

## **Academic Report – December 2024**

### **Chief of Access and Opportunity Dr. Triscilla Weaver**

#### **Access and Opportunity**

The Public Consulting Group Audit Team visited for an in-person collaboration session. During the visit, their team interviewed Chief Weaver and other Access and Opportunity Department members. We also discussed next steps for the team's January visit, where they conduct in-person interviews, school observations, and focus groups. After the visit, we met virtually with the PCG Team to provide updates on data collection and outline the next steps for the audit.

We also met with Ms. Heather Harding, the executive director of the campaign for Our Shared Future. Her work focuses on crisis management and strategies for navigating resistance to Access and Opportunity initiatives. She provided valuable insights and tools to ensure our communications align with and reflect the district's vision, as well as the shared goals of our stakeholders regarding AO work.

We continued our ongoing coaching series with Dr. Juan Carlos Arauz of E3 Consulting, emphasizing effective communication of the division's name change to our committee members and other internal stakeholders. We also reviewed the survey instrument and other documents we are preparing to release to internal and external stakeholders in January.

We met with members of the AO Steering Committee and the AO In-Action Committee to discuss the division name change, emphasizing that while the name will change, the work remains the same. We updated committee members on the next steps for the audit.

We successfully met our MIRACLES Priority Goal of Establishing Strategic Partnerships in December. We look forward to celebrating this milestone at our next MIRACLES meeting.

#### **Executive Director Myss Johnson-Jelks**

##### **Athletics**

In December, much of the focus has been on preparing the budget for the upcoming school year and collaborating with my team to develop the athletics budget for next year. Met with the finance division to better understand the budgeting process and our department's fiscal responsibilities. We are also evaluating the structure of our department to ensure we are well-organized and positioned to meet the needs of our district and stakeholders effectively. Additionally, our department hosted a Girls-Only Wrestling Tournament, and we are thrilled about the return of the DCSD Girls Basketball Holiday Showcase.

Several staff members participated in the National Interscholastic Athletic Administrators Association Conference, where we had the opportunity to engage in professional development centered around athletics and program management. In addition, I joined the NIAAA District AD Cohort, a year-long, intensive course designed to teach strategies for running effective and efficient athletic and activity offices at the district level, drawing on best practices, readings, and research. Reviewing and updating our Athletic Handbooks and Standard Operating Procedures is an ongoing process. I am collaborating closely with our Director of Athletics to ensure we are fully aligned in all areas. Please see below for more details on the items we've been addressing.

### Director Brandan Lane

#### Athletics

This month has been incredibly productive, with a strong focus on enhancing the experience and support provided to our student-athletes and athletic programs. Key initiatives included collaborating with athletic training partners, engaging with nutrition departments, and addressing critical matters with state associations—each effort aimed at strengthening operations and creating more significant opportunities for success. One of the highlights was working alongside our athletic training partners (Northside) to visit all 19 high schools, along with our executive director. These visits ensured that athletic trainers had adequate space, equipment, and safety measures in place for this year and the upcoming school year. Additionally, our team participated in a pre-construction meeting at Godfrey Stadium with Hellas Construction to review expectations, establish timelines, and set guidelines for the upcoming reconstruction project, which is vital as we prepare to host the state track meet in May. The executive director of Athletics and I also met with the Georgia High School Association executive director to address an important issue involving one of our high school girls' softball teams. To further support our student-athletes, the executive director and I met with our nutrition department to develop partnerships with external organizations. This initiative focuses on providing pre- and post-game meals for our athletes, offering meaningful support for their performance and well-being.

Another significant opportunity for growth was attending the National Athletic Directors Conference in Austin, Texas. The conference provided valuable professional development through workshops and classes led by athletic directors worldwide. I am actively working to implement several innovative strategies and best practices gained from the conference to improve operations and programs within our district. In addition, I have been in discussions with external organizations to establish impactful partnerships that directly benefit our student-athletes. I also prioritized attending multiple athletic events, both within and outside our district, to support our student-athletes and ensure the seamless execution of these events.

## Director Kina M. Champion

### School Innovation

International Community School hosted the second quarterly charter school collaborative meeting. Representatives from Federal Programs and the Specialty Area Office were in attendance to provide department updates. School Innovation has begun gathering quantitative and qualitative data for charter schools' Qualitative Site Reviews and annual performance review meetings. Research, Data, and Evaluation supported the team in administering the annual Division Quality Survey. Results from the survey will be shared with department heads during spring work sessions to review and revise the Fiscal Year 2026 Department Services Guide.

School governance evaluated spring 2025 Spotlight School applications and conducted visits to potential sites – Kittredge Magnet School (formative assessments), Flat Rock Elementary School (Professional Learning Communities [PLCs]), and Freedom Middle School (support for multilingual learners). One-on-one budget meetings took place with fall 2024 Innovative Solutions Lab (ISL) awardees. ISL implementation planning meetings will begin in January. School Innovation and Operations have established the timeline for launching Community Advisory Committees (CAC) at the following schools—Cross Keys and Druid Hills High Schools, Sequoyah MS, and Idlewood and Stoneview ES. The deadline for parents/community members to complete the interest form is January 31. Principals will notify School Innovation of selected CAC members by February 28. School Innovation and Operations will co-facilitate training of CAC members in March so that the newly established CACs may begin meeting before the end of school year 2024-2025.

## Executive Director Sarita Smith

### Student Assignment

This was a short month due to the break and student assignments. We had only one meeting and wrapped up the program information presentations and exploration. We are currently working with Operations to plan the January Student Assignment Project (SAP) meetings, which will focus on teaching the committee. Additionally, we are supporting meetings with the Druid Hills and Sequoyah feeder schools to gather feedback for future planning.

The Registration Team is researching the possibility of purchasing residency verification software to support student assignments and school registrars. This software will provide better data on where families live as we begin exploring the reimagining of Student Assignment, and it will help alleviate the burden on our 140 registrars who currently verify residency forms. This will also address many challenges we face with affidavits and falsified addresses. We plan to present the proposed software to the board in March.

## Director Dr. Char-Shenda Covington

### School Choice

We successfully completed our lottery for the first fall/winter open enrollment period in the DeKalb County School District. Cross training the Student Assignment Department enabled us to process over 14,000 applications without relying on Supply staff members, demonstrating its broad appeal, effectiveness, and fiscal responsibility. We identified key areas for growth to enhance the parent dashboard with our current vendor. These included improving user interface intuitiveness, increasing real-time feedback on application statuses, and resolving common technical issues. Additionally, we enhanced our frequently asked questions (FAQ) to guide parents through the process. We ensured a more seamless and satisfying user experience by addressing these areas in real time, promoting greater equity and accessibility in school choice.

We also conducted multiple site visits to determine the four summer registration hub sites, as registration for the 2025-2026 school year is now open. This initiative will take place at four locations, offering several benefits, including increased accessibility and convenience for families. The visits were necessary to ensure each location is fully prepared for a successful summer experience. We assessed the required materials and support systems to ensure readiness. The principals' commitment to hosting and the absence of summer construction projects were also considered. Providing parents with the necessary resources guarantees that all students are **“Day-One Ready with Registration.”** This effort aims to minimize barriers, especially for marginalized communities, by delivering high-quality customer service aligned with our H-PRIDE values. Additionally, this holistic approach supports families and local school registration teams, ensuring a successful and inclusive registration process.

## Executive Director Dr. Loukisha Walker

### Student Mentorship and Partnerships

The Student Mentorship and Partnerships Department continued to make significant progress in supporting student success and fostering meaningful community collaborations. They presented data encompassing metrics from the 4.5-week to 13.5-week marks, highlighting the impact of departmental programs on attendance, behavior, and grades. To further strengthen the mentoring framework, orientation sessions were conducted for lead mentors unable to attend the initial training. These sessions provided an overview of the framework, implementation strategies, and departmental requirements, ensuring consistent execution across all schools. Additionally, I reviewed and provided feedback on the mentoring implementation plans from schools, to help lead mentors to refine their strategies to meet student needs better.

The Families Advocating for Campus Equality Advocates (FA) celebrated student achievements based on predetermined criteria, fostering a culture of recognition and motivation. To improve efficiency and address concerns, the Student Mentorship and Partnerships (SMP) Team conducted targeted meetings with FA caseloads, ensuring streamlined support and better alignment with program goals. Furthermore, FAs completed professional learning focused on Section 504 and Hospital/Homebound processes. Lastly, the SMP Department finalized the terms for five memorandums of understanding (MOU), which outlined expectations, goals, and success metrics for key partnerships. These MOUs are now pending approval signatures, representing another step forward in expanding the department's capacity to drive positive student outcomes.

### Chief of Schools Michelle Dillard

During December, our division participated in professional learning and calibration. As a team, we reviewed our Calibrated, Cultural Visit (CCV) process to ensure we are consistent, and schools receive the feedback they need to implement the six systems effectively. The reality checks started again, and the Measures of Academic Progress (MAP) growth training took place for school and district leaders. In our December Principals’ Learning Opportunity, we hosted the State Superintendent Richard Woods, who honored several of our math and literacy leader schools with banners and ribbons. Principals also concluded the book study for breakthrough principals.

Our division was filled with holiday cheer in December. To build our team and strengthen our bond, we hosted several activities such as office decorations, Secret Santa, holiday luncheon, hot chocolate, an apple cider bar, and our culminating event, the Polar Express!

### Beth Kyle

#### Area 1

December was busy, closing the semester with holiday cheer, concerts, and celebrations! Henderson Mill Elementary students won the elementary soccer championship! At the December Principals' Learning Opportunity, the state school superintendent honored Austin and Cary Reynolds as literacy leaders. Dunwoody Elementary, Woodward, John Lewis, Ashford Park, Chesnut, and Oak Grove were recognized and math leaders as well. The Area I English Language Arts coordinators closed out the month with English Language Learners’ (ELL) collaborative sessions at our ELL high schools to ensure ELL teachers are equipped with the same skills as our ELA teachers. Our climate and culture coordinators and Mental Health sent all Area 1 staff a newsletter to help with the holidays and complete Connections Matter Trauma Informed Care training at three schools.



### Terri Brown

#### Area 2 Elementary Schools

For December, Area 2 joined our schools in reflecting on the first semester, celebrating students and staff, making mid-year adjustments, and planning for second semester. Some highlights include several Idlewood teachers completing Mental Health training with Area 2’s mental health coordinator, Laurel Ridge’s Kindness Cares and Rockbridge’s Toy Drive celebrations, Indian Creek’s Love of Giving, and Jolly’s ROAR program.

Area 2 Elementary CARES program, initiated by our mental health coordinator, has contributed \$435.00 in gifts, \$400 for the loss of a family member, \$110 for a family crisis, and \$9.99 for mental health. Area 2 CARES has contributed \$954.99 in support for first semester. Area 2 Elementary’s Micro Cabinet also hosted a holiday celebration for principals at Fernbank Science Center. Principals enjoyed a holiday breakfast, fellowship, and a tour of Fernbank Science Center from Director Janetta Greenwood. The Area 2 Micro Cabinet also enjoyed a holiday lunch to fellowship and do arts and crafts.

In support of leadership and change management, Area 2 joined several schools for crucial conversations and collaboration to improve how teams work together to support teacher development. Conversations included a presentation with Smoke Rise Faculty highlighting themes from their Thought Exchange, a discussion with Dunaire’s Academic Coach and School Leadership regarding time management and investment, a mediation session to strengthen communication among Rockbridge’s academic coaches, assistant principals, and principal, and a mediation session with Jolly’s academic coaches and principal regarding communication and support. Area 2 superintendent and executive administrators also joined Idlewood Elementary rezoning meetings.

Academically, Area 2 collaborated with schools to analyze winter MAP data, joined in MAP professional development, and supported Principal Professional Learning Communities (PPLC) in December. Area superintendent and Area 2 content leads led a session with academic coaches to analyze the winter MAP, reflect on first semester, and plan for second semester teacher development. Additionally, the Area superintendent and climate and culture coordinator joined Area 2 assistant principals for a session focused on first-semester reflections and employee allegation packet best practices. We look forward to powerful collaboration and support as we launch the second semester of 2025!



