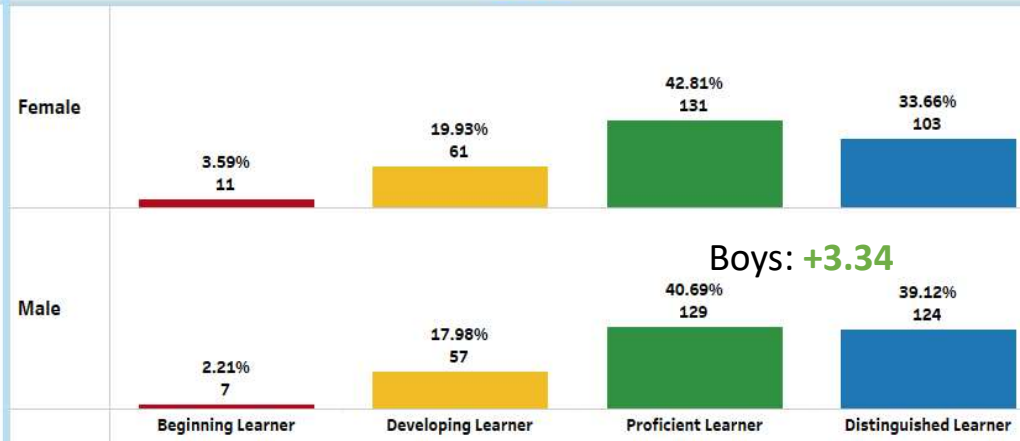
Race/Ethnicity



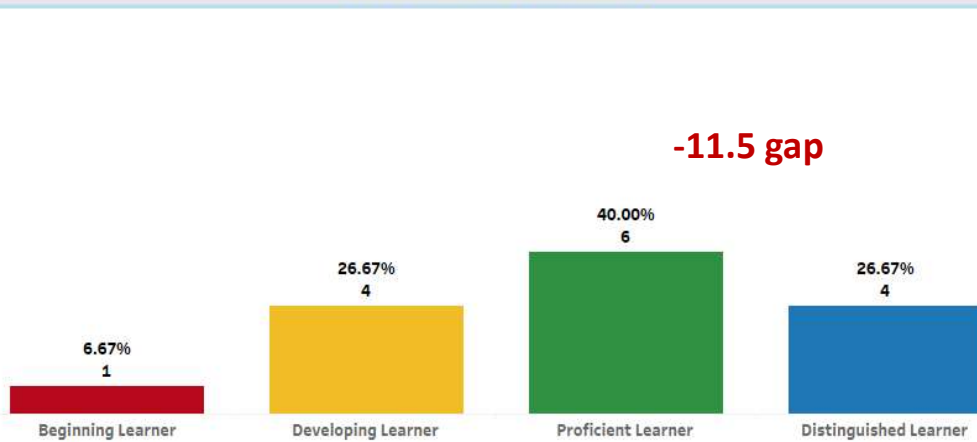
All Students



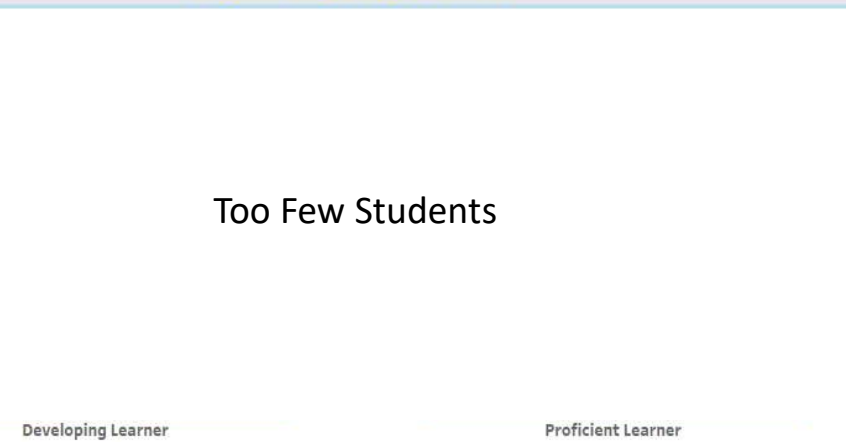
Gender



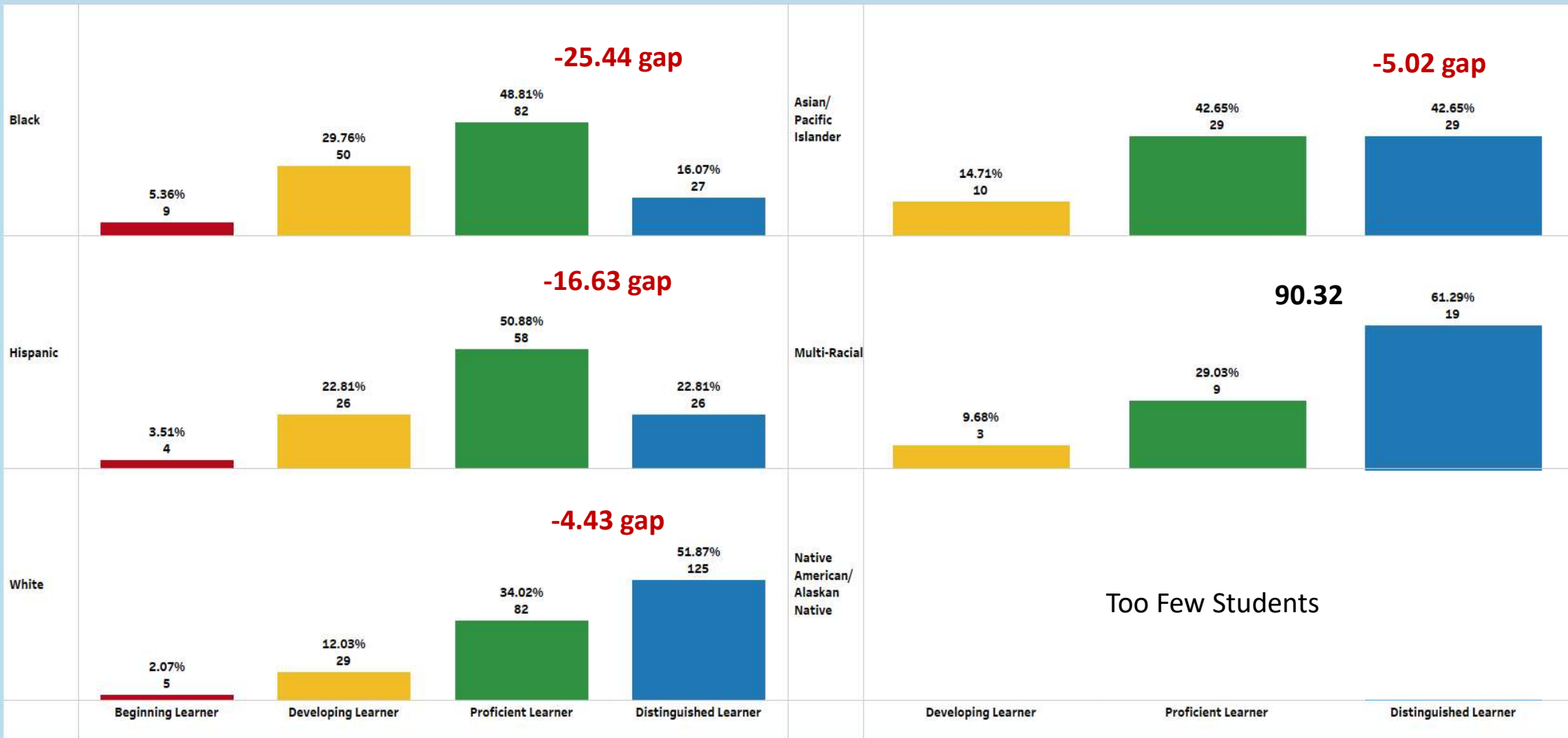
Students with Disability



English Language Learners



Race/Ethnicity

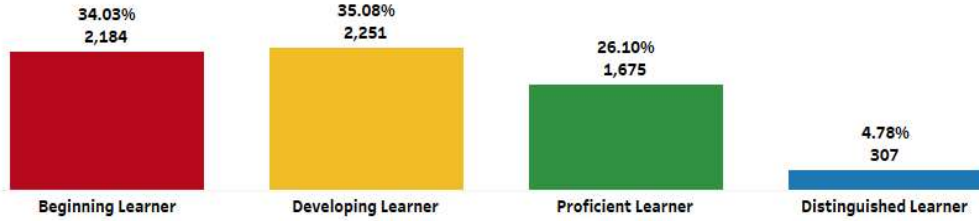


Too Few Students

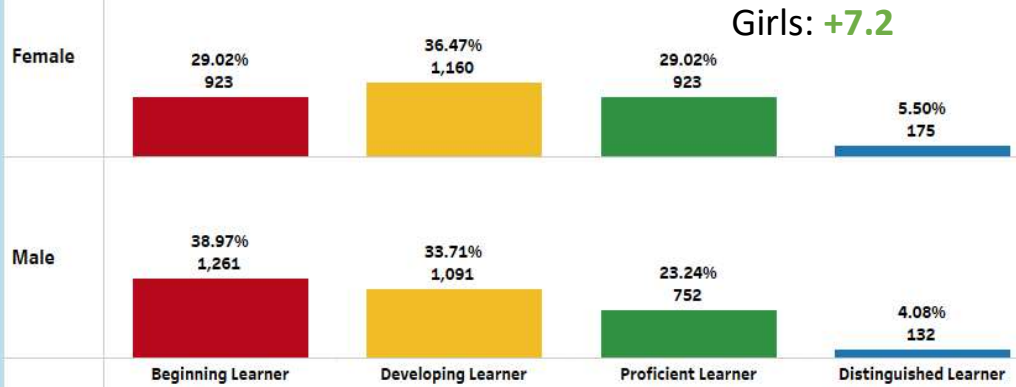


**Georgia Milestones
End-of-Course (EOC) Achievement Levels
High School**

