

DeKalb County School District: Comprehensive Access & Opportunity Audit

Presentation to Board of Education

August 2025



Solutions that Matter

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
- Providing each student with the opportunity to receive the full benefits of education

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.**



Background on Revisions

- Following PCG's May 12th Presentation to the Board of Education, Board Members posed important questions that led PCG to revisit the data and identify an error in the **assignment of schools to board districts**.
- Through additional quality control processes, PCG and DCSD also identified errors in the **school building age data** and **quantitative student data report** used in the original analysis.
- In the process of conducting revisions, PCG updated the **methodology for:**
 - **calculating economically disadvantaged data.**
 - **visualizing AP courses offered.**
- PCG has revised their full audit report and has summarized the revisions in this presentation. Quantitative revisions did not impact the key audit findings that **meaningful disparities exist in student outcomes and in student and family experiences.**





Revision:
Schools and Board Districts

Revision: Schools and Board Districts

In the original report, PCG made a data analysis error where schools were matched with the incorrect board districts. This error impacted the following analyses:

- Student Race and Ethnicity and Student Characteristics by Board District
- Teacher Experience and Teacher Credentialing by Board District
- School Building Age and Utilization by Board District

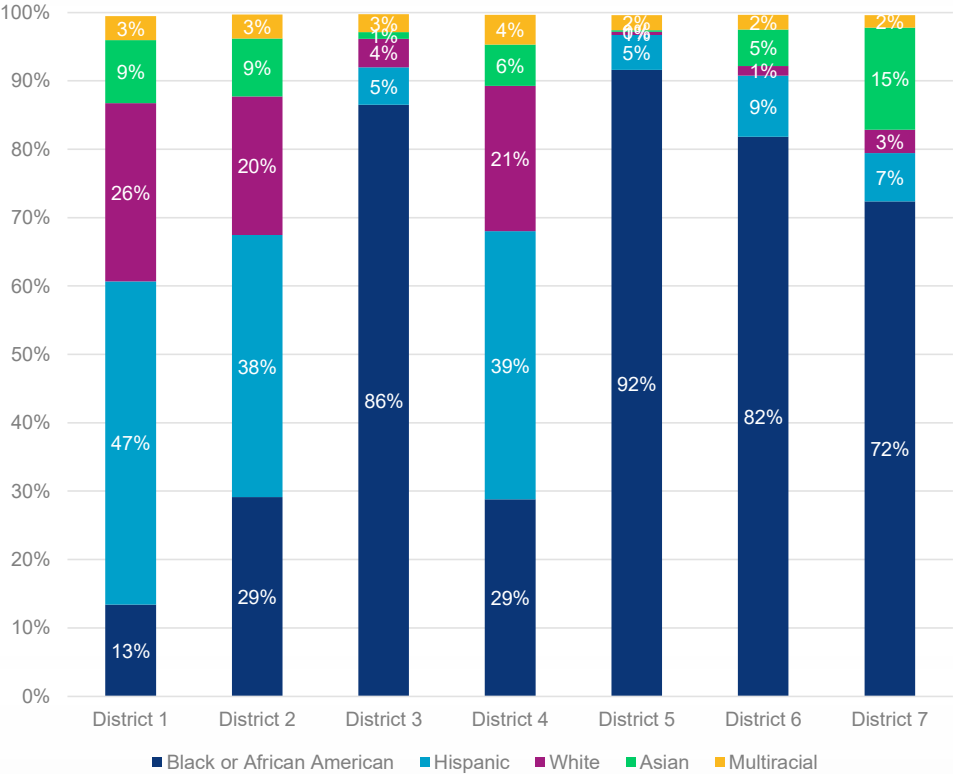
While the quantitative data by board district changed as a result of revisions, **the overarching findings that point to disparities between Board Districts remain.**