## Ateshia Lester

### Area 3 Elementary Schools

In December, Area 3 welcomed Dr. Brian Reese as the new principal of Allgood ES. Leaders participated in their second round of PPLCs, where they focused on fourth grade reading data and analyzed winter MAP results. Principals concluded their book study on Breakthrough Principals aligning with the district's six systems. Content leads continued collaborative planning support with unpacking standards, understanding instructional tasks, and identifying ELL and students with disabilities strategies for implementation. Also, Area 3 content leads trained all area academic coaches in ELA and math content.

Area 3 schools celebrated the season with concerts, classroom celebrations, and gatherings. Scholars from Area 5 had the opportunity to watch a movie with DeKalb County Police. Redan ES scholar Eli Flynt, a fifth grader whose artwork, *"Wave of Life,"* earned him the coveted **2025 Art**

**Calendar Cover Spot** for DeKalb County government and a feature for December! Allgood ES was H-Pride certified, and Barack Obama was recognized at a board meeting for winning the Elementary Track Championship.



## Jacqueline Taylor

### Area Middle Schools

During December, the Middle School Area facilitated the second round of PPLCs, participated in the winter Reality Check, concluded CCVs, and offered math training to middle school math academic coaches and Metro Regional Education Service Agency (MRESA) coordinators. Area coordinators have consistently supported teachers through observation, feedback, co-teaching, and modeling effective instructional strategies. Differentiated support was provided based on the school's needs, such as student engagement, academic discourse, the use of primary resources, comprehensive school improvement plan strategies, and curriculum pacing. Targeted support in co-teaching and sheltered instruction observation protocol implementation continued at specific schools.

The middle school Culture and Climate (C&C) coordinators continued to monitor the district cell phone initiatives and conduct building walkthroughs during school visits. The C&C coordinators attended school attendance meetings, reviewed school websites, analyzed school discipline and



attendance data and school Teacher Academy for Preparation and Pedagogy events to encourage daily school attendance. The coordinators provided feedback to schools via each school's virtual data room. They provided schools with suggestions to ensure stakeholders met all goals for completing the Georgia School Climate Survey. In addition, the coordinators facilitated check-in sessions with the middle school (MS) attendance secretaries and in-school suspension paraprofessionals to identify any support needed.

The Middle School Area will continue working with schools to refine collaborative planning practices as needed, implement best practices in the classroom, and provide suggestions for chunking the curriculum for pacing alignment. Lastly, the Middle School Area has begun collaborating with Ed Media to engage our media specialists to enhance our literacy initiative.

## Thomas Glanton

### Area High Schools

This month, our summary reflects our ongoing commitment to supporting high-quality education, fostering student success, and addressing unique challenges to meet academic goals. Drawing on data-driven insights, this month highlights key accomplishments, identifies trends in academic performance, and outlines recommendations for continuous improvement through PPLCs and CCVs.

### English Language Arts – Houghton Mifflin Harcourt Into Literature and Writable Resource

Coordinators have worked collaboratively to ensure that all high school ELA teachers and those supporting them are trained on the new tier-one resources, including HMH Into Literature and the Writable Resource. We secured and will introduce additional virtual training on the new year's first virtual professional learning day.

### Mathematics

Coordinator collaborated with various schools in the area to set goals for the second semester based on current content data. Furthermore, after analyzing College and Career-Ready Performance Index (CCRPI) content data, plans were created to support schools with less than 40 percent math content mastery. MRESA math training occurred on Dec. 2 and 3, covering topics in algebra and geometry for both semester and year-long courses.

### Mental Health

The coordinator supported schools by assisting with crisis management, conducting wellness check-ins with teachers to promote well-being, and aiding with end-of-course assessments. Additionally, the coordinator participated in planning and co-facilitating restorative circles to foster a sense of community and healing.

## Culture and Climate

Coordinators were key in supporting various initiatives and collaborating with multiple teams. Our focus was assisting with testing, preparing for the upcoming Reality Check, and ensuring a unified approach across schools regarding attendance protocols and dashboard processes.

## Multilingual Learners

Coordinator facilitated work sessions for the ninth literacy English Speakers of Other Languages (ESOL) teachers and intensive English teachers to create unit pacing guides incorporating new HMH and Vista Higher Learning resources. These resources provide scaffolded reading instruction for multilingual learners based on MAP, Language Assessment System (LAS), Assessing Comprehension and Communication in English State-to-State (ACCESS), and Lexile data.

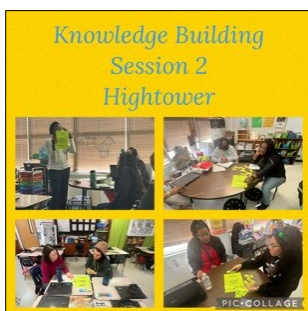
## Special Education

The coordinator has actively collaborated with the Special Education Department to plan and strategize for the second semester. Preparations are underway for instructional planning, and delivery presentations will begin in January at selected schools.

Our goal is to ensure that every student receives the support and resources necessary to achieve their full potential. We look forward to continuing collaboration with educators, parents, and community partners as we work together to create an inclusive and thriving learning environment for all students.

## Derrick Hardy

### Area Horizon Schools



During December 2024, Horizon Area conducted Science of Reading Knowledge Builder professional learning, whereby teachers engaged in practical application strategies of the science of reading modules required for all Georgia elementary teachers as part of House Bill 538.

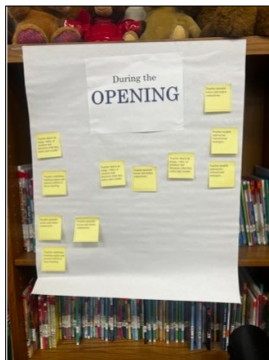


Horizon Area and the state superintendent recognized Shadow Rock and Browns Mill Elementary Schools and McNair Middle School for elevating achievement in literacy and mathematics.



Stone Mountain and Flat Shoals Elementary Schools' Leadership Teams participated in Leadership in Literacy professional learning to deepen literacy leadership practices for Tier IV schools as part of continuous improvement.

Horizon Area math coordinators conducted math instructional learning plan internalization and deeper learning professional learning to strengthen teachers' content knowledge and familiarity with the DCSD-approved high-quality mathematics instructional materials with a follow-up classroom observation to verify fidelity.



Dresden Elementary School hosted a student and parents' mathematics night for its ELL/ESOL-supported population.



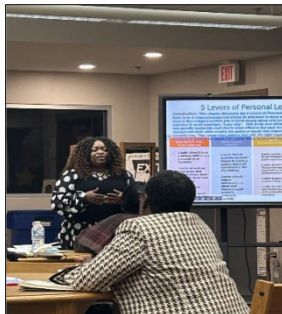
Finally, Oakview Elementary School hosted Donuts with Dads as an incentive to discuss student performance data with fathers and scholars.



## Michelle Jones

### Area Specialty Schools

December was our month for mid-year adjustments. After the winter MAP testing administration, CCVs combined with district learning walks, and the release of CCRPI scores, the specialty area worked on analyzing data and trends, providing feedback, and supporting our schools. Several of our specialty area schools received their first rosters from the School Choice lottery and began communicating with families for next year's enrollment. Our leaders had the opportunity to participate in their second PLC and present Chapters 6-8 of the book study *Breakthrough Principal*. We also partnered with our charter school office to participate in the quarterly Charter School Collaborative hosted by the International Community School.



There was much to celebrate during December! Concerts, major performances, and Holiday gatherings and celebrations.

## Leadership Development/Performance Coaches, Mike Kelly, Angelica Collins, and Raifa Russ

### Leadership Development

Leadership Development is working with the Leadership Academy Group to develop our Aspiring Principals Program. The **DeKalb Principal Pathway** application process has gone live, and it closes on Jan. 8 for our first cohort of future school principals.

- The program's rigorous application process contains the following components: video presentations, performance assessment around school data analysis, principal recommendations, and development of professional planning documents.
- The program will require participants to attend evening and Saturday sessions to prevent impeding their daily assignments in their schools.
- All selected candidates are required to have four plus years' experience as an assistant principal.

### The Aspiring Principal’s Program (DeKalb Principal Pathway)

At this point, we are working on a two-phase plan:

- Phase One – Establish a rigorous system for DeKalb Principal Pathway selection in early January for the 2025-2026 school year. This should support approximately 20 new candidates.
- Phase Two – Use this rigorous system to support a second cohort of selected future principals to begin in July of the 2025-2026 school year.

### Project DEAL in Partnership with Georgia State University (Doctoral Program and Tier 1 Administrative Certificate)

Leadership Development is working directly with GSU to build our leadership opportunities for employees of DCSD.

- The GSU Doctoral Program grant supports five district leaders seeking their doctorate degree with a \$30,000 stipend over the three-year program.
- Leadership Development is in the design phase of establishing a first-ever cohort of teacher leaders looking to achieve their Tier 1 Administrative Certificate to become assistant principals in our District. The goal is for the first cohort of 25 participants to start the program in the summer of 2025.
- The curriculum for the program is being developed in tandem with GSU and DCSD Leadership Development to assist in growing our own mentality for school leadership.
- Participants will receive an \$8,000 stipend to participate in the program.



### Georgia Leadership Institute for School Improvement Literacy Project (Structured Literacy for the 2025 School Year)

Leadership Development is working with other district leadership to develop the Literacy Initiative for the 2025-2026 school year. We have met throughout December to develop and plan for model literacy classrooms to be established for observations in January under the guidance of Georgia Leadership Institute for School Improvement (GLISI) coaches.

### PLC Development with Solution Tree (Principals’ District Learning Opportunity)

Leadership Development, in tandem with the Professional Learning Department and Solution Tree, created specific professional learning that supports the district’s direct efforts to implement Professional Learning Communities across all schools and their teachers. Principals received direct training on how to support PLCs around:



- PLC Teams' application of
  - Question #1 – What are they learning?
  - Question #2 – How do we know if they are learning it?
- Teams applying the Learning Guide to support student learning.
- Professional Learning Facilitators that share the PLC framework with all principals.

### Principals Academy – Georgia Department of Education Recognition of Match and Literacy Leaders

DeKalb County School District welcomed State School Superintendent Dr. Richard Woods on Dec. 12, 2024, to celebrate and recognize 40 schools. The GaDOE recognized these schools' exceptional performance in promoting and improving students' mathematical and literacy skills.

Superintendent Horton and Chief of Schools Michelle Dillard shared welcome remarks and joined Dr. Woods in presenting banners to the schools for their commitment and dedication to student success.

### DeKalb Leadership Institute (DLI – 47 Current Assistant Principals looking to be Principals)

Leadership Development has selected 47 current assistant principals who are participating in the DLI program facilitated by Dr. Collins to assist in building their capacity to become a principal in our district.

The second DLI session took place on Dec. 10. Presenters included current principals in DeKalb County School District sharing their knowledge. A “BIG Shoutout” to the following leaders: Principal Marcus Kimber, Principal Raft Ingram, and Principal Dr. Adib Shakir.



## Chief of Student Services Dr. Norman C. Sauce III

### Student Services

The Chief of Student Services had a highly productive December, with aims towards advancing the success and impact of the Division of Student Services. Dr. Sauce began the month with a Budget Round-Up session for the Pre-K Department, collaborating with the Finance Division and Pre-K Team to ensure equitable resource allocation across all Pre-K classrooms in DeKalb County Schools. Demonstrating his commitment to experiencing classroom instruction and supporting teachers and school leaders, he visited the following schools during December 2024: Hawthorne, Dunaire, Allgood, and Idlewood Elementary Schools, Stone Mountain and Freedom Middle Schools, Lithonia High School, and Warren Technical School. He was especially excited about the invitations he received from Lithonia High School to read to their scholars with exceptional needs and to facilitate professional learning for the school's Administrative Team on interpreting and responding to MAP assessment results.

On Dec. 5, Dr. Sauce co-facilitated the second session of "Instructional Leadership Through the Lens of Exceptional Education, English Learners, Gifted Education, Pre-K, and Early Learning" and other leaders from the Division of Student Services – for school-based instructional leaders. This session provided 25 plus instructional leaders with valuable insights into the functionality and priorities of each department within the Division of Student Services. Later, he attended a district-level MAP training, focusing on data analysis and interpretation to enhance academic outcomes from winter MAP results. Dr. Sauce also actively attended the DeKalb County Board of Education meeting on Dec. 9.