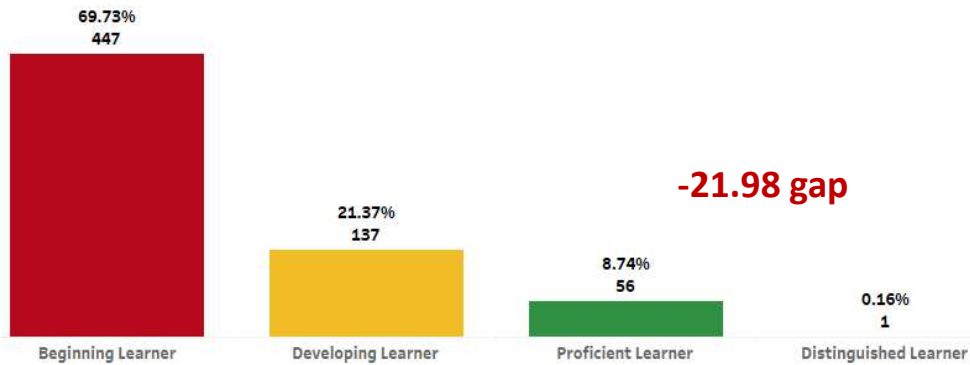
All Students



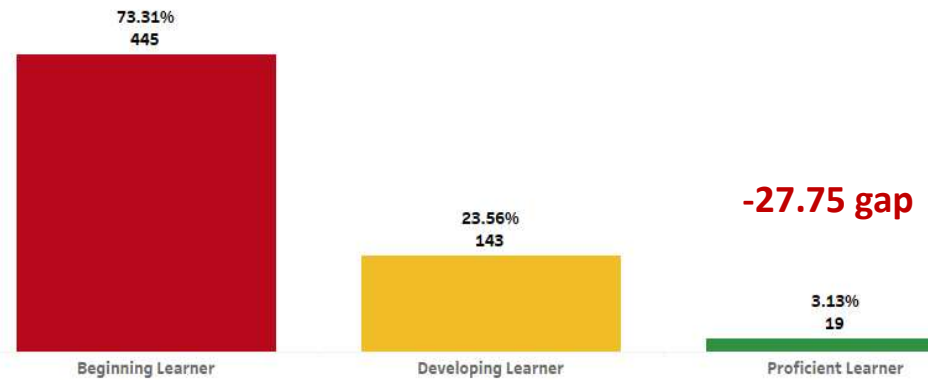
Gender



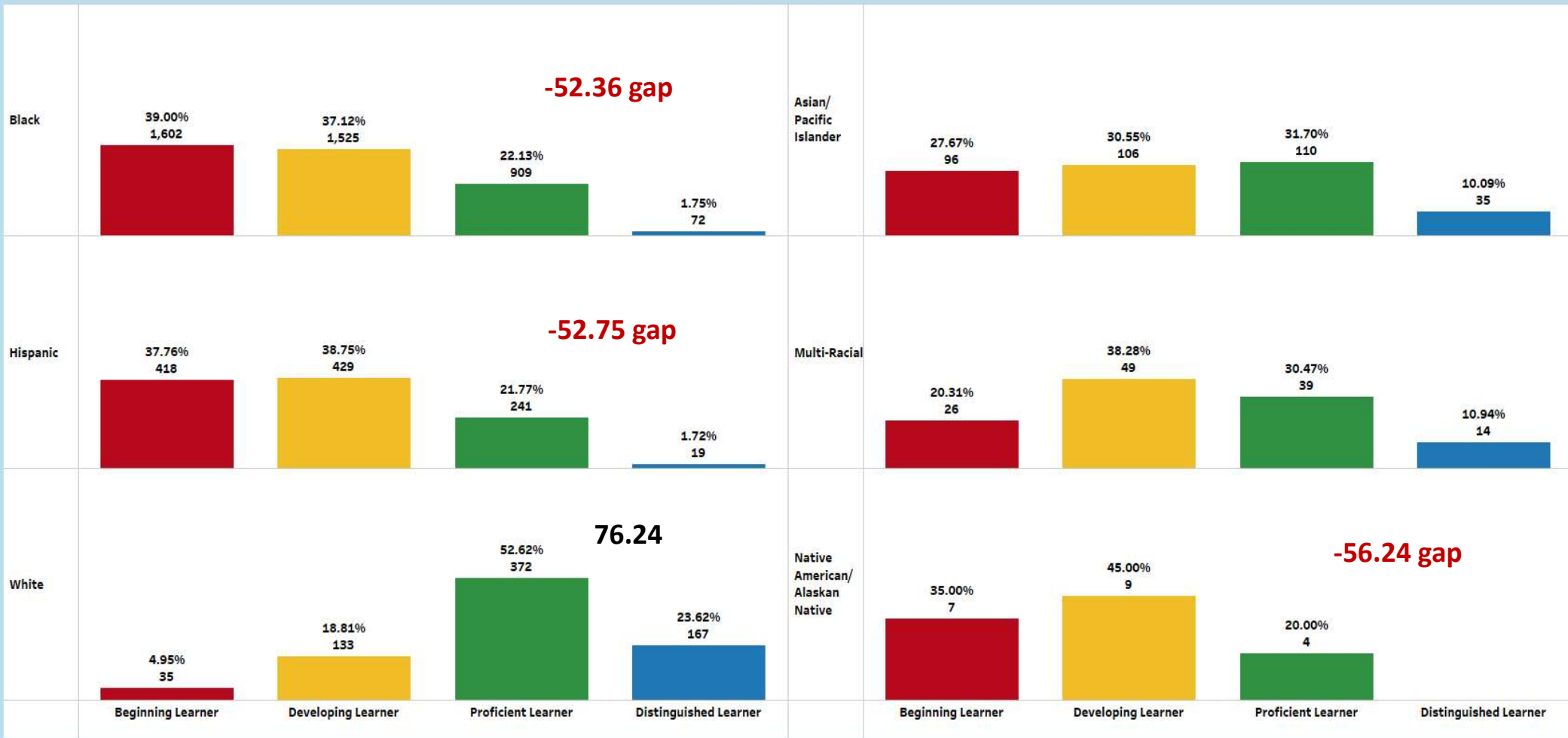
Students with Disability



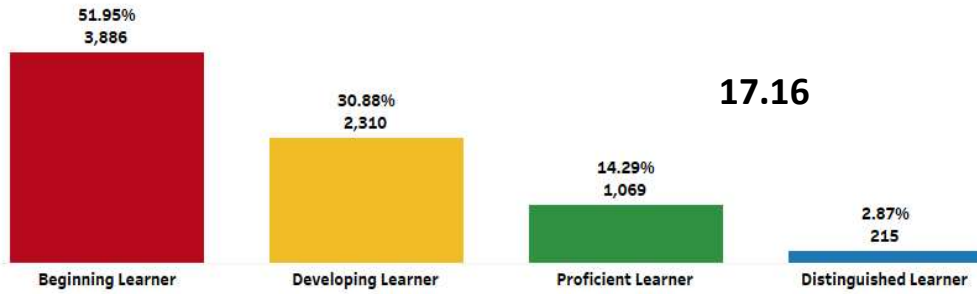
English Language Learners



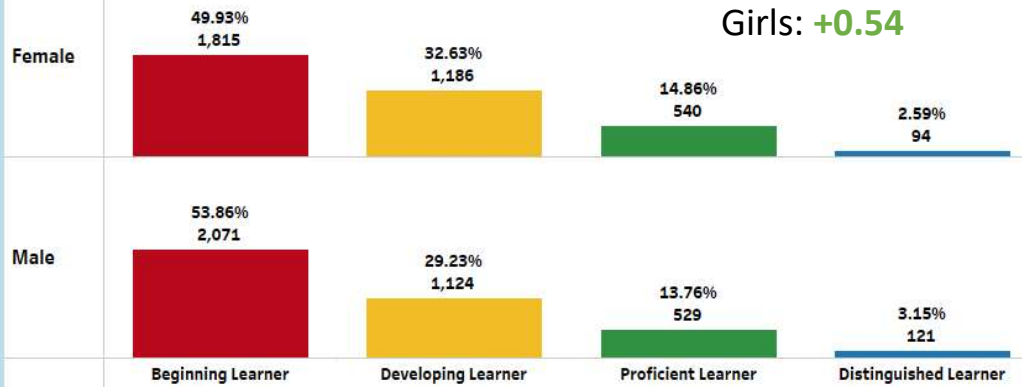
Race/Ethnicity



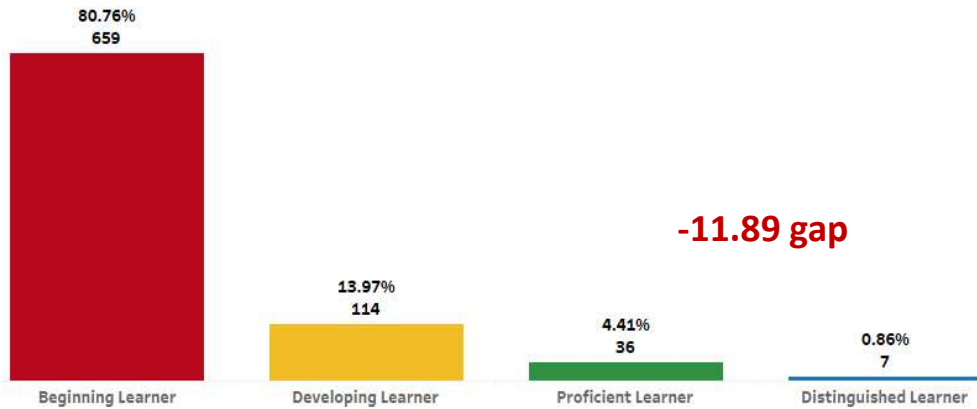
All Students



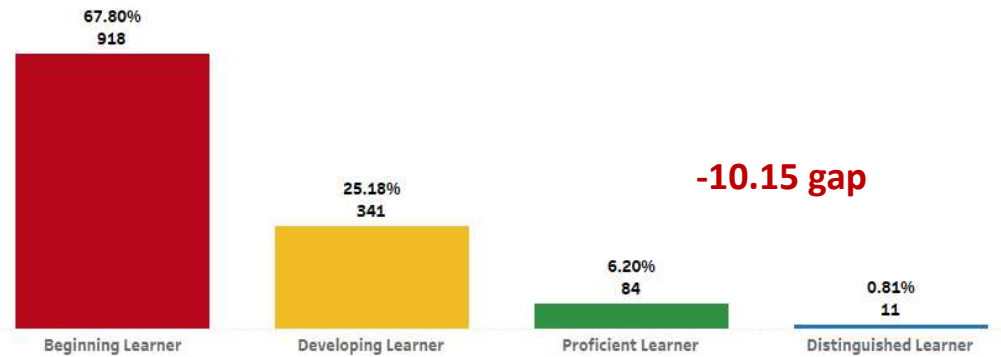
Gender



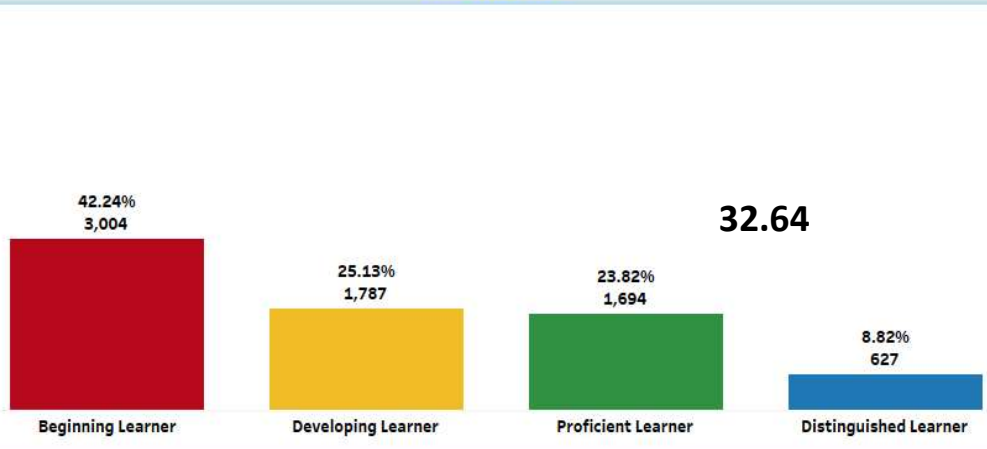