District Characteristics

Student Demographics by Board District

Student Race and Ethnicity by Board District



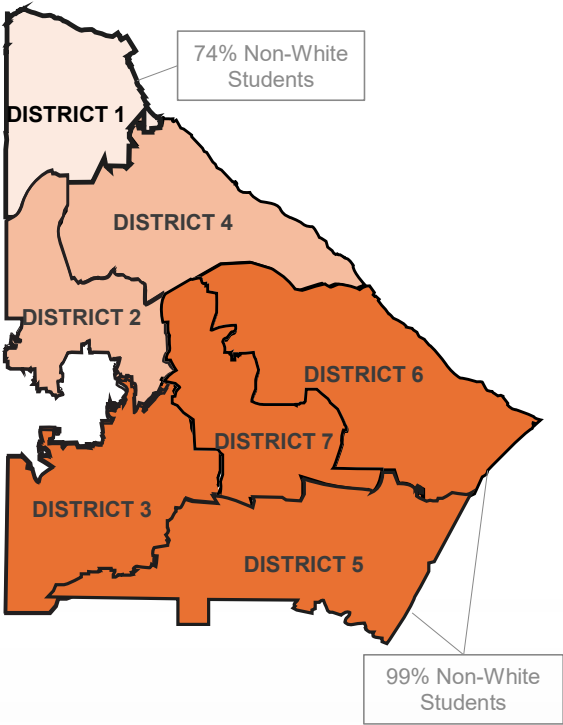
The findings remain that there are **significant differences in student enrollment demographics** across Board Districts.

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



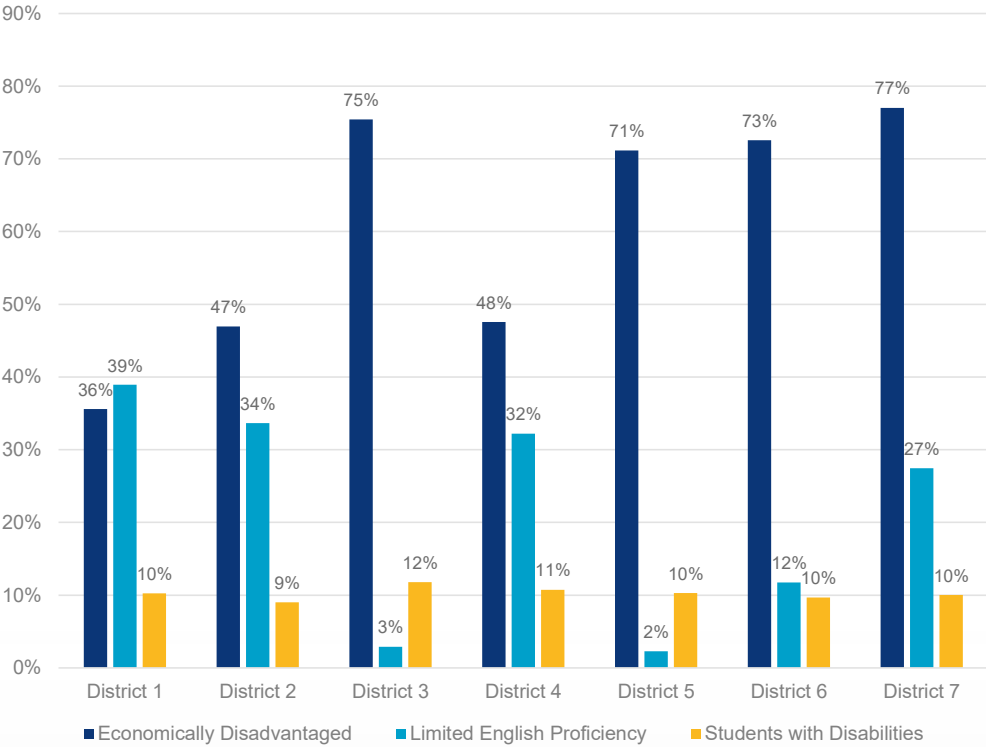
Content revised 6.3.2025
 Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53"