Throughout December, Dr. Sauce was an active participant in winter Reality Checks, a district initiative aimed at fostering continuous improvement in educational practices for each student subgroup. During December, he attended 12 different Reality Check sessions for Horizon Area schools, the Middle School Area, Elementary Area 3, and the High School Area. He engaged in a focus group for principals and attended a Principal's Learning Opportunity, reinforcing his dedication to leadership development.

Additionally, Dr. Sauce celebrated the accomplishments of educators by attending the evening program of the IGNITE Teachers Cohort Graduation ceremony. He also participated in the December Miracles Workshop with the executive cabinet. During this event, leaders from each division showcased their progress on established priorities for the 2024-2025 school year.

Dr. Sauce's commitment to community engagement was evident through his participation in a school boundaries community meeting at Idlewood Elementary, his support to facilitators and school leaders for two different evening parent focus group sessions for parents of multilingual learners at Doraville United and Indian Creek Elementary Schools, and attendance at the IGNITE Teachers program graduation celebration in December. Dr. Sauce also attended the DSCD Legal Symposium, where he collaborated with other district leaders to learn about the latest legal educational implications.

On Dec. 19, Dr. Sauce attended the Legislative Luncheon with DeKalb legislators and the executive cabinet to cultivate critical partnerships to support the district's goals through legislative advocacy. Throughout December, Dr. Sauce led various departmental sessions and division leadership meetings, ensuring alignment and strategic planning across the Division of Student Services. He concluded the month with heartfelt holiday appreciation gestures, celebrating the dedication and contributions of the division leadership staff.



Great visit to Hawthorne ES with Principal Ms. Henley! She gave me a tremendous tour of instruction, and our Division supports for her school. I got to observe Ms. Rich lead her Discovery class scholars in the "Think Tank" on an inquiry-based discussion about solving pollution.



Educator maestros at work at Freedom MS: Math teacher Ms. James-Zachery & Social Studies Co-Teachers Ms. Williams-Hoskins & Dr. Melton. Their scholars amazed me with their explanations of positive integers & correlations & hexagonal analysis of the French & Indian War - wow!



Late post - this week our @DeKalbSchools Student Services Division facilitated professional learning on instructional leadership through the lens of our departments: Exceptional Ed, English Learners, Gifted Ed, & Early Learning. We had several dozen instructional leads attend 🙌



You reposted



This is us in 2022, 2023, and Dec. 2024. This tremendous young lady has been my accountability partner since I returned @DeKalbSchools 3 yrs ago. I was overjoyed to reconnect with her today as she taught me to compute quotients of multi step division via partition method - wow!



At Warren Tech. School I learned the intricacies of clothing design & production, how to construct the frame of an external structure, & about break pads-wow! Thank you teachers Ms. Reynolds & Ms. Wilson, Employee of the Year Asst. Cafeteria Manager Dr. Jones, & Principal Neal!



Fabulous way to end my day w/ my partner in the work-the indomitable Dr. Kishia Towns, Chief of Wrap Around Services- @DeKalbSchools IGNITE Teacher Residency Cohort I Graduation! We celebrated 41 brand new teachers w/ their masters degrees @MGAStateU and teaching jobs! Welcome!





**Dr. Norman C. Sauce III**  
@DrNormanCSauce3

Such a thrilling session @LithoniaHigh w/ Principal @MCWilkinsPhD & her admin team on unpacking their scholars' recent MAP growth & achievement successes & opportunities. Mighty Bulldogs are on the path towards greatness! And did I mention their 96.7 CCRPI Closing Gaps score?!...



**Dr. Norman C. Sauce III**  
@DrNormanCSauce3

Beaming w/ pride for @DeKalbSchools Executive Director of Early Learning & Pre-K, Dr. Zack Phillips, as he advocates for increased resources for early childhood ed. & literacy- at our 2025 Legislative Luncheon- for our youngest learners' foundational access to lifelong success

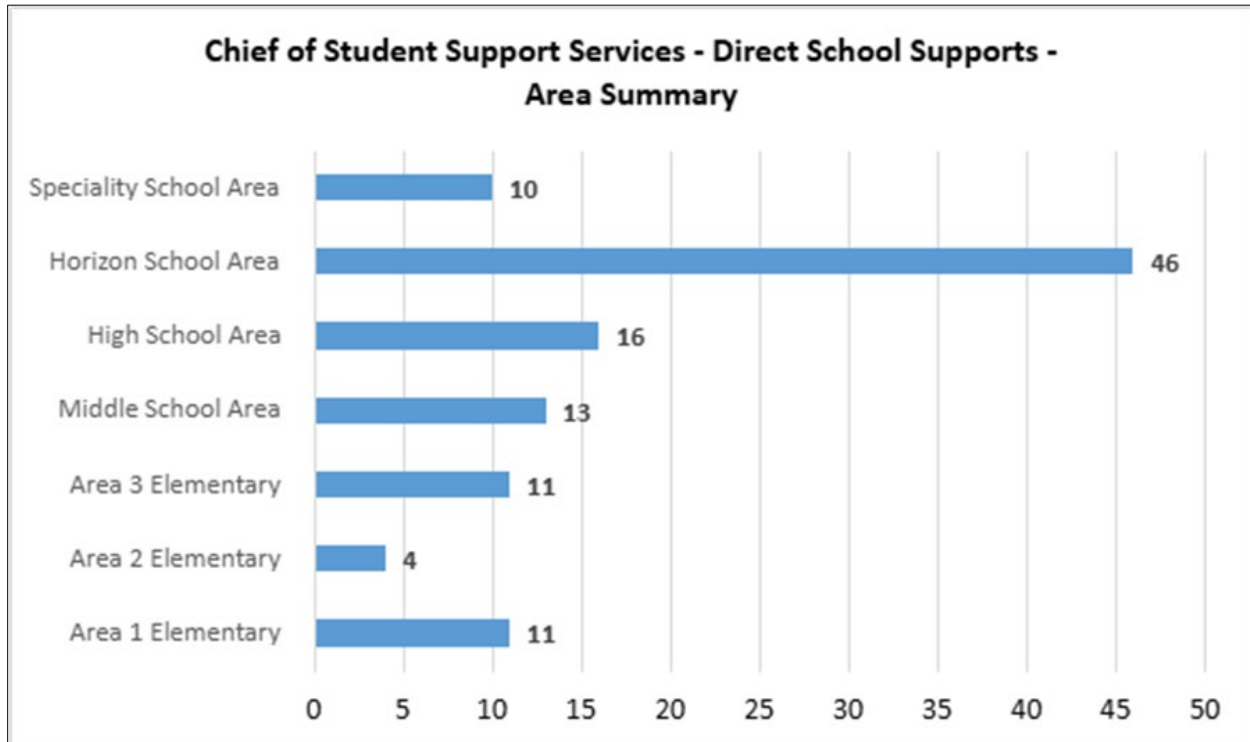


**Dr. Norman C. Sauce III**  
@DrNormanCSauce3

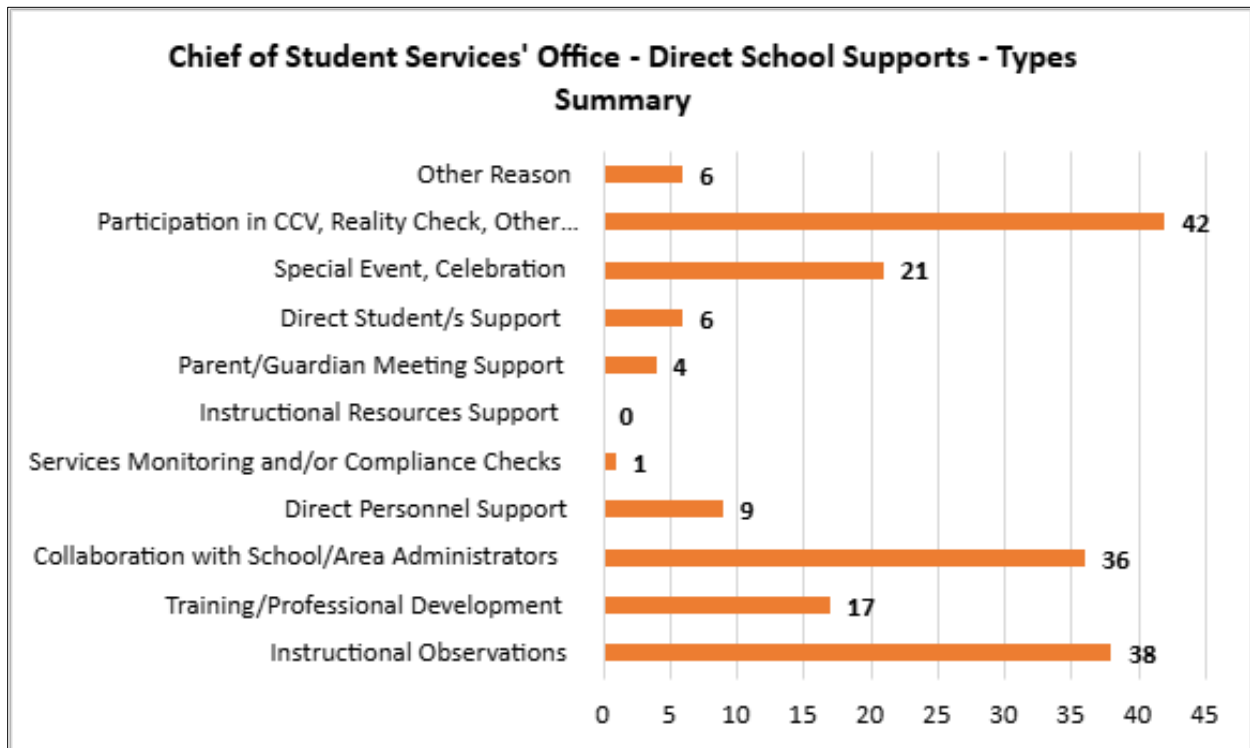
Spent some time this morning at Stone Mountain Middle School with Principal Ms. Marshea Warner. "Shifting the Ship" is not just a slogan for the Pirates - under her leadership, CCRPI Closing Gaps score is 100! - and their CCRPI Progress score and Readiness score are both way up!



**Direct School Supports by Chief of Student Services' Office Since the Start of the School Year**



**Types of Direct School Supports by Chief of Student Services' Office Since Start of School Year**



**Executive Director of English Learners Dr. Evelyn Hall**

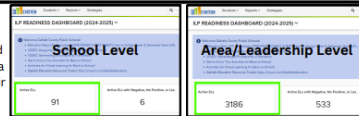
**Instructional Language Plans**

For the 2024-2025 school year, DCSD implemented ILPs to offer additional instructional support for English Learners who did not demonstrate positive band-to-band movement (students who did not show growth in their language skills) on the 2024 ACCESS 2.0 assessment. This growth is measured by comparing domain scores in listening, reading, writing, and speaking with scores from the 2023 ACCESS 2.0 assessment. As of this month, **4,220** ILPs and goals have been created for **86.5** percent of active ELs who did not make positive band-to-band movement on the 2024 ACCESS. ESOL teachers and school leaders were provided with additional step-by-step guidance and on-demand video support on implementing ILPs.


### Instructional Language Plan (ILP) Step-by-Step Guide

- 1. Logging in to ELlevation**
  - Instructional Staff:** Log in using Clever
  - District Leadership:** Request an account by emailing **Chanda Austin** and **Heather Lieberman**.
    - Once your account is created, use this link: <https://login.elevationeducation.com/>
- 2. ILP Dashboard**


After logging in, you will land on the district's **ILP Dashboard**. School-based employees will have their school's data only, while district leaders will see their area schools' data.


- 3. Access ILP Student List**

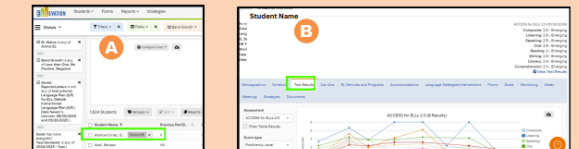
To view each list, click on the text above the number for each tile. To expedite ILP creation, select the **"ACTION NEEDED"** title (highlighted in green).


- 4. Student List**

After selecting a list, you can see the criteria used for each student (left of the screen), a "band growth" bar chart in the middle, and the student list at the bottom of the page.


- Identifying Student Needs by Language Domain:**


Each student should have a goal set for each language domain (speaking, writing, listening, reading) in which their score decreased from the previous year's ACCESS test to the current year. You can view historical testing data in each student's individual profile. Select at least one goal area for Intensive English transitions and reclassified students where continued growth is needed.