Students with Disability



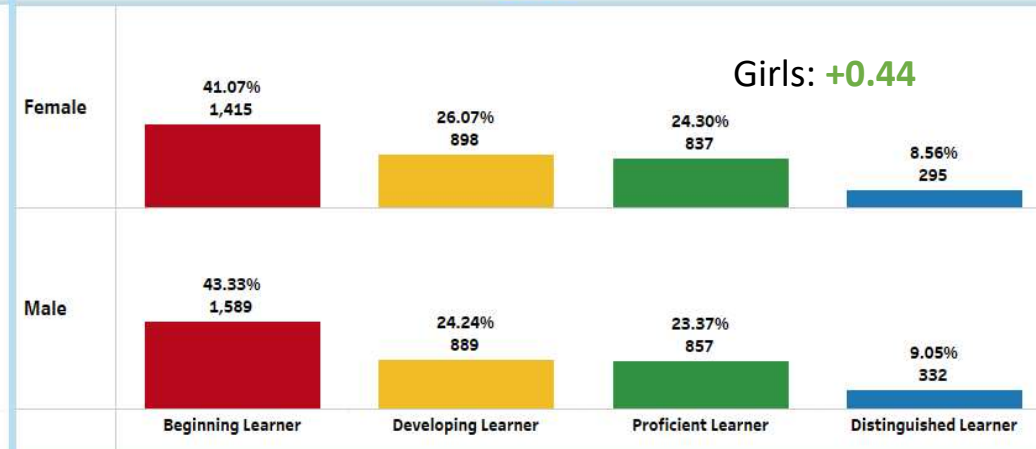
English Language Learners



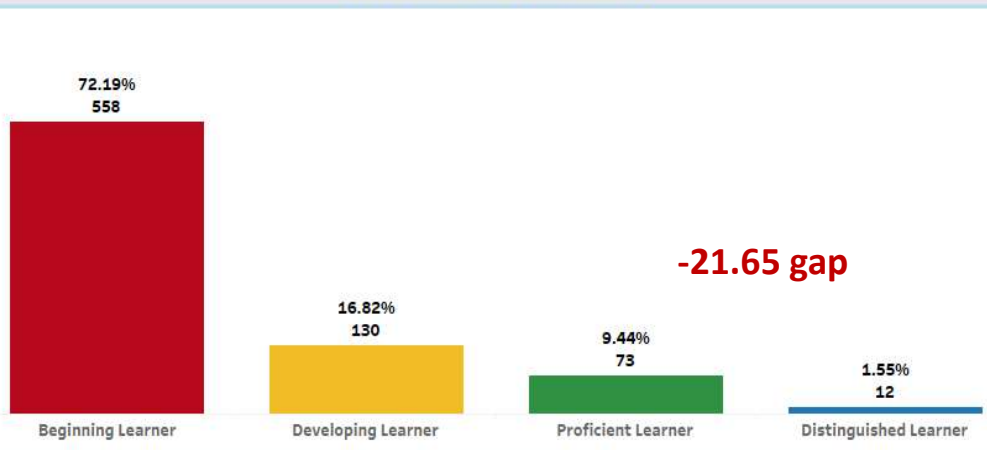
All Students



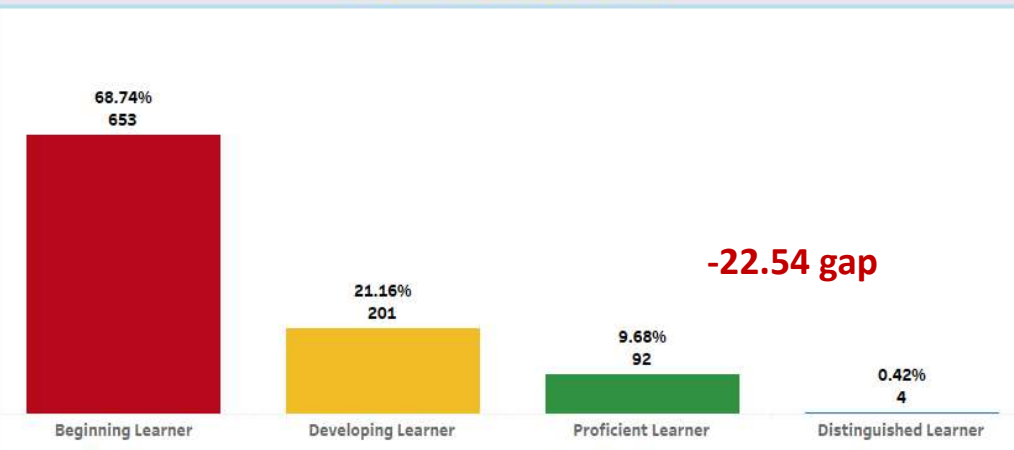
Gender



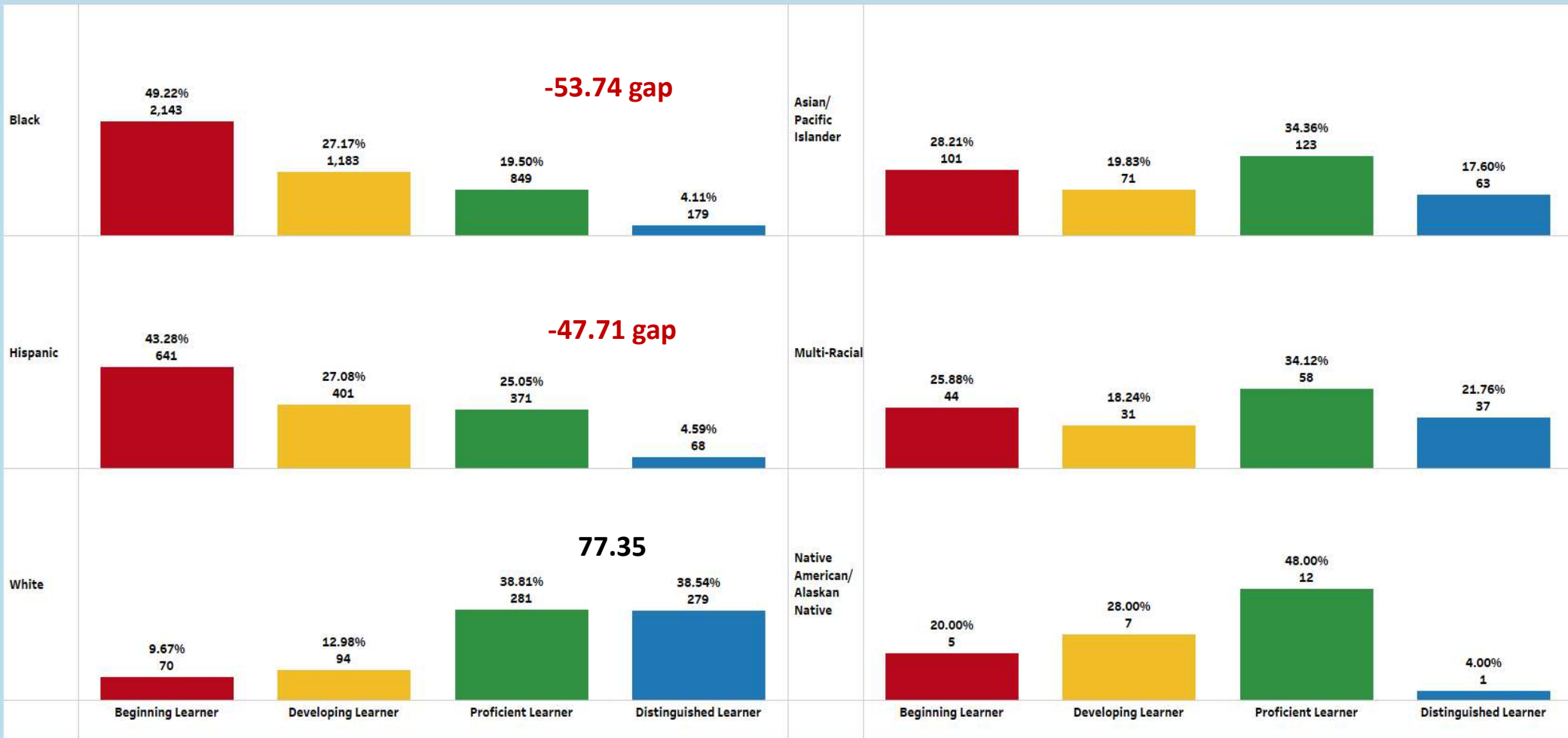
Students with Disability



English Language Learners



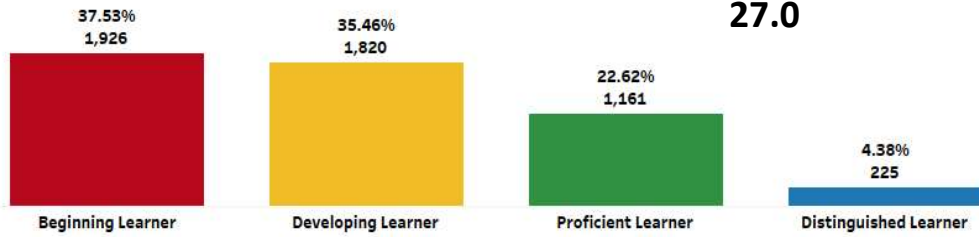
Race/Ethnicity



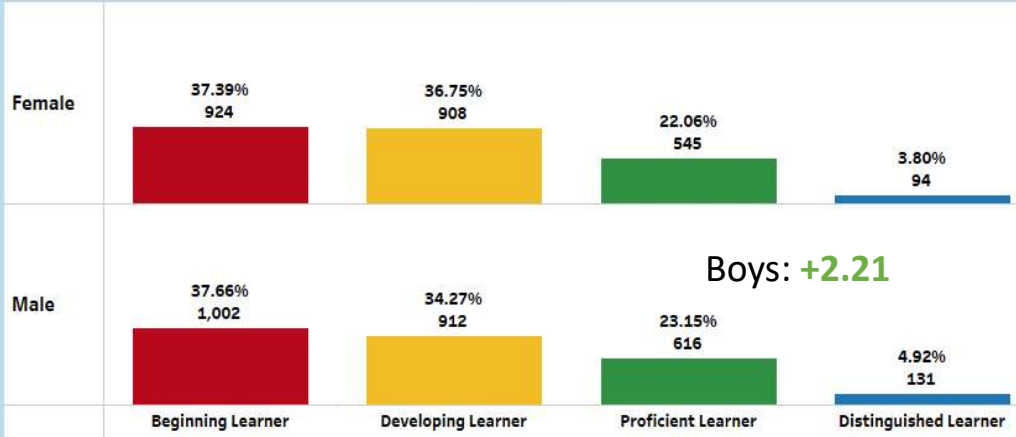
2023 Georgia Milestones End-of-Course
United States History