District Characteristics

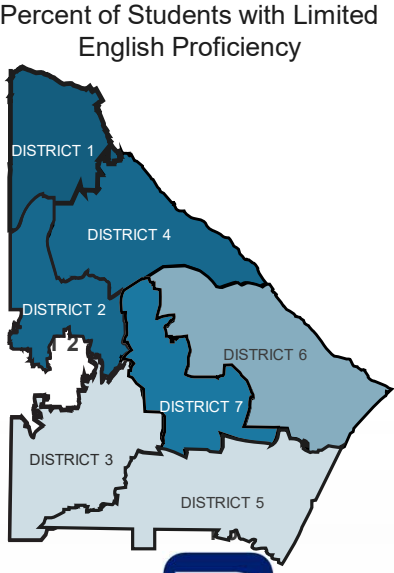
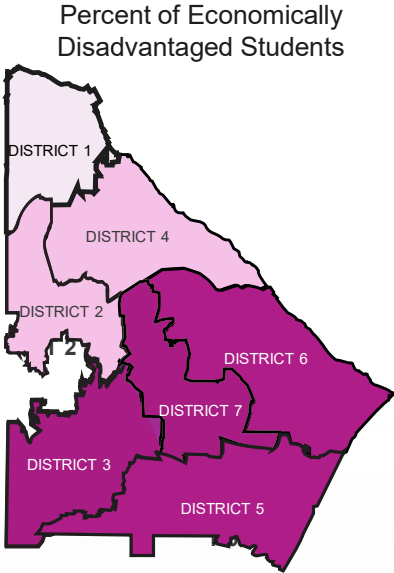
DeKalb County School District Student Demographics (2024-2025)

Student Characteristics by Board District



The finding remains that 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.

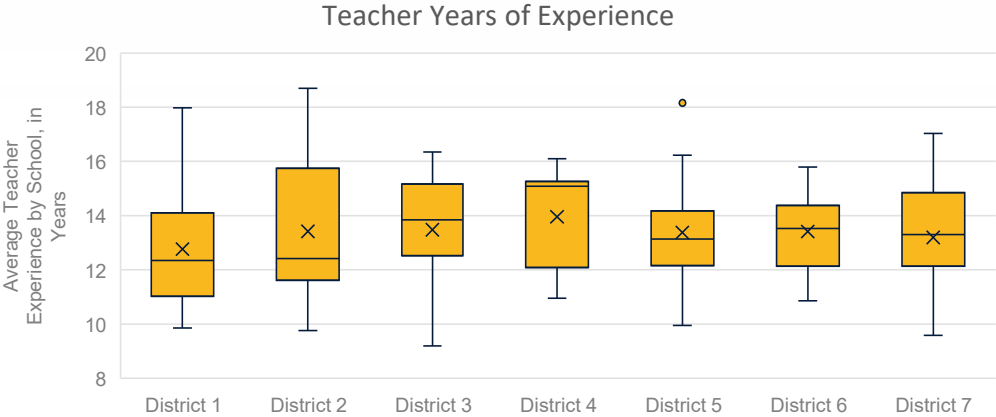
The finding remains that there is a **wide variance as it related to students with limited English proficiency**, ranging from 2% in District 5 to 39% in District 1.



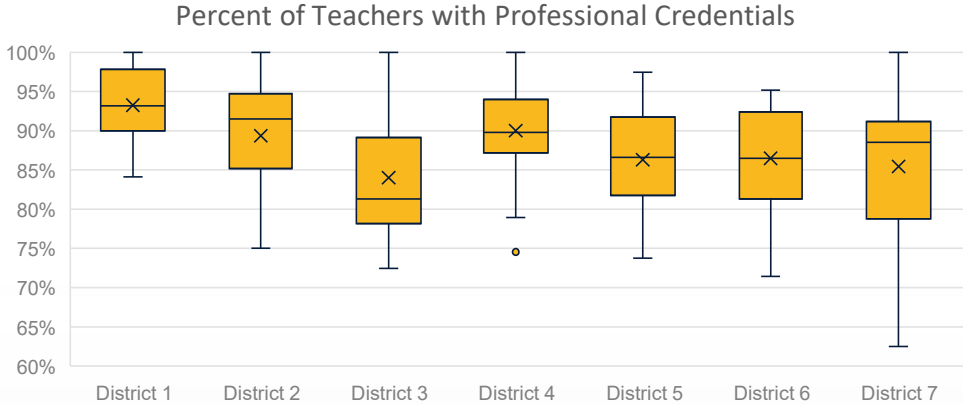
Content revised 6.3.2025
 Source: Governor's Office of Student Achievement, "Enrollment_by_Subgroup_Metrics_2022-23_2023-12-15_18_54_53;" "Direct Certification (School) 2023-2024";



Resource Distribution: Teacher Experience and Credentials



The finding remains that there is **not a significant difference in the mean of teachers' years of experience across Board Districts (13 to 14 years)**. However, the corrected school-by-district data reflects that there is a **difference in median years of teacher experience** (ranging from 12 years in Districts 1 and 2, to 15 years in Districts 4).