  - Hover over any student's name in the list view and access their profile by clicking on the **"Student"** button next to their name (image A).
  - In each student profile, you will see "Test Results." Click on **"Test Results"** to see historical ACCESS data to identify needed goal area focuses (image B).

### 5. Assign Goals in the Student List

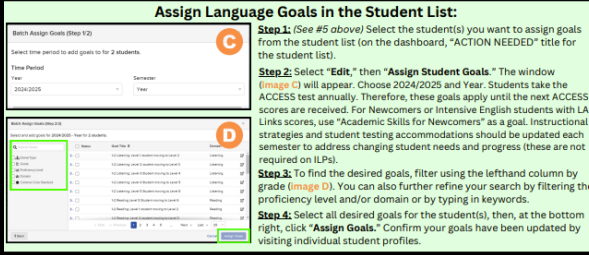
From the student list view, you can select individuals or multiple students to upload goals. Above the list, select **"Edit,"** then **"Assign Goals."** See the orange section on the previous page about identifying student needs and goal setting.

You can assign multiple domain goals simultaneously (e.g., a speaking goal and a reading goal) and assign goals for multiple students with the same needs (e.g., three students needing "1-2 Listening: Level 3 Student moving to Level 4" as a goal). The green section below provides an in-depth description.



#### Assign Language Goals in the Student List:

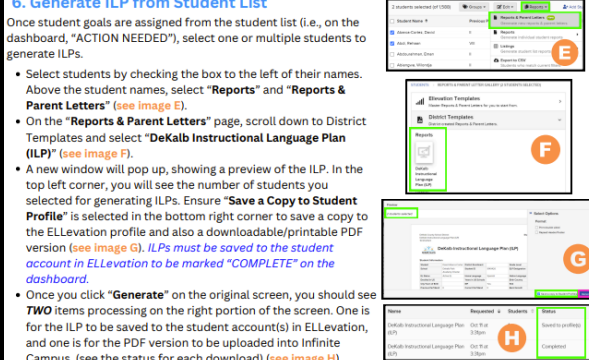
- Step 1:** (See #5 above) Select the student(s) you want to assign goals from the student list (on the dashboard, **"ACTION NEEDED"** title for the student list).
- Step 2:** Select **"Edit,"** then **"Assign Student Goals."** The window (image C) will appear. Choose 2024/2025 and Year. Students take the ACCESS test annually. Therefore, these goals apply until the next ACCESS scores are received. For Newcomers or Intensive English students with LAS Links scores, use "Academic Skills for Newcomers" as a goal. Instructional strategies and student testing accommodations should be updated each semester to address changing student needs and progress (these are not required on ILPs).
- Step 3:** To find the desired goals, filter using the left-hand column by grade (image D). You can also further refine your search by filtering the proficiency level and/or domain or by typing in keywords.
- Step 4:** Select all desired goals for the student(s), then, at the bottom right, click **"Assign Goals."** Confirm your goals have been updated by visiting individual student profiles.



### 6. Generate ILP from Student List

Once student goals are assigned from the student list (i.e., on the dashboard, **"ACTION NEEDED"**), select one or multiple students to generate ILPs.

- Select students by checking the box to the left of their names. Above the student names, select **"Reports"** and **"Reports & Parent Letters"** (see image E).
- On the **"Reports & Parent Letters"** page, scroll down to District Templates and select **"DeKalb Instructional Language Plan (ILP)"** (see image F).
- A new window will pop up, showing a preview of the ILP. In the top left corner, you will see the number of students you selected for generating ILPs. Ensure **"Save a Copy to Student Profile"** is selected in the bottom right corner to save a copy to the ELlevation profile and also a downloadable/printable PDF version (see image G). **ILPs must be saved to the student account in ELlevation to be marked "COMPLETE" on the dashboard.**
- Once you click **"Generate"** on the original screen, you should see **TWO** items processing on the right portion of the screen. One is for the ILP to be saved to the student account(s) in ELlevation, and one is for the PDF version to be uploaded into Infinite Campus (see the status for each download) (see image H).



Area 1 and 2 Elementary Schools, Middle School Area, and Specialty Area have completed 100 percent of required ILPs for students who did not make positive band-to-band movement.

### ILP Completion by Area as of Dec. 27.

Schools	Incomplete	Complete	Percent Complete
Area 1	0	713	100%
Area 2	0	529	100%
Area 3	20	45	69%
Middle	0	1,354	100%
High	130	724	85%
Horizon	0	1,060	100%
Specialty	0	287	100%

ILPs align with the DCSD Strategic Plan: Goal Area I: Student Academic Success with Equity and Access, and Goal Area V: Organizational Excellence, and the DCSD MIRACLES Framework for Continuous Improvement:

- M – Motion Towards Equity
- I – Improved Instructional Core
- R – Relevant and Rigorous Course of Study

## ESOL Progress Monitoring

### Language Assessment System Links

As part of the Intensive English Program for newcomers, students in grades 4-12 participate in the LAS Links progress monitoring assessment, which measures students' growth in English language proficiency.

The second LAS Links window was Nov. 11 – Nov. 22. The next window will be Mar. 17 – Mar. 28, 2025.

Intensive English students who score at level two or above (overall proficiency level) on the LAS Links assessment meet the requirements to transition to the general ESOL classes.

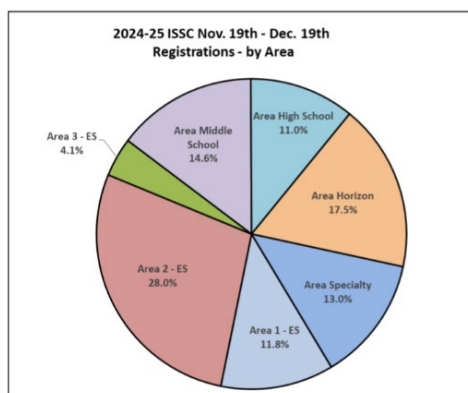
### ACCESS Window

The World-Class Instructional Design and Assessment (WIDA) ACCESS 2.0 for ELs will begin on Jan. 8 and will close on Feb. 28, 2025. All active ELs must be assessed to determine their growth and English language proficiency level. Any student who enrolls in the district during the ACCESS testing window and is identified as an EL must be administered the ACCESS assessment.

### Registration and Interpretation

#### International Student Screening Center Registration (ISSC)

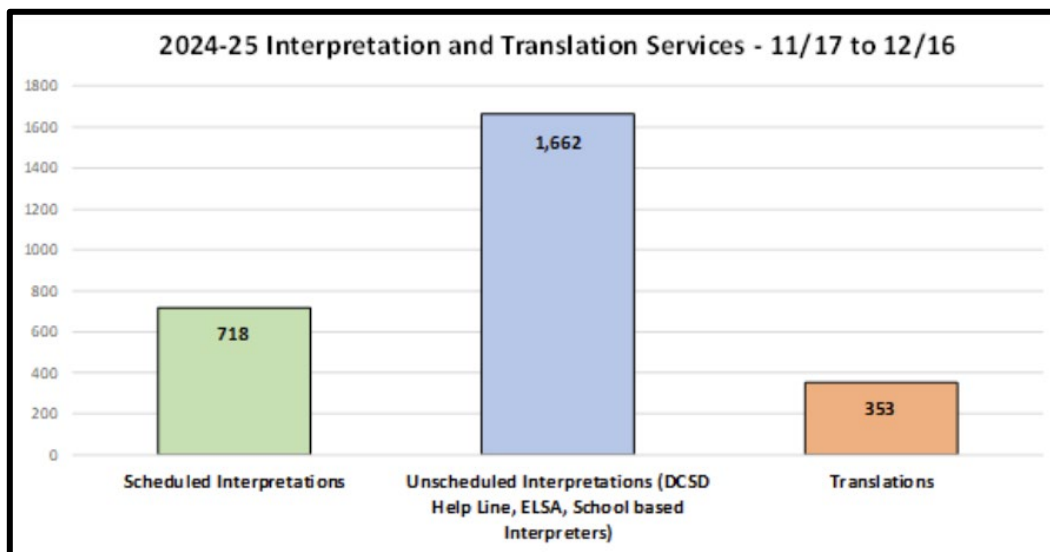
The ISSC continuously registers and screens students throughout the school year. This month, the ISSC registered and screened **246** students. The ISSC has registered and screened **3,451** English Learners this academic year.



Area	Students
Area 1 – ES	29
Area 2 – ES	69
Area 3 – ES	10
Area Middle School	36
Area High School	27
Area Horizon	43
Area Specialty	32
<b>Totals</b>	<b>246</b>

### Interpretation and Translation Services

The ISSC provides interpretation/translation services during registration and at local schools for families with a primary home language other than English. During the past month, the EL Department has provided **2,380** PHLOTE families with language access and translated **353** documents.



Interpretation and translation align with DCSD Strategic Plan: Goal Area II: School, Family, and Community Engagement and the DCSD MIRACLES Framework for Continuous Improvement:

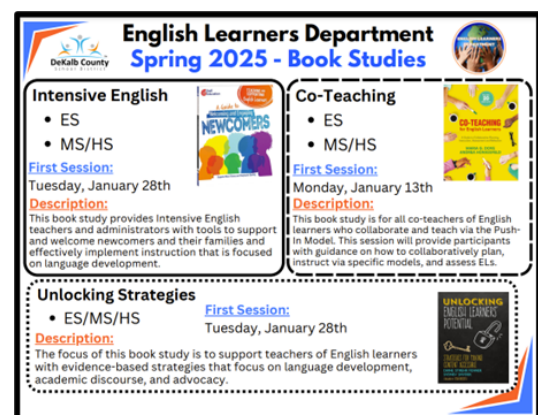
- M – Motion Towards Equity
- C – Commitment to Accountability

### Professional Learning

The EL Department offers a variety of EL-focused professional learning opportunities (in-person and virtual sessions), including workshops, trainings, and book studies each semester for teachers of ELs, administrators, and support staff.

The Fall Book Study cohorts recently concluded. The Spring Book Study cohorts will begin in January 2025. The EL Department Book Studies include the following:  
Teaching and Supporting Intensive English Students Book Study (six-part series)

- Strategies for Unlocking English Learners’ Potential Book Study (five-part series)
- **New!** Co-Teaching for English Learners Book Study (six-part series)