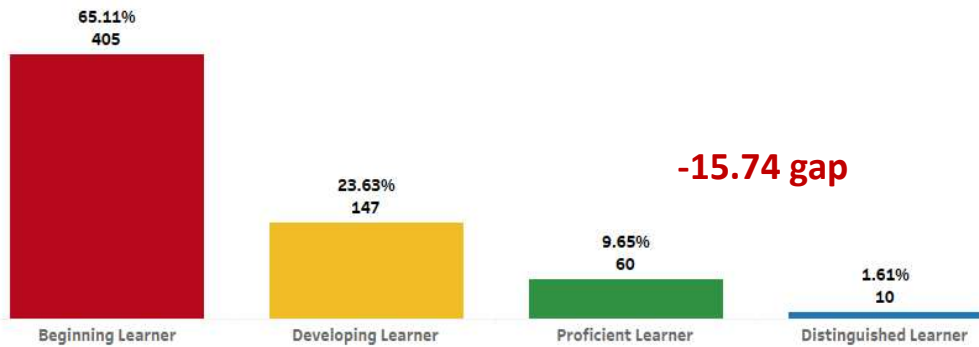
All Students



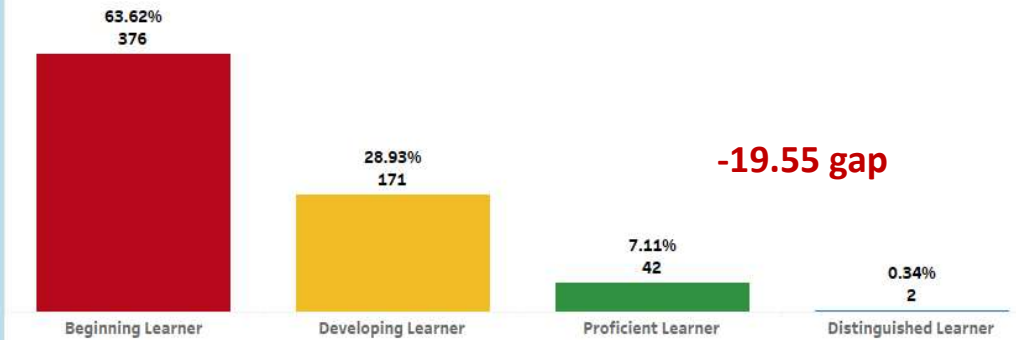
Gender



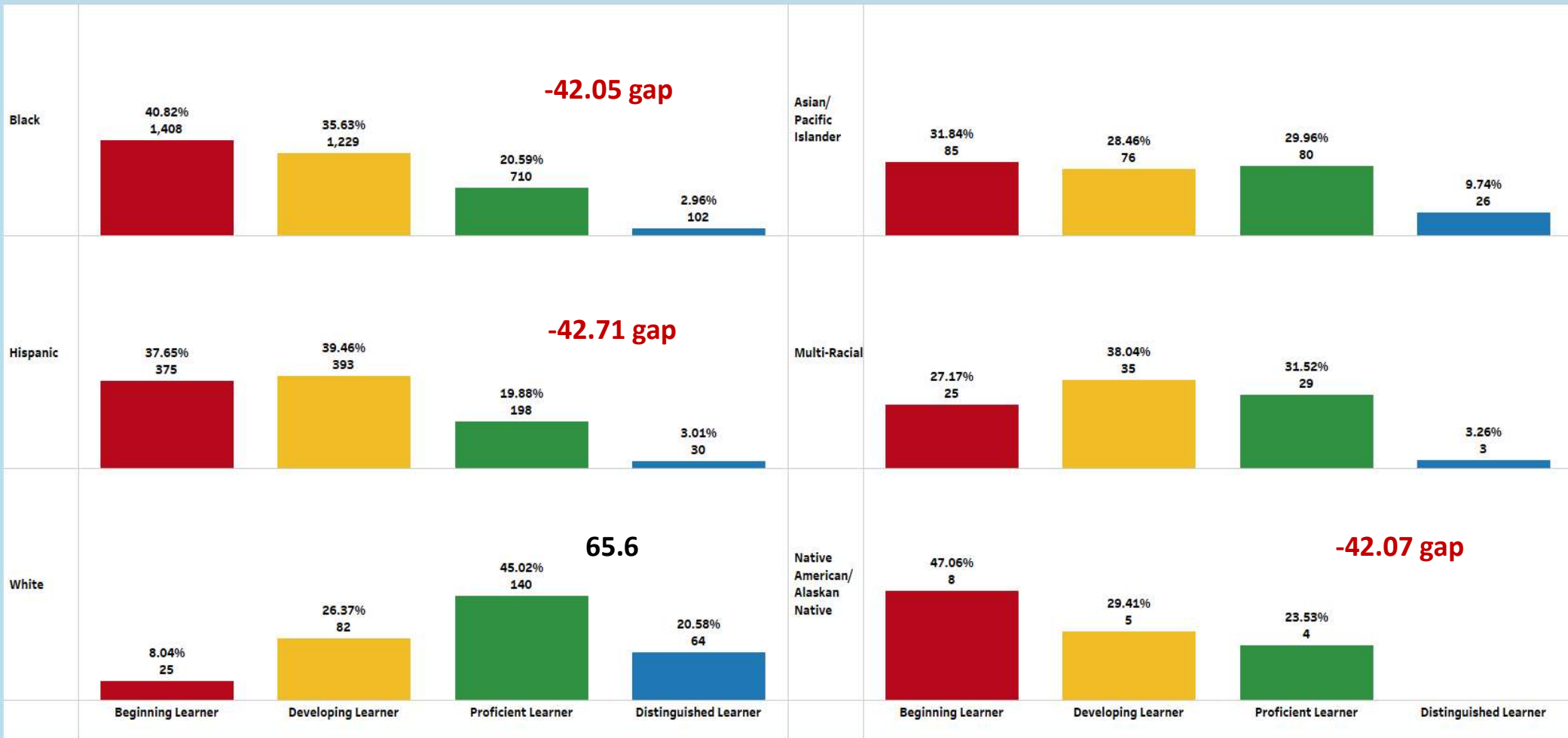
Students with Disability



English Language Learners



Race/Ethnicity



NEXT STEPS

Planning and Teaching:

- Utilize the DCSD curriculum
- Adhere to the instructional and content area frameworks
- Develop lesson plans that consider students' needs

Data Analysis:

- Learning environment/Instructional Factors – *What is/was happening or not happening in the classroom?*
- Personal/Family Factors – *What is/was happening with the student and/or the family?*
- Previous School Factors – *What are students' previous schooling experiences?*
- Cross-Cultural Factors – *Are there cultural and linguistic biases, prejudices, stereotypes, and/or other elements that could influence learning/performance?*

Professional Learning:

- Sheltered Instruction Observation Protocol (SIOP)
- Specially Designed Instruction (SDI)
- Science of Reading
- Super Saturday Mathematics and English Language Arts Conferences
- 3-Dimensional Science Skills
- Inquiry-based Instruction through Visual Literacy, Document-based Questioning, and Information Processing Skills
- Leadership Development and Coaching

NEXT STEPS

System of Supports and Accountability:

- Conduct Collaborative Calibration Visits (CCV), Reality Checks, and Learning Walks
- Monitor implementation of structured literacy strategies and tier 1 resources
- Provide unit-by-unit trainings in mathematics to ensure teachers understand the new K-12 Mathematics Standards
- Push-in at Horizon CSI schools (collaborative planning, walkthroughs, modeling)
- Improve the implementation of specially designed instruction (SDI) for students with a specific learning disability
- Ensure teachers are familiar with English Language Learners' accommodations and that teachers are implementing the accommodations consistently in all classes
- Provide academic and behavioral interventions (MTSS, Academic Skills Centers, FACE Advocates, Behavioral Interventionists, Communities in Schools, Step 2/Naviance, and Student Engagement Coaches)
- Modify the existing curriculum to include multiple representation, multimodal experiences, differentiated instruction, and language support strategies

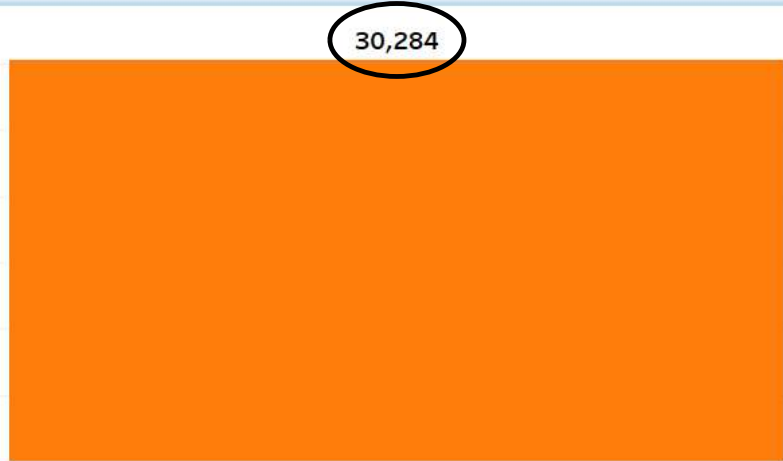
A blue-tinted photograph of a classroom. In the foreground, a young boy in a plaid shirt is looking towards the right. Behind him, several other students are seated at desks, some looking at computer monitors. The scene is dimly lit, with the primary light source being the computer screens, which are partially visible on the right side of the frame. The overall atmosphere is quiet and focused.

Discipline Incidents

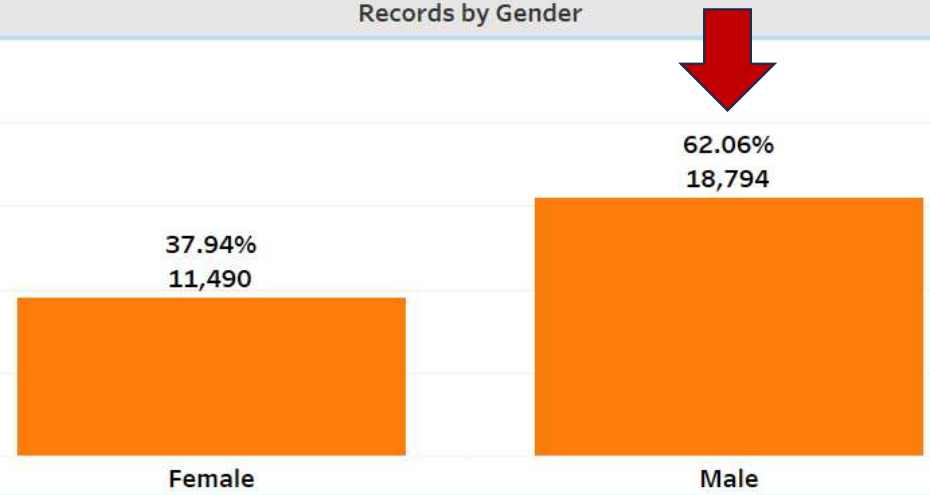
2023 Discipline Summary:
Total Incident Records