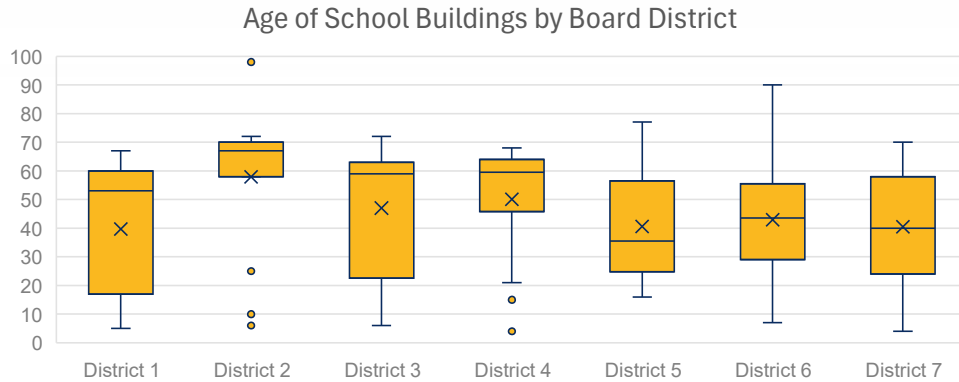


The finding remains that there is **variation across Board Districts in the percentage of teachers with full professional credentials at each school**, with schools in Board District 3 having the lowest percentage of teachers with full professional credentials. With the corrected school-by-district data, PCG found that **schools in District 1 have the highest 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.

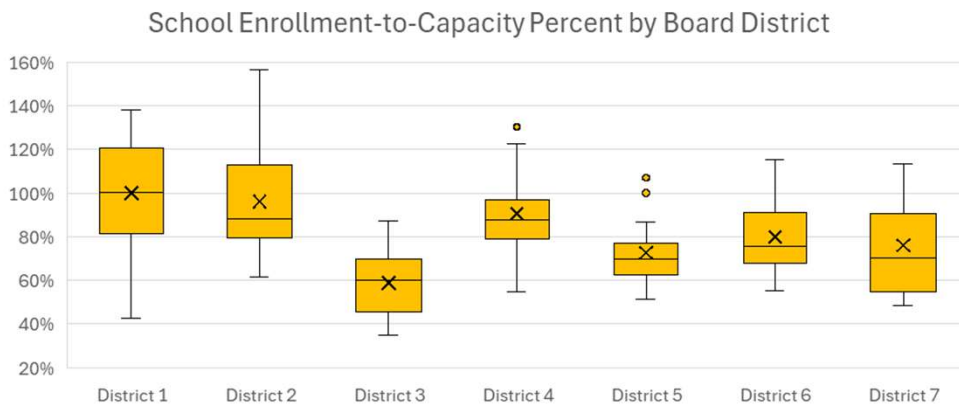


Resource Distribution: School Building Age and Utilization



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).



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.



**Revision:
*School Building Age***



Revision: School Building Age

PCG updated its analysis with a corrected school building age report from DCSD. This led to the revision of:

- **Age of School Buildings by Board District** (*addressed in Slide 10*). PCG's finding remains that there is wide variance in the age of school buildings by board district.
- **Age of School Buildings as Correlated with Student Demographics.** 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.

Using the revised data source, PCG found **no relationship** between student demographics and the age of school buildings.





Revision:
Unduplicated Student Records

Revision: Unduplicated Student Records

The District identified that the initial student report (“*Quantitative Data Request for DCSD*”) included some duplicated student records. PCG reconducted its analysis and revised:

- **Percent of English Learners**, which has been updated throughout PCG’s audit from 20% to 21%
- **IEP Referral Analysis**. The finding remains that **male students, Black students, and economically disadvantaged students are over-represented** in the population of students with IEP assignments.
- **Disciplinary Referral Analysis**. The finding remains that **Black students, male students, economically disadvantaged students, and students with IEP are over-represented** in disciplinary referrals.