**English Learners Department**  
**Spring 2025 - Book Studies**

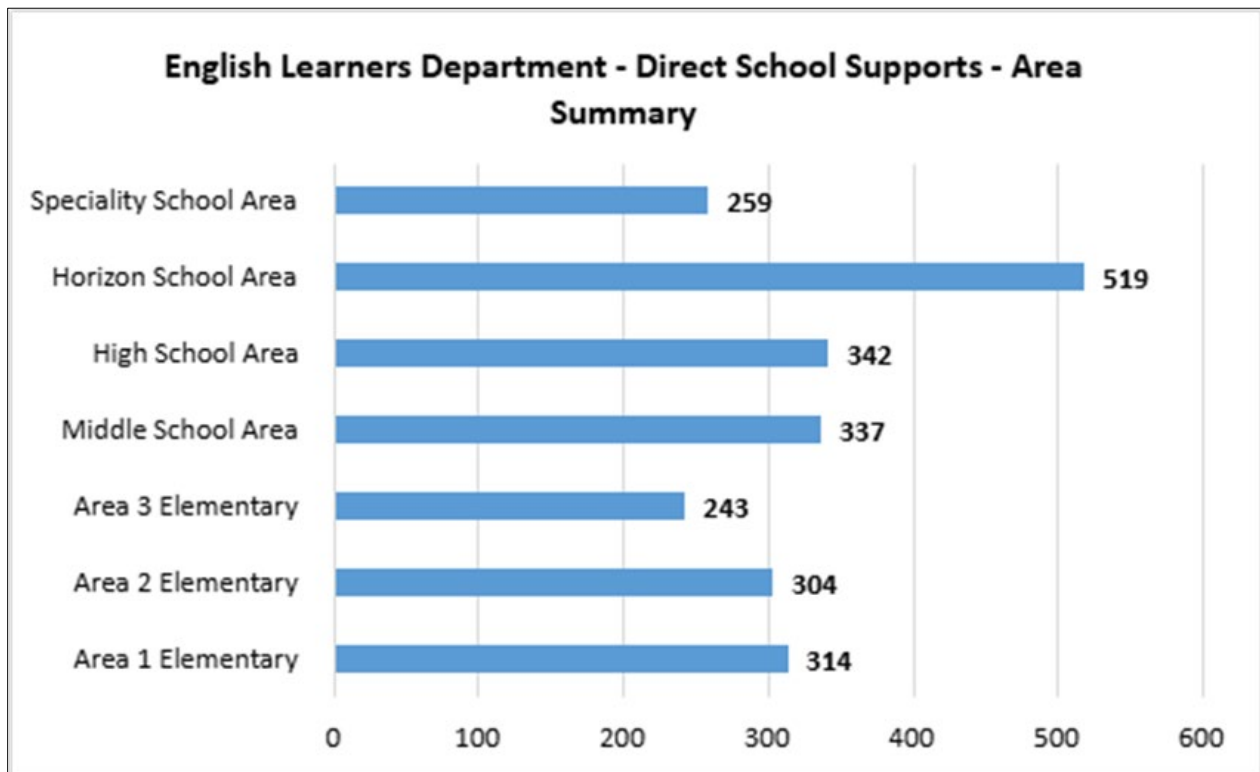
<p><b>Intensive English</b></p> <ul style="list-style-type: none"> <li>• ES</li> <li>• MS/HS</li> </ul> <p><b>First Session:</b> Tuesday, January 28th</p> <p><b>Description:</b> This book study provides Intensive English teachers and administrators with tools to support and welcome newcomers and their families and effectively implement instruction that is focused on language development.</p>	<p><b>Co-Teaching</b></p> <ul style="list-style-type: none"> <li>• ES</li> <li>• MS/HS</li> </ul> <p><b>First Session:</b> Monday, January 13th</p> <p><b>Description:</b> This book study is for all co-teachers of English learners who collaborate and teach via the Push-In Model. This session will provide participants with guidance on how to collaboratively plan, instruct via specific models, and assess ELs.</p>
<p><b>Unlocking Strategies</b></p> <ul style="list-style-type: none"> <li>• ES/MS/HS</li> </ul> <p><b>First Session:</b> Tuesday, January 28th</p> <p><b>Description:</b> The focus of this book study is to support teachers of English learners with evidence-based strategies that focus on language development, academic discourse, and advocacy.</p>	<p><b>UNLOCKING ENGLISH LEARNERS' POTENTIAL</b></p>

### ESOL Endorsement

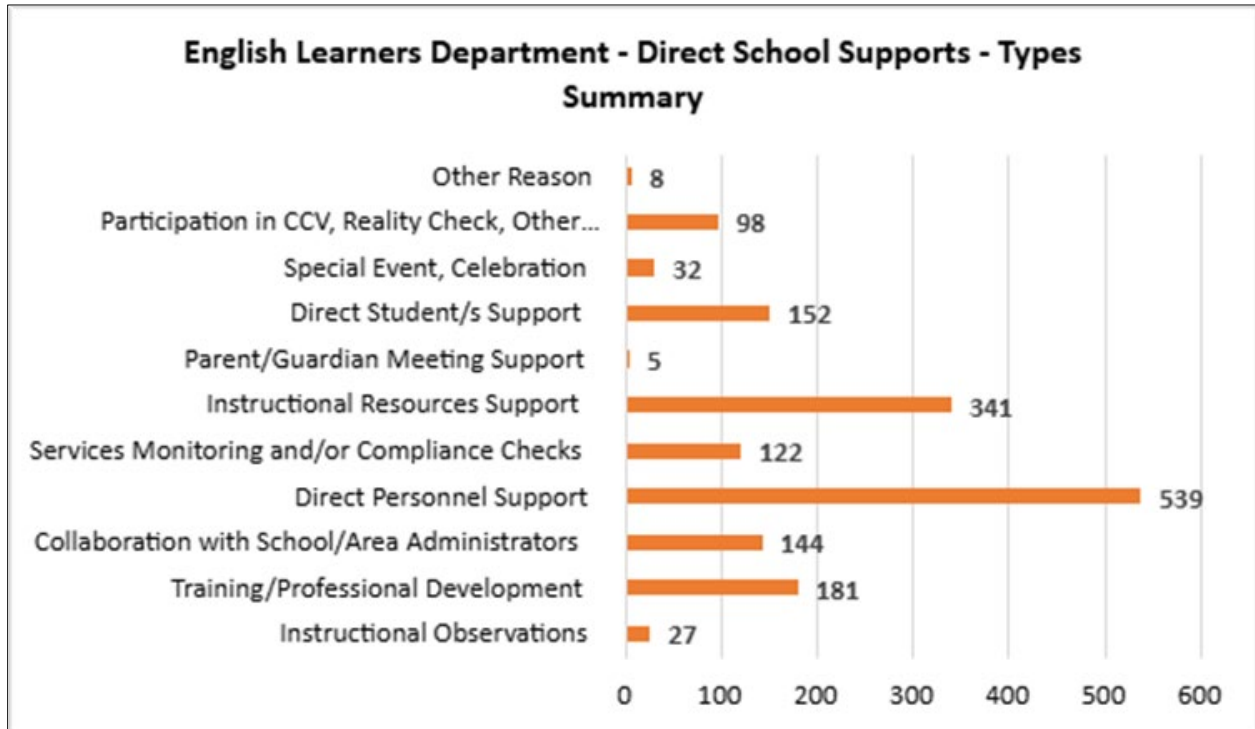
DCSD English Learners Department offers the ESOL Endorsement Program. This program prepares educators to develop the necessary skills to address the ELs’ instructional and language development needs. This program is open to all DCSD teachers with Georgia Professional Standards Commission Professional Renewal (PRT)/Standard Renewal (SRT) certification. The 2024-2025 Cohort has begun; **90** teachers are currently enrolled in the program. These opportunities align with the DCSD Strategic Plan: Goal Area 1: Student Academic Success with Equity and Access; Goal Area 2: School, Family, and Community Engagement; Goal Area 4: Culture and Climate; and Goal Area 6: Organizational Excellence and the DCSD MIRACLES Framework for Continuous Improvement:

- M – Motion Towards Equity
- I – Improved Instructional Core
- R – Relevant and Rigorous Course of Study.

### Direct School Supports by the Dept. of English Learners Since the Start of the School Year



**Types of Direct School Supports by Dept. of English Learners Since the Start of the School Year**



**Executive Director Kiana King**

**Exceptional Education**

The Department of Exceptional Education regularly provides and facilitates training for new and veteran teachers, district staff, and school administrators. Additionally, the department continues to provide support and highlight the work of the district, students, staff, and teachers.

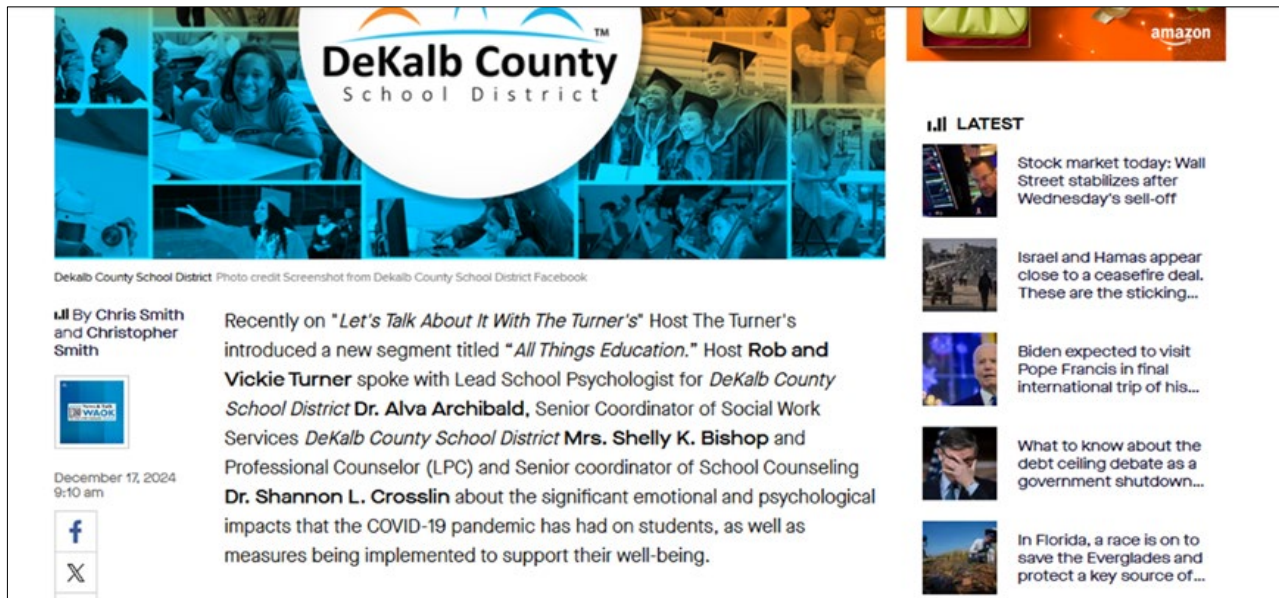
**Professional Development**

- The department’s Section 504 coordinators conducted professional development sessions for district parent facilitators, Families Advocating for Campus Equality (FACE) advocates, and parent liaisons. Seventy (70) participants attended the sessions, which focused on understanding Section 504 processes, compliance, and fostering collaboration with schools to support eligible students effectively. Additional school-level professional development included small group and individualized training sessions for 504 chairpersons, providing targeted guidance on their responsibilities, legal compliance, and effective case management.
- The Metro East Georgia Learning Resources System Leadership Team attended the 2024 Learning Forward Conference, Dec. 7 through 11, attending multiple sessions on using artificial intelligence in schools, supporting schools to improve professional learning, and monitoring the impact of professional learning.



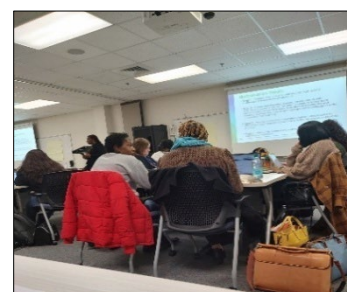
- On Dec. 17, the team completed a five-part train-the-trainer series on the developing and implementing Specially Designed Instruction. Twenty-five (25) instructional leaders are now prepared to deliver school and area-based training and provide coaching and support.
- The Office of Special Education completed the Parent Education Empowerment Resources and Support for the first semester. Session highlights are below:
  - First session on Transition Services: 130 registered; 92 attended
  - Second session on Guardianship: 217 registered; 94 attended
  - Third session on Medicaid Waivers: 264 attended; 75 attended
  - Grades of students: K-12 was represented, and 48 percent were in the 9th to 12th grades. Seventy-eight (78) percent of families had multiple elementary, middle and high school students receiving services.
  - Total number of families that completed the survey: 101
- On Dec. 14, Lead School Psychologist Dr. Alva Archibald, participated in Board Member Vicki Turner’s Podcast “Let’s Talk About It With The Turner’s – All Things Education.” In this panel discussion, Dr. Archibald discussed the significant emotional and psychological impact that the COVID-19 pandemic had on students and identified the supports available for students in the school setting. Dr. Archibald highlighted that while many students coped well with the support of family, there remained vulnerable groups who showed more pronounced signs of anxiety and isolation. Factors such as pre-existing mental health issues or family instability put these students at greater risk during the pandemic. The panelists emphasized the importance of parental awareness regarding signs of emotional distress, such as changes in sleeping and eating habits or increased withdrawal from social interactions.





### Departmental Highlights

- Eagle Woods Academy and Shadow Rock Center were recognized during the H-Pride visits with Dr. Horton and his team on Tuesday, Dec. 10. Both centers had the opportunity to share the secret sauce for serving students with emotional and behavioral needs.



- Dec. 2 and Dec. 6 provided opportunities for educators to explore Specially Designed Instruction and its relationship to the Georgia K-12 mathematics standards through two days of intense training provided by Metro East GLRS. The partnership between the GaDOE and GLRS allowed this training and support to be provided to staff in our Additional Targeted Support and Improvement schools. A total of 60 educators attended.
- The Office of Psychological Services has diligently supported our dynamic school district's students, staff, and parents. The mid-year data documents the comprehensive support provided via evaluations, consultations, and counseling support.