Percents may total 99.99% or
 100.01% due to rounding

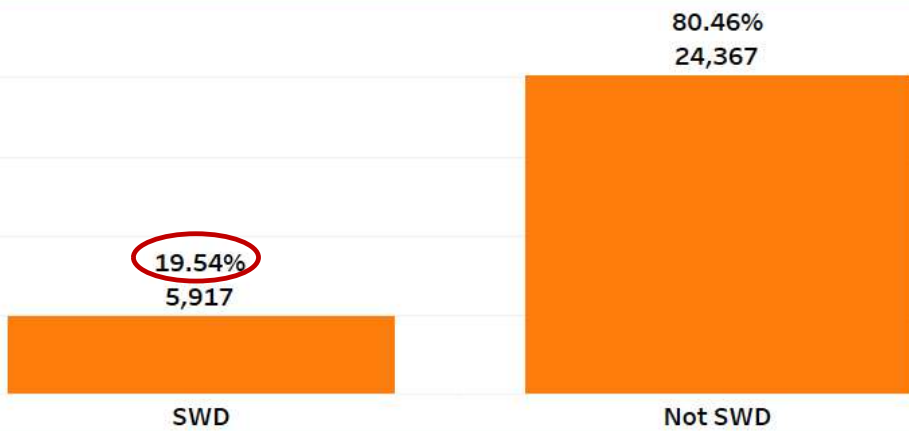
Total Incident Records



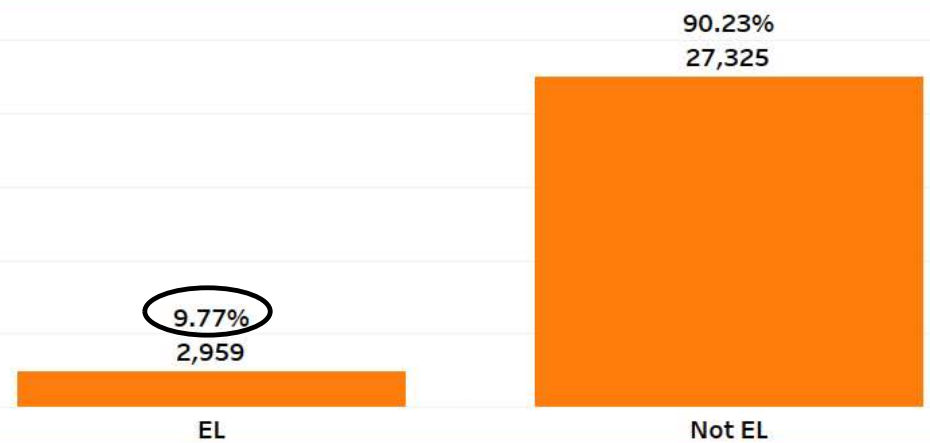
Records by Gender



Students with Disability



English Language Learners



2023 Discipline Summary: Total Incident Records

Percents may total 99.99% or
100.01% due to rounding

Total Incident Records

30,284

Records by Race/Ethnicity



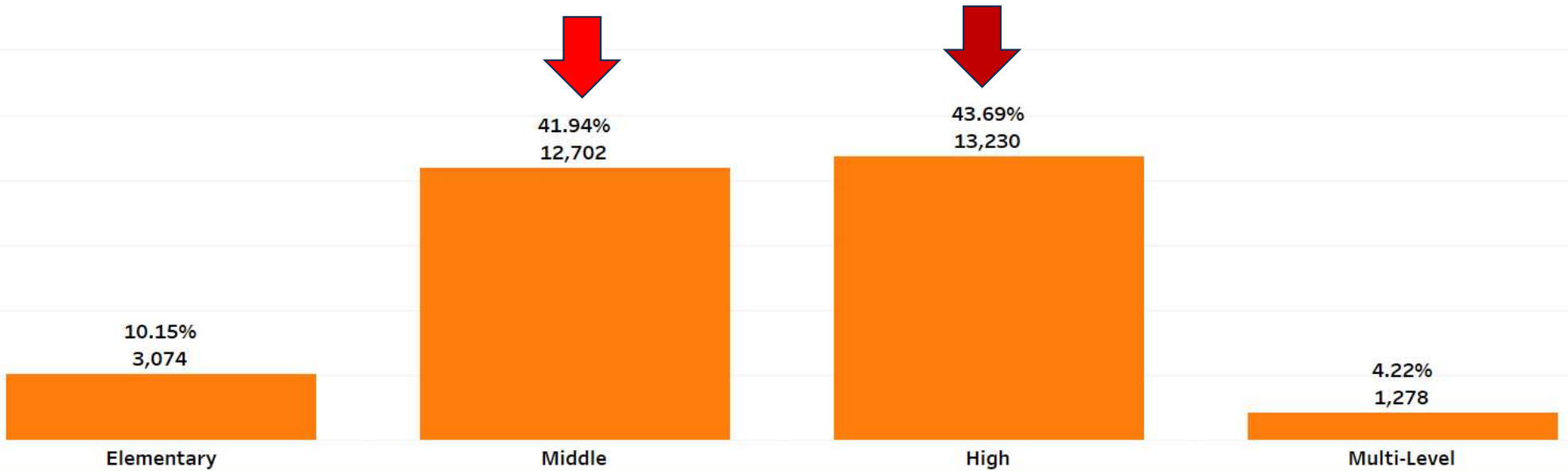
2023 Discipline Summary:
Total Incident Records

Percents may total 99.99% or
100.01% due to rounding

Total Incident Records

30,284

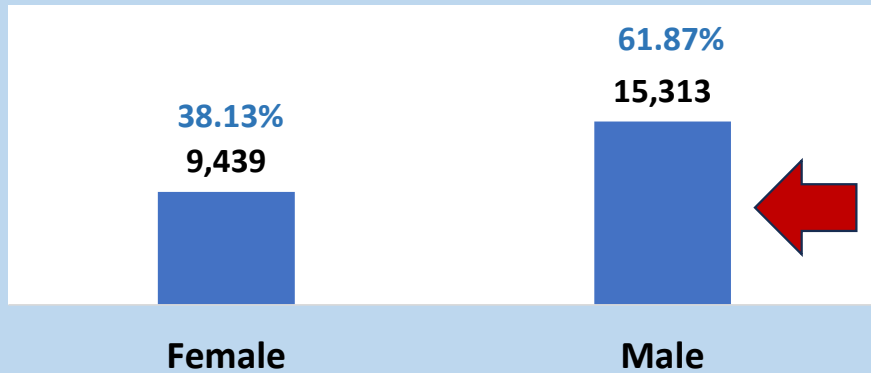
Incidents by Level



2023 Discipline Incidents: Total Incident Records- Unduplicated Student Count

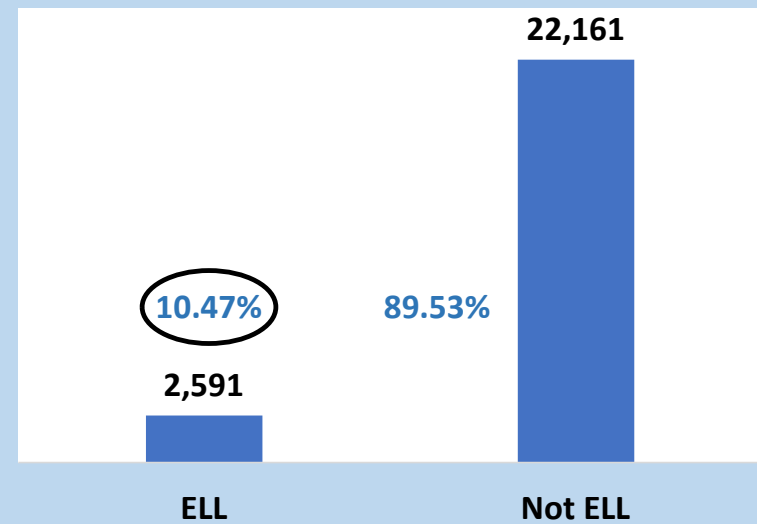
Percents may total 99.99% or
100.01% due to rounding