**Methodology Update:
*Direct Certification***

Methodology Update: Direct Certification

In PCG's original analysis, PCG used data provided through the "Enrollment by Subgroup" report generated by Georgia's Office of Student Achievement (GOSA). PCG has conducted a new analysis using GOSA's "Direct Certification (Schools)" report in place of the prior report, where the direct certification data was available.

Using direct certification data, **PCG has revised the overall district rate of economically disadvantaged students from 64% to 61%**

Additionally, PCG revised the following analyses to reflect direct certification data:

- Student Characteristics by Board District (*addressed in slide 7*)
- Resource Distribution. PCG's original findings remain:
 - **Teacher Credentials.** Schools with higher percentages of economically disadvantaged students have a **somewhat lower percentage of teachers with full professional credentials.**
 - **School-building Capacity.** Schools with higher percentages of Economically Disadvantaged students are more likely to be **underenrolled.**





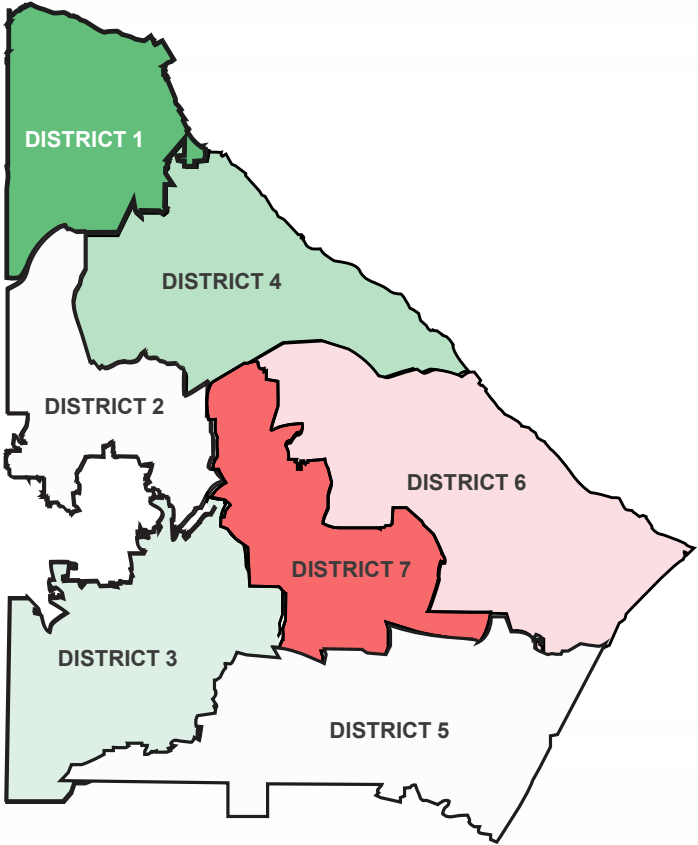
**Methodology Update:
*AP Course Distribution***

Methodology Update: AP Course Distribution

As informed by Board Member comments, PCG updated its visualization of AP course distribution to reflect the proportionality of AP course offerings to high school enrollment by board 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"



A photograph of children in a science laboratory setting, overlaid with a blue tint. In the foreground, a young girl with curly hair and safety goggles is looking at a beaker. To her left, another child is also wearing safety goggles and looking down at a beaker. In the background, several other children are visible, some wearing safety goggles. On the table, there are various pieces of laboratory glassware, including a beaker with a dark liquid and a flask with a white substance. The text "Unimpacted Quantitative Data Slides" is written in a bold, white, sans-serif font, and "May 2025 Presentation" is written below it in a white, italicized, sans-serif font.

Unimpacted Quantitative Data Slides
May 2025 Presentation

Priority Recommendation: A&O Accountability Framework

Related Finding: 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 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 students scoring the lowest** of the subgroups.