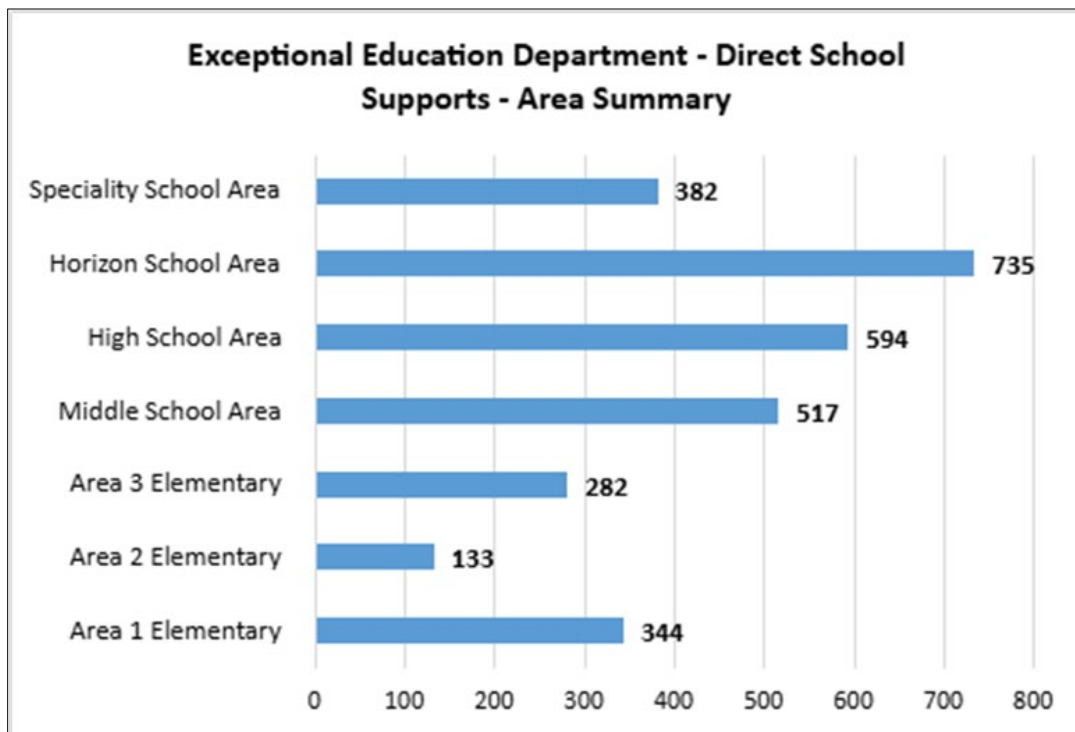
- Career Day was held at Eagle Woods Academy on Tuesday, Dec. 10. Speakers were invited to share their companies/careers with students in grades 6-12. Entities in attendance included the GBI, Military, Dekalb County, Carter Truck Driving School, Graphic Arts, and Cosmetology. Our Clinical Team did an amazing job with such an informative career fair for our students!



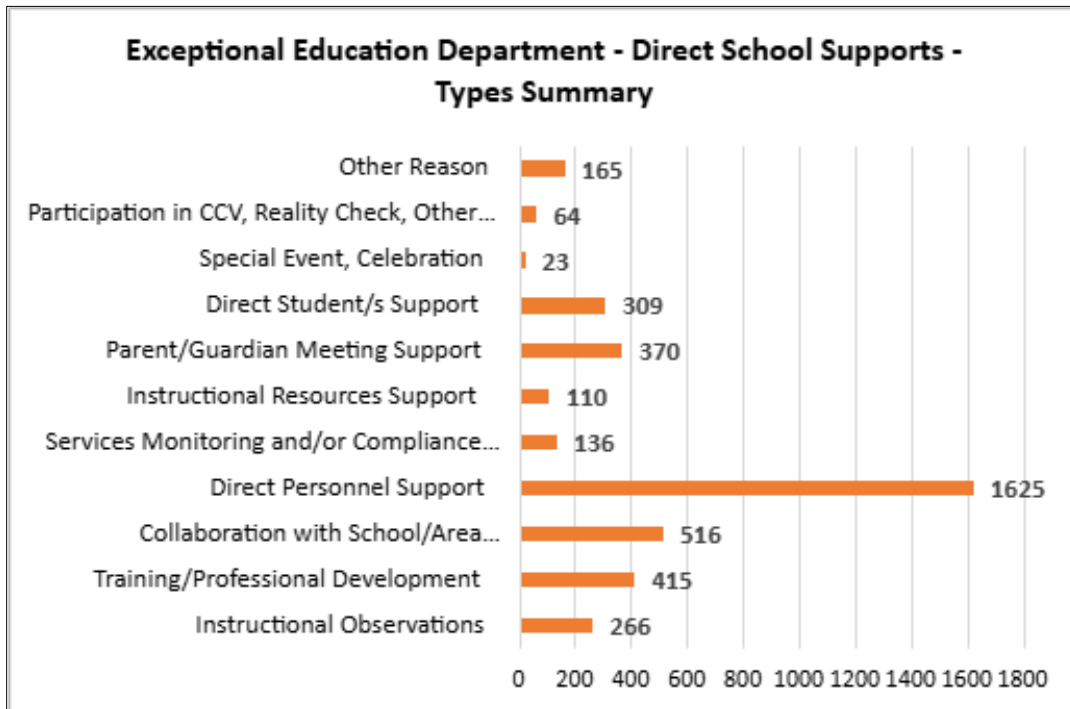
- In alignment with Goal Area 1 – Student Academic Success with Equity and Access – 1.1 increase proficiency rates in literacy on district and state assessments for all students, the Office of Special Education, and in collaboration with Wilson Reading, completed implementation support walks for three ATSI schools on Dec. 10.



**Direct School Supports by the Dept. of Exceptional Education Since the Start of the School Year**



**Types of Direct School Supports by Dept. of Exceptional Education Since Start of the School Year**



**Executive Director Dr. Zack Phillips**

**Pre-K and Early Learning Center**

Dr. Phillips and members of the Department of Early Learning and Pre-K Programs participated during the second PL session on Thursday, Dec. 5 for district leaders highlighting the scope of the work associated with the Division of Student Services via Exceptional Education, English Learners, Gifted Education, Pre-K, and Early Learners. Dr. Phillips and a department member have worked extensively with members of the Finance Department during the Budget Round-Up session to ensure equitable distribution of resources are aligned throughout the district within our Early Learning/Pre-K Budgets. Additionally, Dr. Phillips visited Toney, Chapel Hill, Dunwoody, John Lewis, Kingsley, Oak View, Avondale, Indian Creek, and Smoke Rise Elementary Schools. Dr. Phillips participated in a winter Reality Check for Area Middle Schools which is a district initiative that supports the continuous improvement of schools. Dr. Phillips participated in the fifth Science of Reading Training for Pre-K (3 to 4) staff members on Wednesday, Dec. 18. On Thursday, Dec.19, Dr. Phillips supported and participated in the district’s Board of Education Legislative Luncheon. Dr. Phillips spoke on Priority Five – Expanding Early Childhood Education and Literacy.



### Professional Learning Opportunities

The Early Learning/Pre-K Department have worked diligently during December to offer various professional learning opportunities to district employees covering multiple topics: Science of Reading, Virtual Chat and Chews covering Classroom Orders, Assessment Checklists, Work Sampling Online, Science of Reading Modules 1-4 and Dyslexia Cohort – Temp Check, and weekly updates. These excellent opportunities for staff members align with the DCSD Strategic Plan and the MIRACLES Framework for Continuous Improvement.



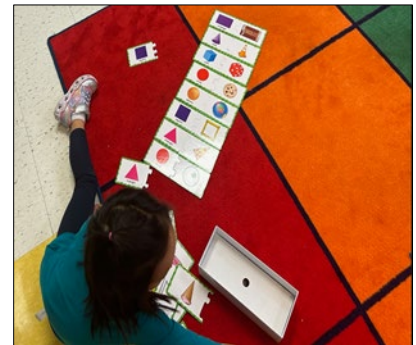
### DCSD Strategic Plan Goal

- Area I: Student Academic Success with Equity and Access
- Goal Area III: Recruit, Develop, and Retain Talent
- Goal Area V: Organizational Excellence

### MIRACLES Framework

- M – Motion Towards Equity
- I – Improved Instructional Core
- R – Relevant and Rigorous Course of Study

Instructional activities and usage of the Waterford platform have occurred throughout December in numerous Pre-K (3&4) classrooms throughout the district that support various content areas via the gallery walk.





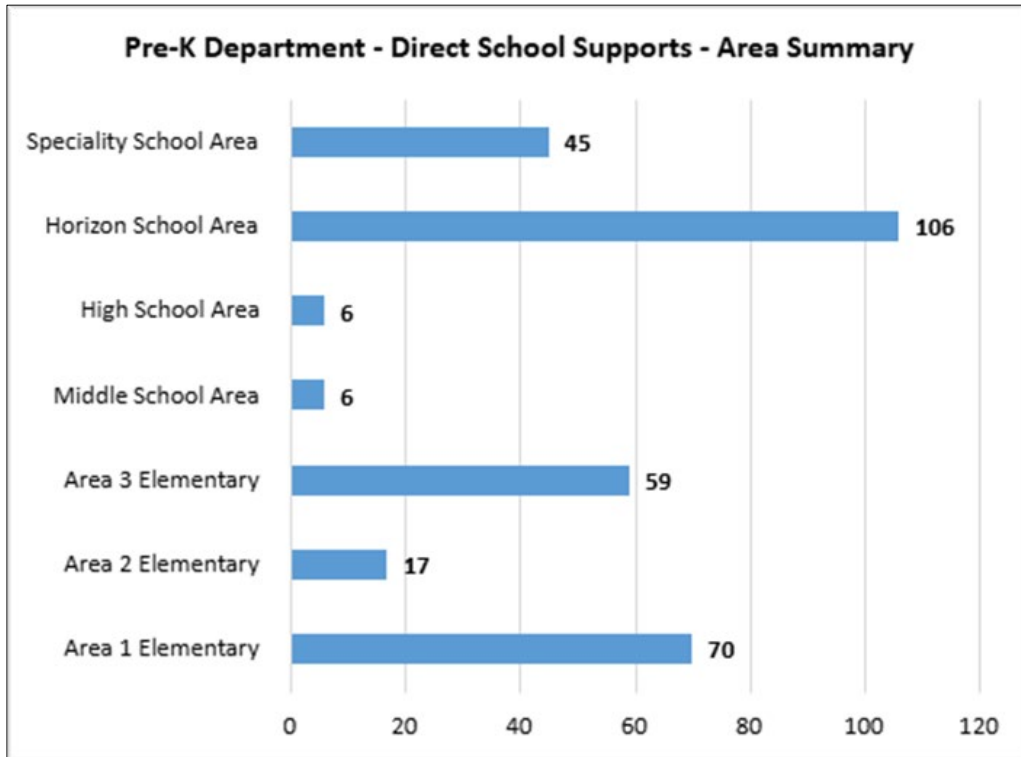
### School Supports

The Early Learning/Pre-K Department Team continues to support schools by assisting with auditing student files and instructional observations, providing feedback and guidance with Multi-Tiered System of Supports Tier II and Tier III meetings, classroom environments, instructional planning, school visits, parent concerns, etc.