Gender

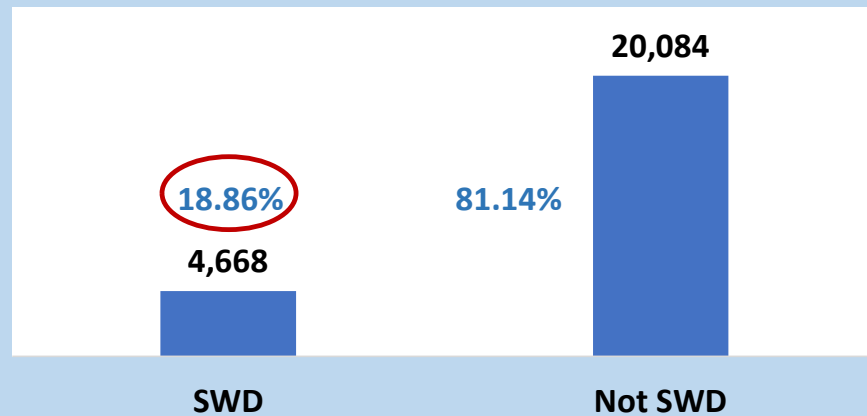


Total Unduplicated Students: 24,752

English Language Learners



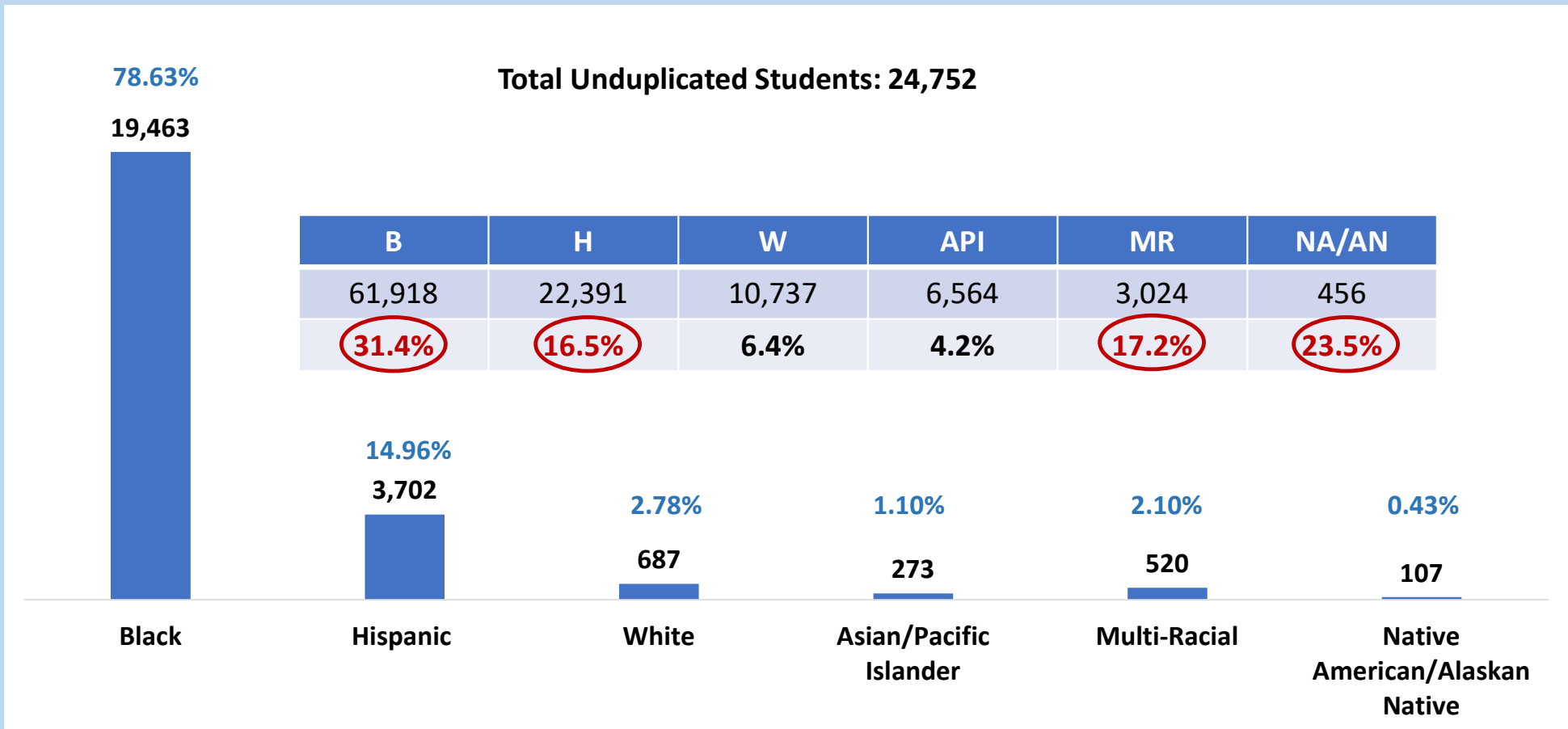
Students with Disability



	SWD	EL
Count	12,498	19,404
Percentage	37.3%	13.3%

2023 Discipline Incidents: Total Incident Records- Unduplicated Student Count

Percents may total 99.99% or
100.01% due to rounding

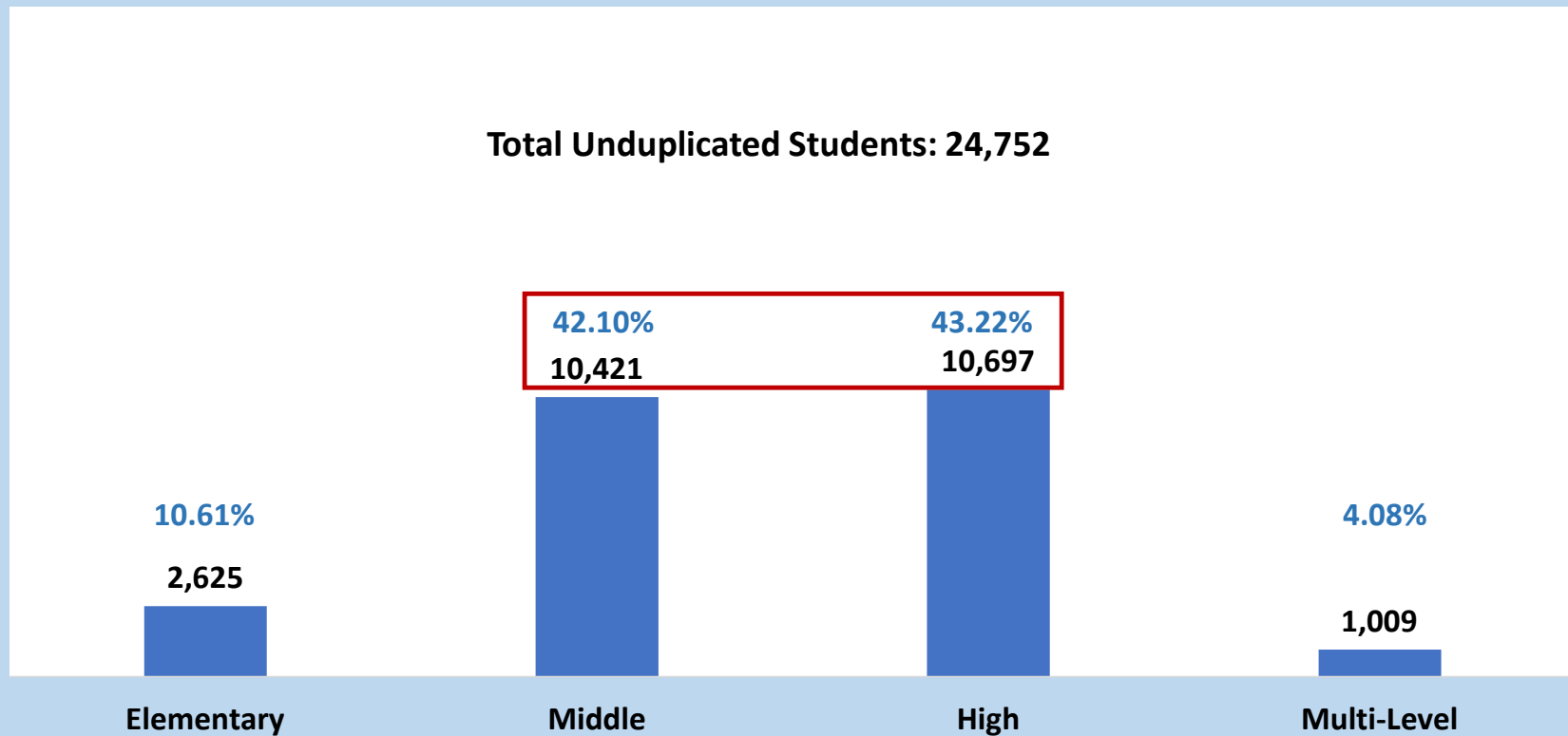


**2023 Discipline Incidents:
Total Incident Records- Unduplicated Student Count**

Percents may total 99.99% or
100.01% due to rounding

School Level

Total Unduplicated Students: 24,752





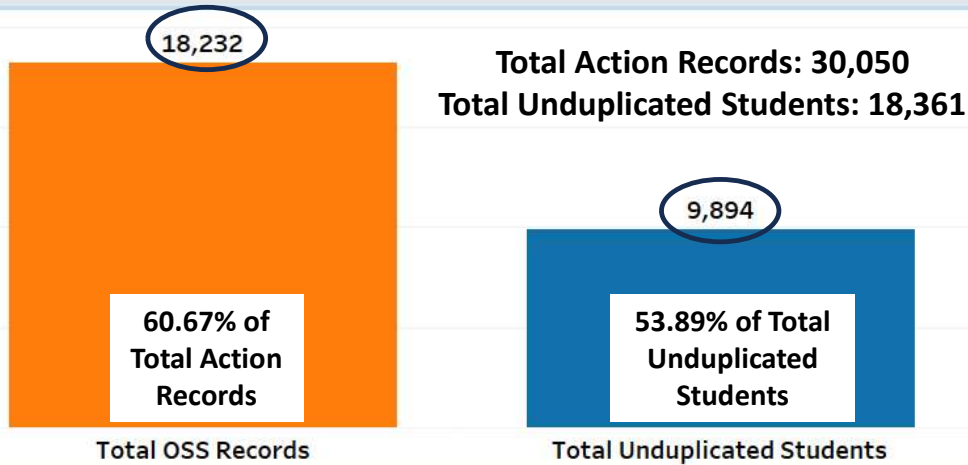
Out-of-School Suspension

2023 Discipline Action: Out-of-School Suspension (OSS)

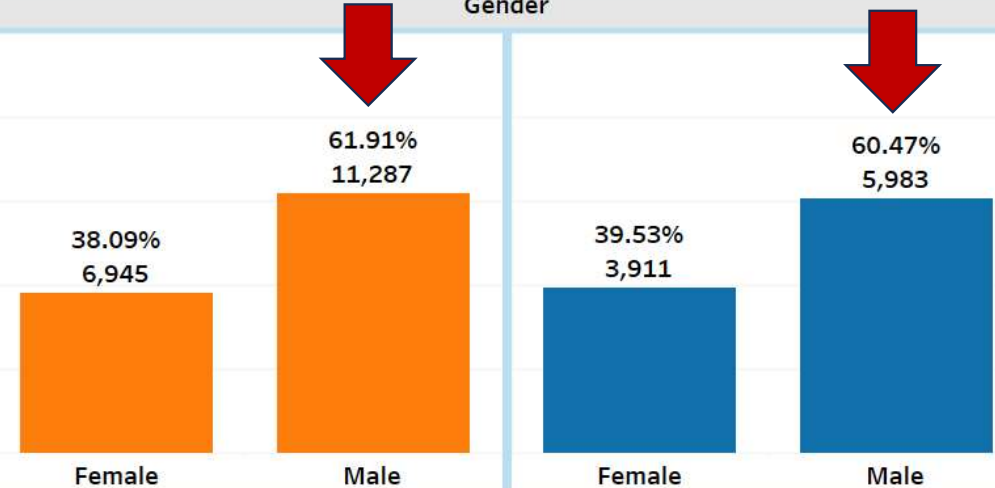
Measure Names

- Total OSS Records
- Total Unduplicated Students

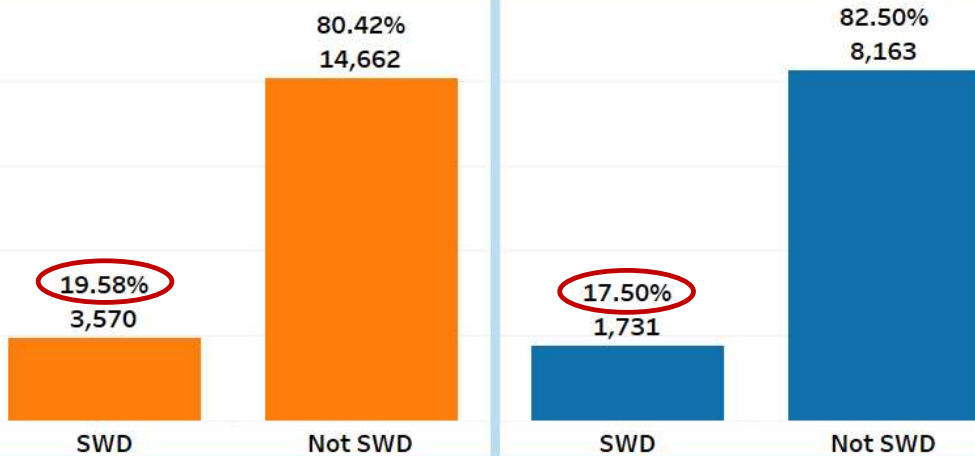
All Students



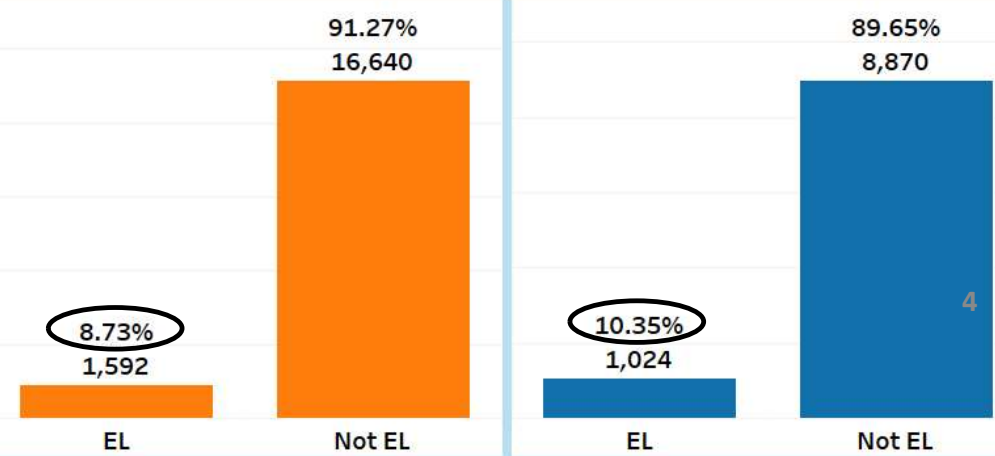
Gender



Students with Disability



English Language Learners



2023 Discipline Action: Out-of-School Suspension (OSS)