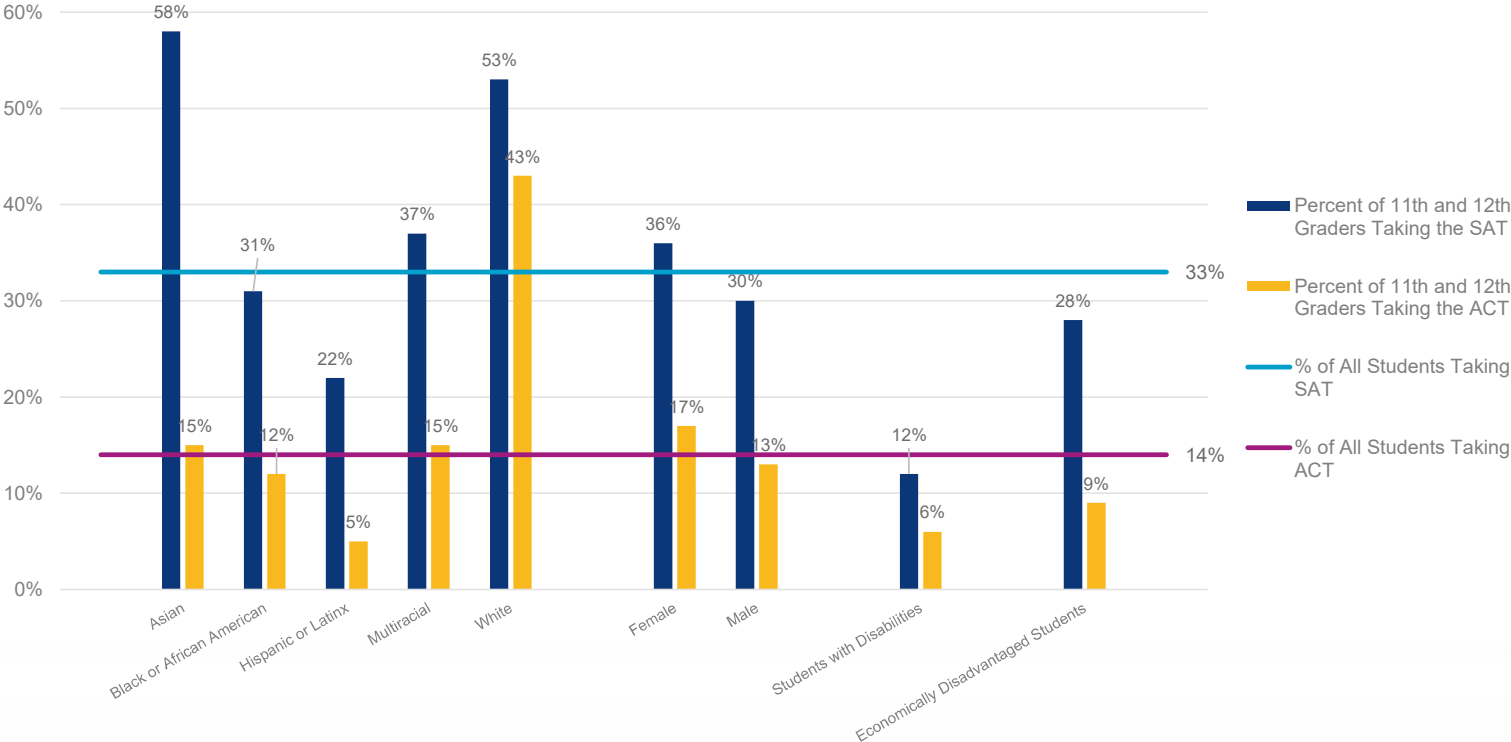
Note: Additional Georgia Milestones gap analysis data is included in the Appendix.
Data retrieved from <https://gaawards.gosa.ga.gov/analytics/saw.dll?Dashboard>.



Priority Recommendation: A&O Accountability Framework

Related Finding: SAT and ACT

SAT or ACT Test Takers, 2022-2024



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".



Conclusion



Conclusion

PCG has provided the district with a full audit report that reflects all updates resulting from these revisions. While the revisions include numerical shifts, **the overarching findings, and therefore PCG's recommendations, remain consistent.**