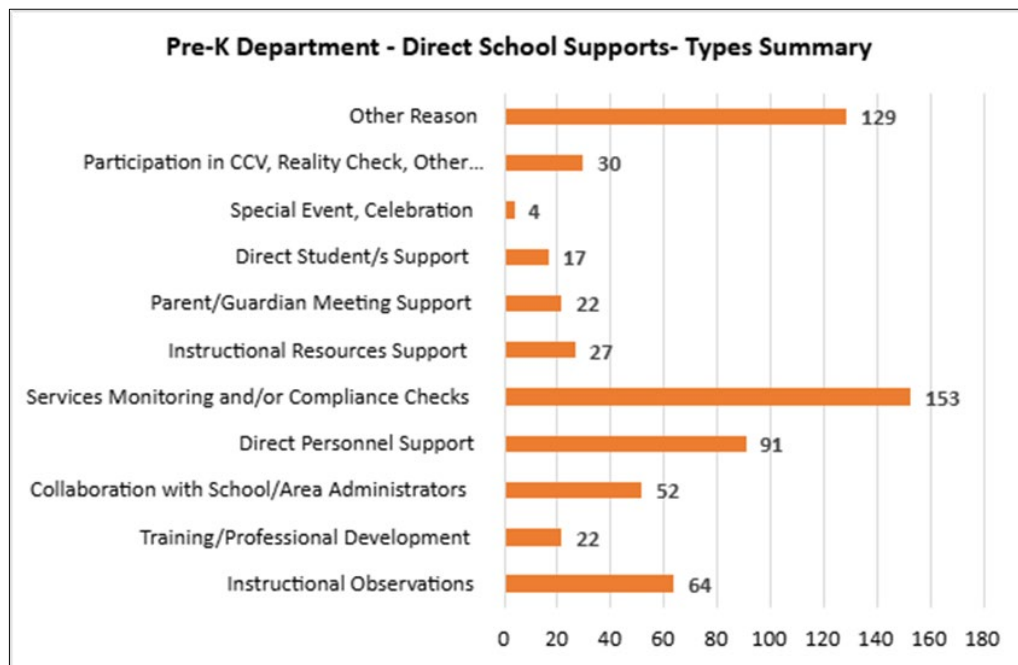
### Department Highlights

The Pre-K3 expansion classes and Pre-K4 pilot classes at the same elementary school locations in addition to the Early Learning Center, continue to utilize the Waterford supplemental resource within their instructional settings. This wonderful instructional resource supports various content areas including literacy, math, social studies, and STEAM. Additionally, this instructional resource will help teachers and paraprofessionals plan a plethora of instructional activities that are age-appropriate and aligned to the Georgia Early Learning and Development Standards and Frog Street Curriculum embedded within their weekly lesson plans. The Science of Reading stipend opportunity continues to be offered to Pre-K (3&4) teachers and paraprofessionals, with staff members completing online modules, above and beyond the mandatory SOR training for Pre-K (3&4) employees. The first virtual temp check meeting was held for over 100 employees who signed up for the initiative/cohort on Tuesday, Dec. 17. This initiative is not mandatory but highly encouraged for the staff members who signed up to participate. Our fifth SOR PL training was successful and concluded on Wednesday, Dec. 18. Dr. Phillips spoke to Legislatures on Thursday, Dec. 19, highlighting the importance of expanding Early Childhood and Literacy funding. Our sixth SOR training will be on Wednesday, Jan. 29, for 32 staff members. Additional meetings with the proposed Pre-K (3&4) lottery vendor have concluded, and the department will soon begin the planning phase.

**Direct School Supports by the Dept. of Pre-K and Early Learning Since the Start of the School Year**



**Types of Direct School Supports by Dept. of Pre-K and Early Learning Since the Start of the School Year**



**Senior Coordinators Donyell Atkinson and Kristen Drake**

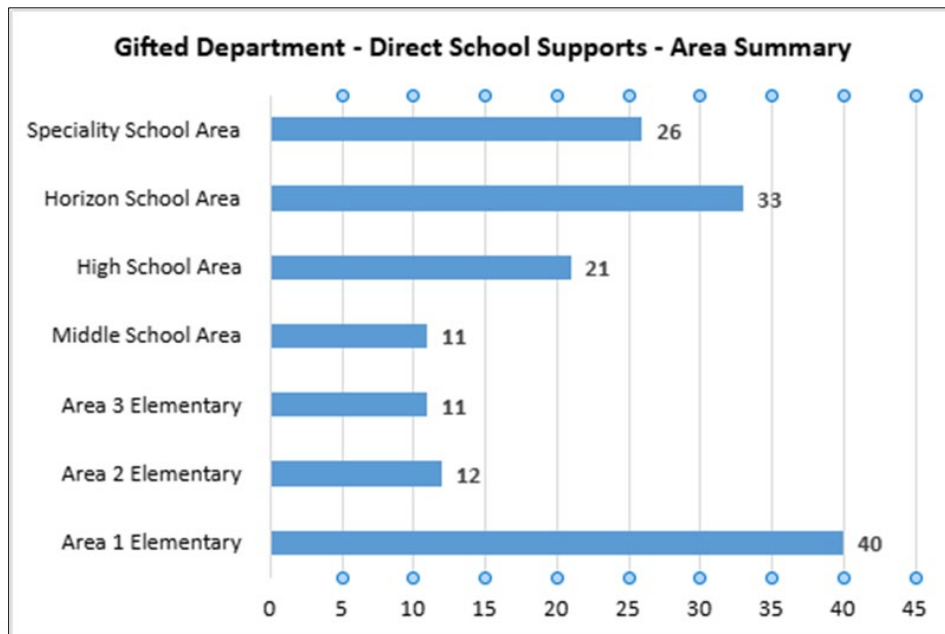
**Gifted Education**

The Gifted Education Department looks forward to sharing the data sets from all assessments used in the fall gifted testing cycle with local schools, district leaders, and community stakeholder groups via the student information system and gifted dashboard. Parent notification can be expected to be received either the week of Dec. 16-20 and/or Jan. 7-10 to allow local schools to identify all eligible students for appropriate placement and/or scheduling for second semester.

The Gifted Education Department continues to offer professional learning sessions. The full-day session at Indian Creek Elementary had five participants who deeply reflected on gifted identification and instruction topics. School-based sessions were also offered at Chesnut Elementary and Woodward Elementary. At Chesnut, 25 teachers played critical thinking games and received questioning resources. They also discussed articles addressing instructional strategies, differentiated instruction, and academically challenging environments. Thirty-three Woodward Elementary teachers participated in professional learning by engaging students through vocabulary games. One teacher emailed to express thanks for “presenting your fun, engaging activities for our students. I love when I can have something tangible to take back to my classroom and incorporate into my lessons.” Over 1,000 teachers have participated in professional learning this school year.

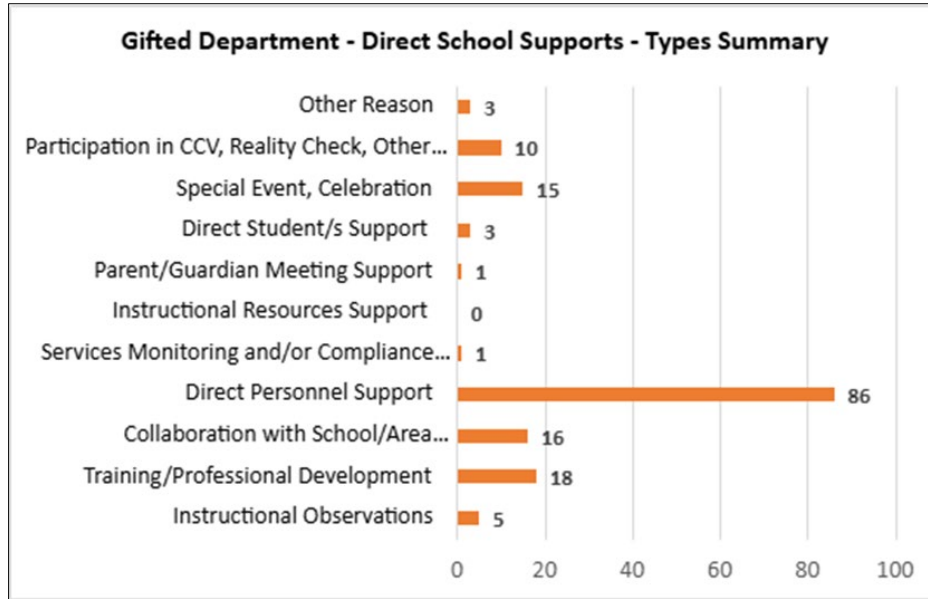


**Direct School Supports by the Gifted Education Team Since the Start of the School Year**



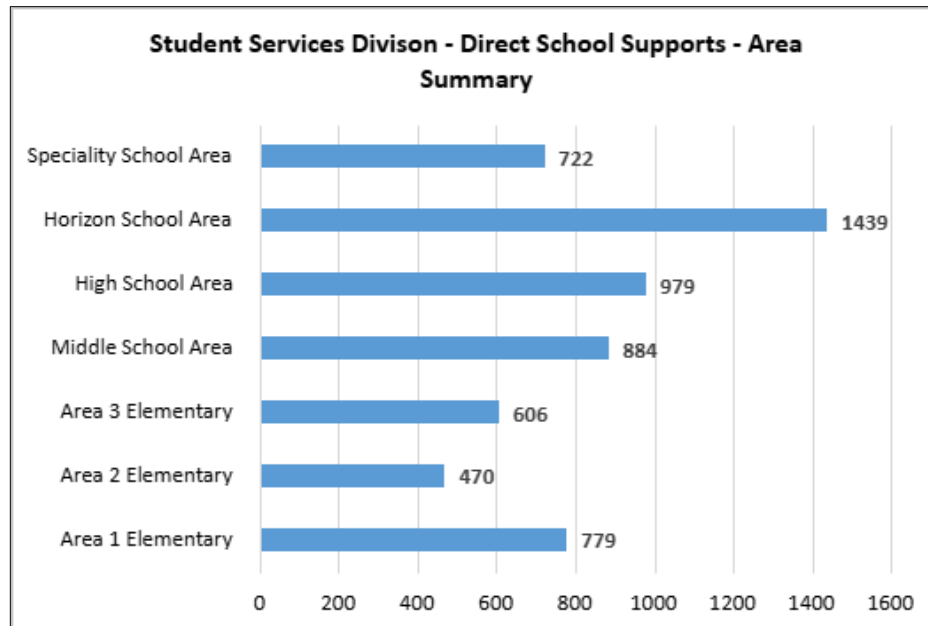


**Types of Direct School Supports by Gifted Education Team Since the Start of the School Year**

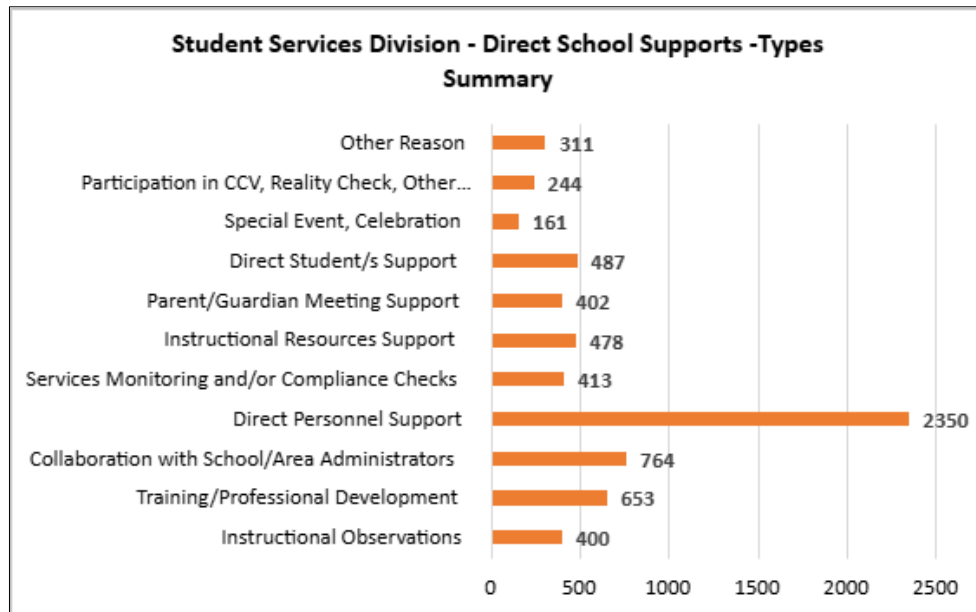


**Division of Student Services**

**Direct School Supports by Division of Student Students Services' Personnel Since Start of the School Year**



**Types of Direct School Supports by Division of Student Services' Personnel Since the Start of the School Year**



## Chief of Wrap Around Services Dr. Kishia K. Towns

### Division of Wrap Around Services

During December, the Division of Wrap Around Services focused on creating peaceful and relaxing safe spaces for the staff of DeKalb County School District, supported the Division of Equity by participating in the Student Assignment Plan community meetings, and provided information to support the legislative needs of the DCSD during Legislative Luncheon.