Percents may total 99.99% or 100.01% due to rounding

Total Student Count

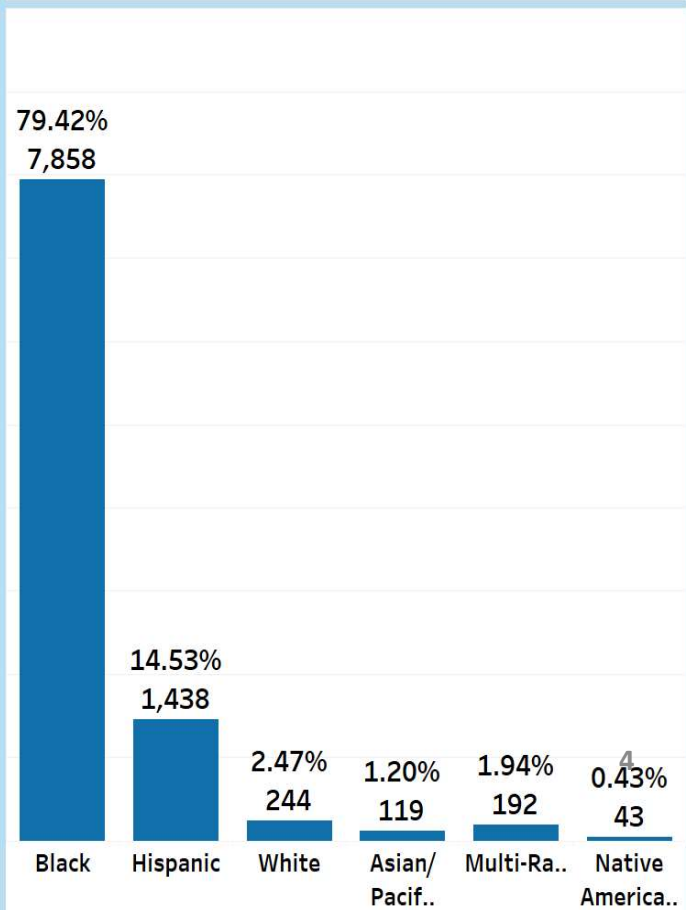
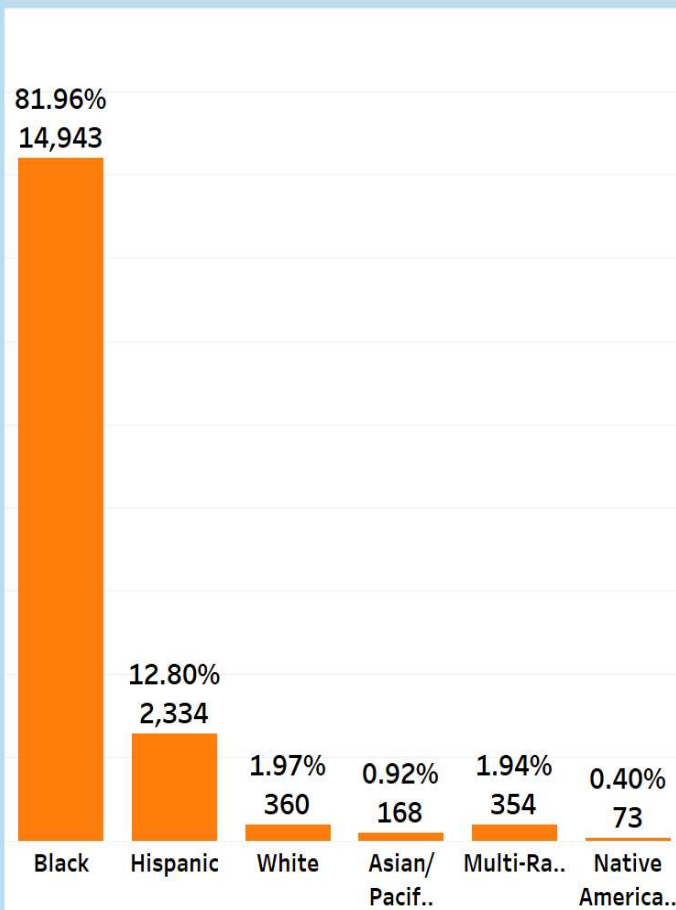
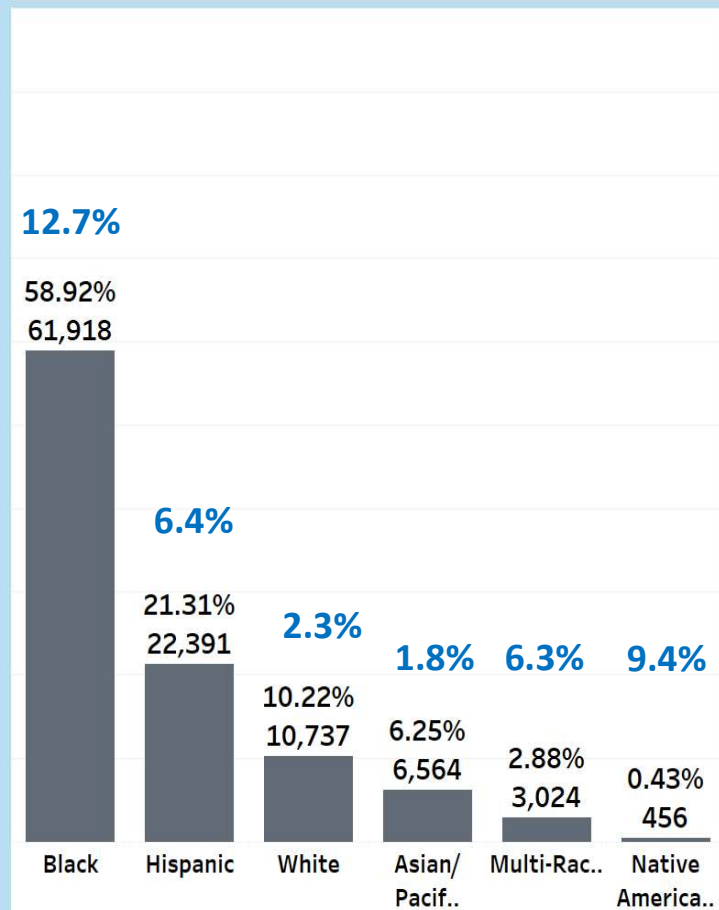
105,090

Total OSS Discipline Action Records

18,232

Total OSS Unduplicated Student Count

9,894



**2023 Discipline Action:
Out-of-School Suspension (OSS)**

Percents may total 99.99% or
100.01% due to rounding

Total OSS Discipline Action Records

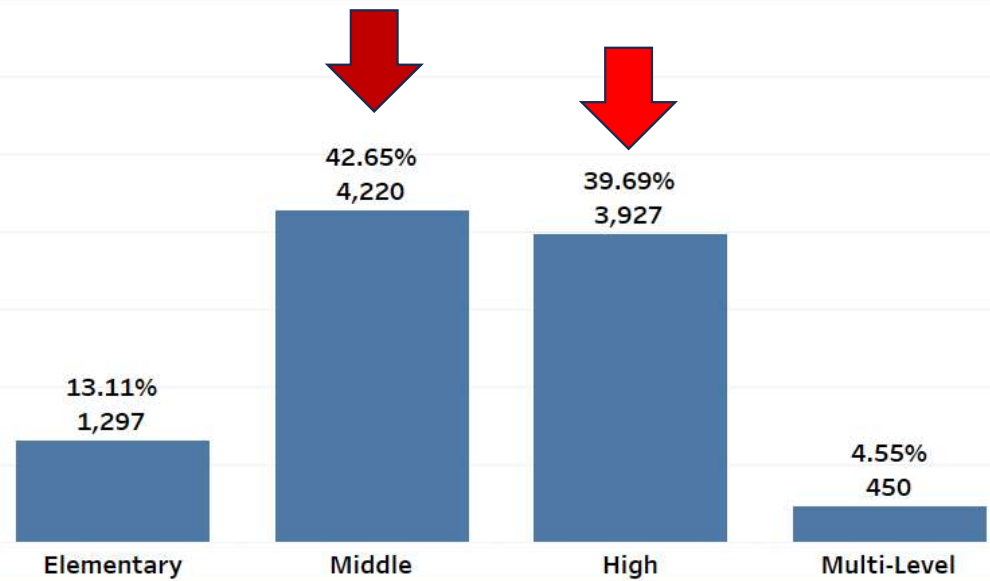
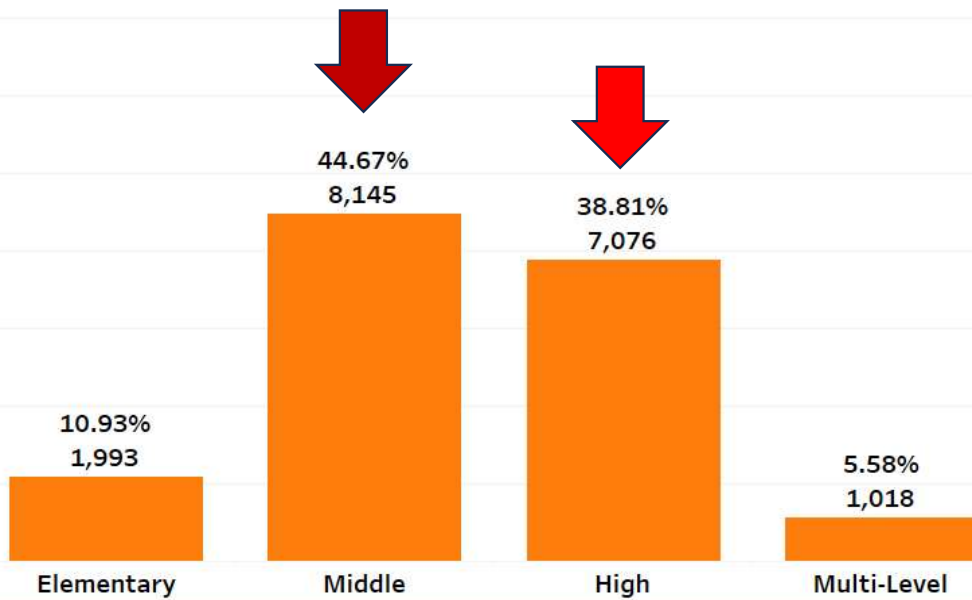
18,232

Total OSS Unduplicated Student Count

9,894

Total OSS Discipline Action Records
By School Level

Total OSS Unduplicated Students
By School Level



NEXT STEPS

- Implement Second Step Program District-wide
- Train support staff in Restorative Practices
- Train all staff in Bullying Awareness and Prevention
- Utilize Conflict Resolution module
- Provide additional Student and Family Engagement (SAFE) Centers
- Recruit additional Positive Behavioral and Intervention Supports (PBIS) schools

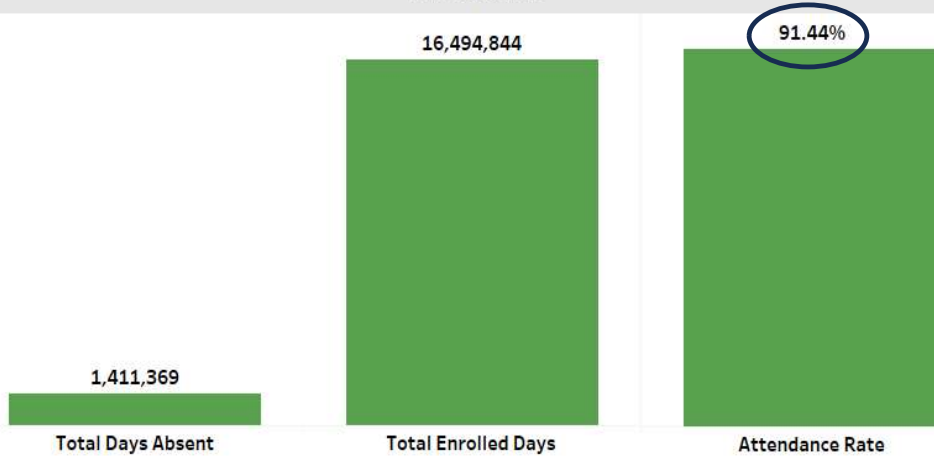


Attendance

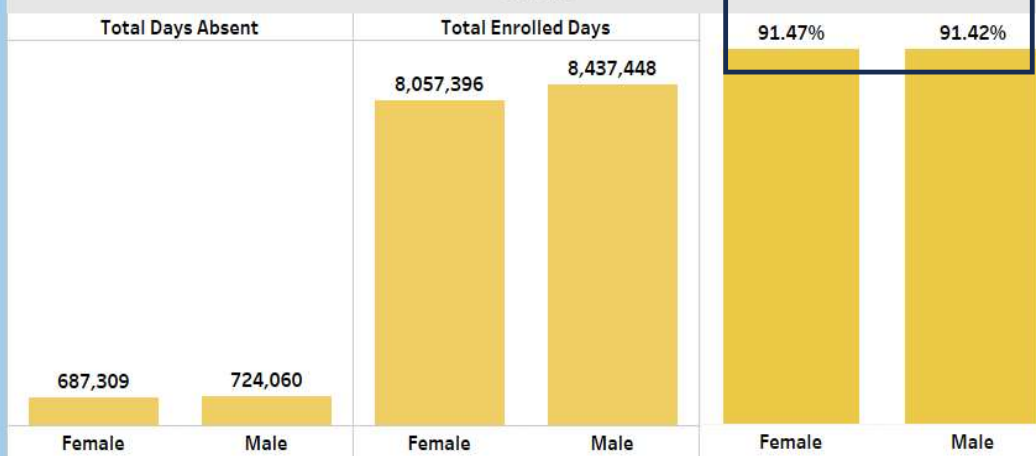
2023 Absence Summary

Total Days Absent and Attendance Rate

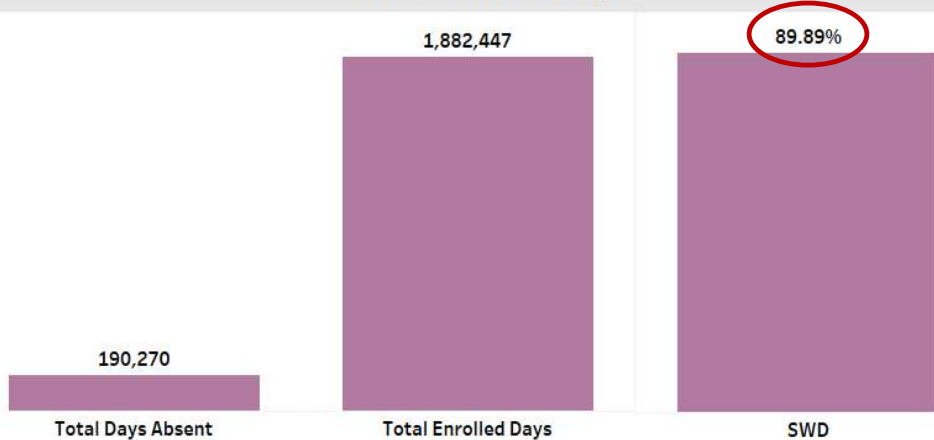
All Students



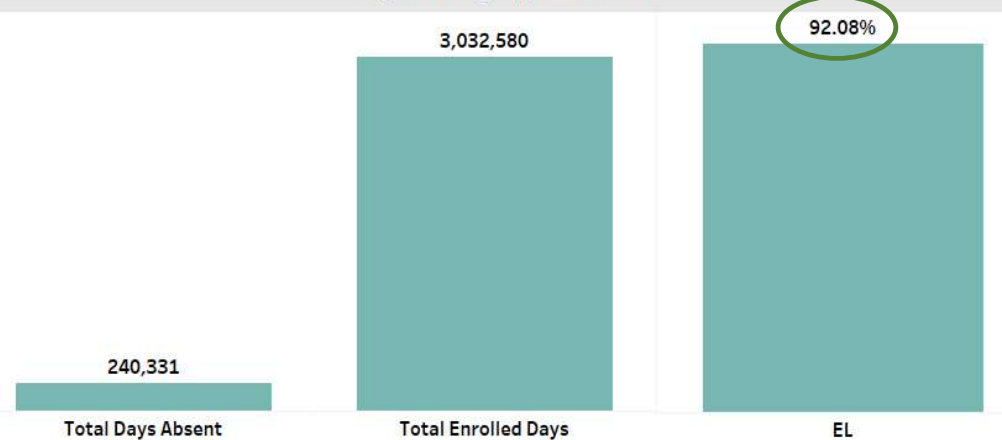
Gender



Students with Disability

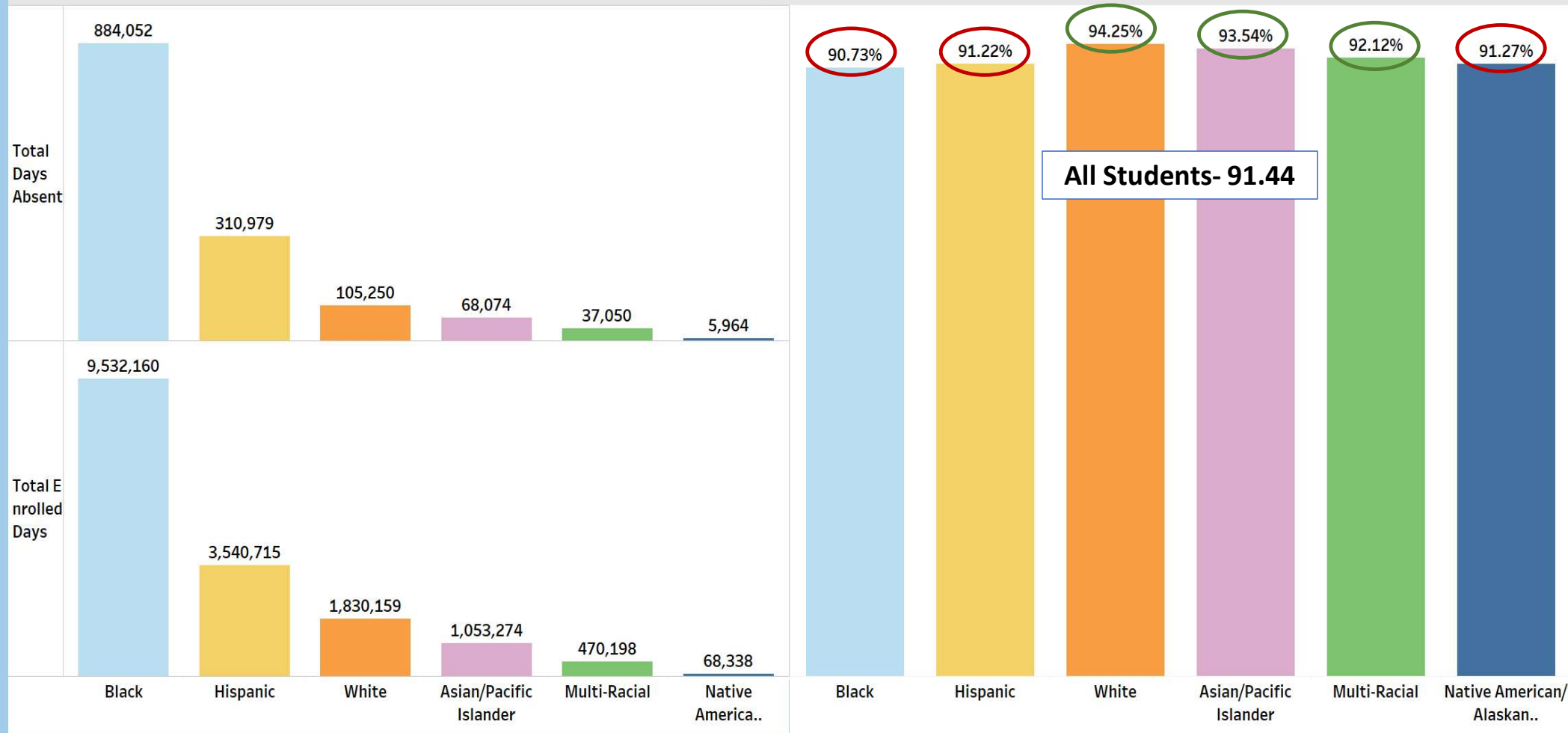


English Language Learners



2023 Absence Summary Total Days Absent and Attendance Rate

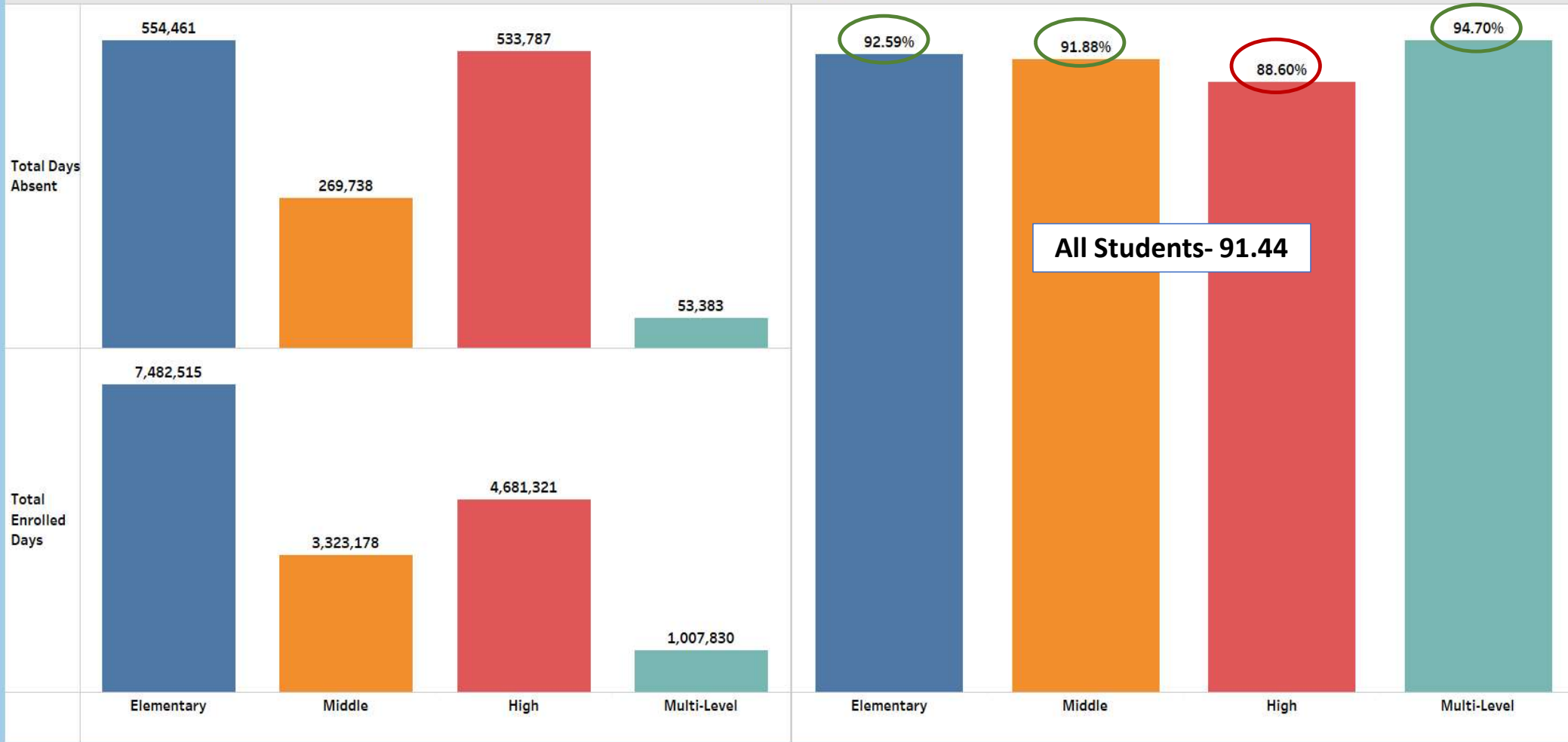
Race/Ethnicity



2023 Absence Summary

Total Days Absent and Attendance Rate

School Level



NEXT STEPS

- Recruit Attendance Liaison Specialists (7) to monitor the implementation of the attendance protocol
- Create School Attendance Teams (SAT)
- Develop a District-wide plan including prevention measures to ensure that Tier 1 and Tier 2 interventions are in place to reduce the number of students who are chronically absent
- Collaborate and coordinate with parents, community service providers, court support services, and state agencies to develop positive and culturally relevant messaging about the importance of attendance
- Use programs that support additional student engagement with the adult staff including Student Success Plans, Check and Connect, Positive Behavioral Intervention Plans, Second Step
- Engage the school nurse or school-based health center staff for outreach to families around chronic health issues
- Billboards in high absenteeism areas



QUESTIONS