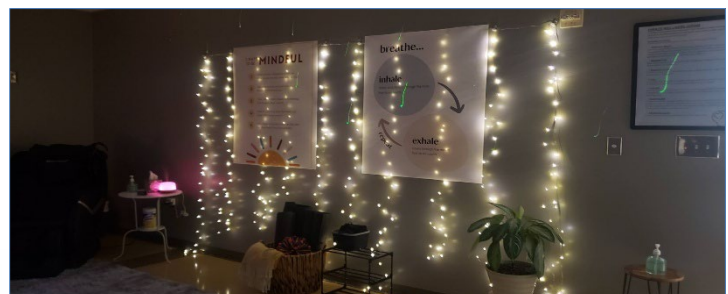


### New Staff Wellness Rooms

On Monday, Dec 16, ribbon-cutting ceremonies took place at Idlewood Elementary School and Stone Mountain Middle School for their new Staff Wellness Rooms, affectionately called the “Woosah” Room and the Pirate Wellness Room, respectively. These rooms are a part of a grant-based



project directed by Prevention Liaison for the Division of Wrap Around Services, Dr. Torri Hornsby-Griffin, LPC, in conjunction with Human Resources’ Ms. Andrea Aplin Little and funded by the Alliance for a Healthier Generation and Kaiser Permanente. The rooms are designed to offer staff a self-guided mindfulness and wellness space in the school for re-regulation and refreshment to be used throughout the school day. The next room under development is a staff office planned for the Buck Godfrey Transportation Hub. Our staff’s mental health and well-being is of utmost importance as we demonstrate H-PRIDE.



### Planning With Student Assignment

The Division of Wrap Around Services staff attended the Student Assignment Plan committee meeting at Miller Grove High School on Dec. 4. There were several rich discussions regarding school choice options, the location of specific career pathways and programs, buildings, and boundaries. The next meeting will involve the committee reviewing five-year historical data from the GaDOE and existing school choice programs. Chief of Wrap Around Services Dr. Kishia K. Towns will provide expertise and historical context as the previous school choice coordinator.



### DeKalb County School District Legislative Luncheon



The DCSD sponsored a Legislative Luncheon on Dec. 19. At the luncheon, we discussed collective efforts to improve our community and learn how to support the DCSD and the scholars better. Wrap Around Services Director Denise Revels discussed the mental health and counseling needs for DCSD and elaborated on why the priorities are essential to the district and their impact on the students. Currently, to support mental health and counseling needs in the district, the Division of Wrap Around Services is providing Youth Mental Health First Aid training, Restorative Practices training, School-Based Health Centers, Student and Family Engagement Centers, Post-Secondary PUSH Plan, and the Drug and Awareness Prevention Program to promote the abstinence of alcohol and drugs.



**Executive Director Christopher Key**


**Student Advancement**

**Post-Secondary Outreach**

Applying to college activities continued with various colleges and universities visiting high schools to grant college acceptance to students: Johnson C. Smith University granted acceptance to 22 students.



The Naviance Post-Secondary PUSH Dashboard utilizing Power BI was finalized and will be shared with principals. This dashboard allows school leaders to track student task completion related to PUSH Plan key performance indicators.

Click for Resources


## Post-Secondary PUSH Plan Dashboard

### Department of Student Advancement

Click any navigation button below to begin.

On a dashboard, click any visual element (i.e., bar, legend, label) to highlight data. Filters at the top of each page are used to disaggregate data.


Home

MS/HS Task  
Completion School  
Overview

MS/HS Task  
Completion Student  
Overview

MS/HS Task  
Completion Teacher  
Details

MS/HS Task  
Completion HR  
Teacher Details



Research, Data, and Evaluation

Updated December 11, 2024

## School Counseling

### Early Graduation Request – December

The DCSD School Counseling Department has announced approval for 124 high-achieving students from the class of 2025 for early graduation in January 2025. These dedicated and hardworking seniors have demonstrated impressive academic excellence, completing all 24 of the district's rigorous graduation requirements an entire semester ahead of schedule. By finishing their high school coursework early, these ambitious scholars are poised to get a head start on their college education and military careers. The district commends them for their diligence, focus, and commitment to their studies, enabling them to reach this significant milestone. Although they will officially graduate in January, these students will still have the opportunity to participate in the traditional commencement ceremony with the rest of their class in May 2025.

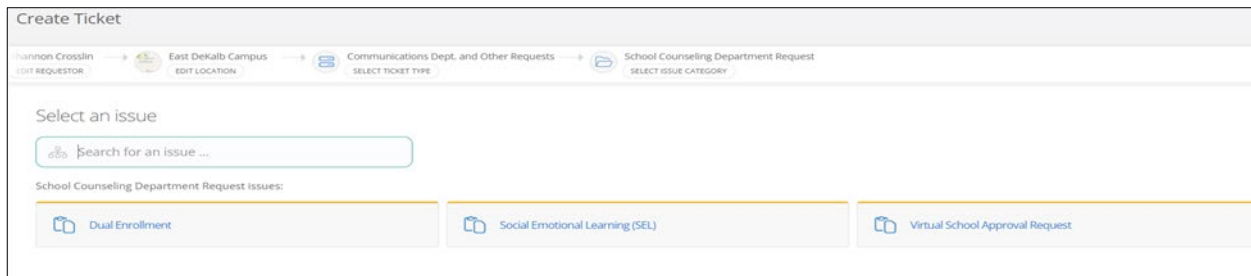
### Project Elevate Support – Dec. 12

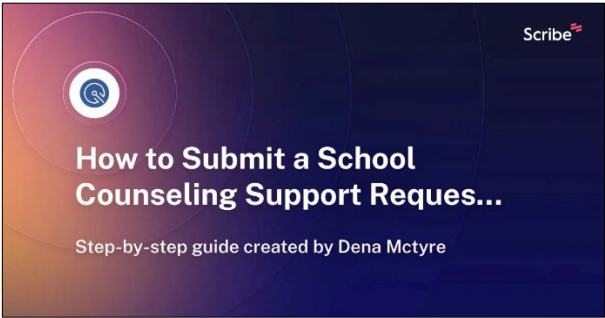
Project Elevate 2025 is an innovative initiative spearheaded by the high school coordinators in collaboration with the high school and Horizon Area superintendents to provide comprehensive academic support and flexible learning pathways for students to achieve timely graduation and readiness for post-secondary opportunities. The program aims to identify and assist students from all high schools who have accumulated 12 credits and may be eligible to commence the program in January 2025. The high school coordinators and selected head counselors are working diligently behind the scenes to facilitate this process and to input the specific courses each student needs to complete to fulfill graduation requirements and successfully launch into the program at the start of 2025. By meticulously mapping out these personalized academic plans, the team lays the groundwork for students to receive the targeted support and individualized attention necessary to overcome challenges, bridge gaps, accelerate their progress toward earning their diplomas, and prepare for the next chapter of their educational journey. Project Elevate 2025 represents a proactive, student-centric approach to empowering young learners, ensuring they have the tools, resources, and guidance to thrive academically and confidently transition to post-secondary pursuits.

Fall 2024 Graduates (December 2024) Diploma Date: January 3, 2025				
School Name	Cohort 2025	Cohort 2024	Cohort 2023	Cohort 2022
Arabia Mtn	4			
Cedar Grove	27			
Chamblee	1			
Clarkston	12			
Columbia	4			
Cross Keys	3			
DECA	0			
DeKalb ALt	0			
Druid Hills	13			
DSA	0			
Dunwoody	14			
Elizabeth Andrews	2			
Lakeside HS	3			
Lithonia	8			
McNair	1			
Miller Grove	5			
MLK	8			
Redan	3			
Southwest	5			
Stephenson	2			
Stn Mtn	0			
Tapestry	1			
Towers	3			
Tucker	5			
Maragaret Harris	0			
<b>TOTALS</b>	<b>124</b>			



### Incident Ticket IQ for School Counselors – Dec. 3





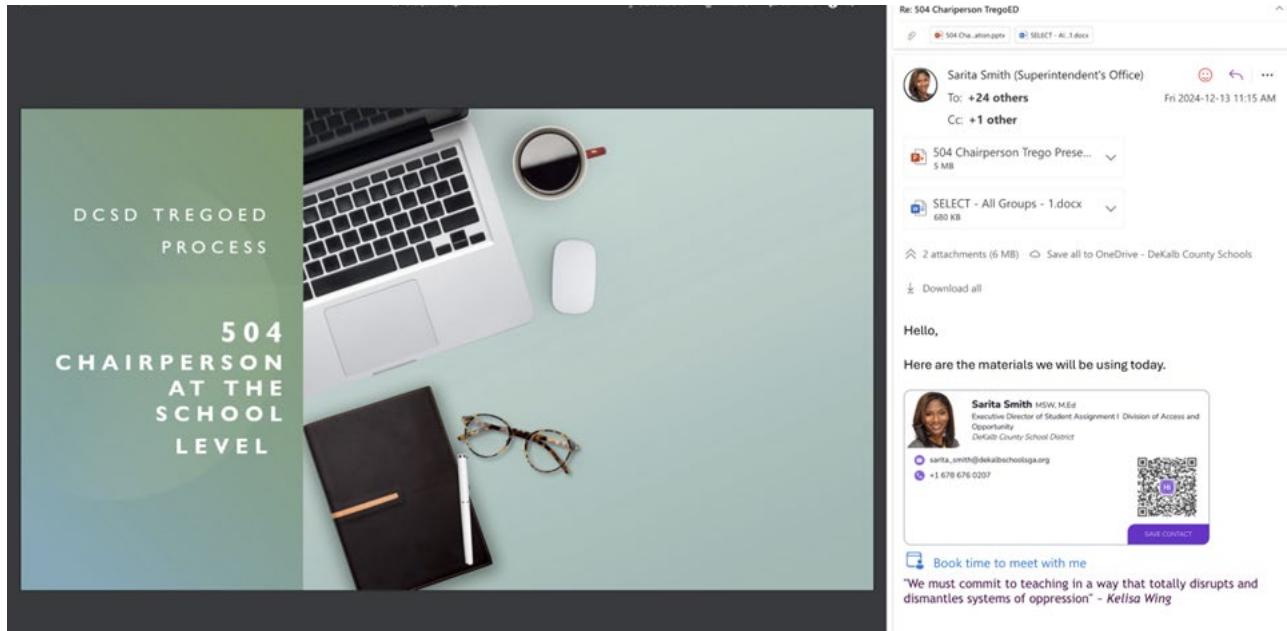
[How to Submit a School Counseling Support Request Using Incident IQ \(DCSD Help Ticket System\) | Scribe](#)

By Dena Mctyre

scribehow.com

The school counseling coordinators, recognizing the need to streamline and optimize the request process for counselors and district staff, have collaborated closely with the IT department to develop a comprehensive Help Desk Ticket workflow within the Incident IQ system. This innovative feature, set to launch in December, will revolutionize how counselors submit and manage various crucial requests, including early graduation applications, virtual course enrollments, social-emotional learning support and training needs, and dual enrollment course requests. By centralizing these processes within a user-friendly ticketing system, the workflow will significantly reduce the administrative burden on counselors, allowing them to focus more effectively on supporting students' academic, social, and emotional well-being. To ensure a smooth transition from the previous URL-based request system, the school counseling coordinators will provide a detailed demonstration of the new Incident IQ help ticket virtual request process, guiding counselors through the intuitive interface and highlighting the benefits of this streamlined approach. This transformative workflow empowers school counselors to manage and track their requests more efficiently, ultimately enhancing the quality and timeliness of the support they provide to students, families, and the wider school community.

**TREGOED – 504 Chairperson Responsibilities – December 13, 2024**



The school counseling coordinators participated in the second round of TREGOED to complete a comprehensive review and analysis of the 504 chairperson responsibilities, specifically delineating and clarifying the duties and obligations at the school level. In a collaborative effort, the coordinators partnered with key stakeholders from the Curriculum and Instruction Division and Support Services to conduct an in-depth examination of the 504-chairperson role. The primary objective was to assess and evaluate the impact of these responsibilities on the day-to-day functions and overall efficacy of school counselors. Through this process, the team sought to identify areas for improvement, streamline procedures, and ensure that school counselors can fulfill their core mission of supporting student success.

By engaging in this thorough review and fostering cross-departmental collaboration, the school counseling coordinators aim to optimize the 504 chairperson’s role and responsibilities, ultimately enhancing the delivery of services to students and promoting a more efficient and impactful school counseling program.

**Director Dr. Darnell Logan**

**Student Relations**

**Comprehensive Summary of Yondr Implementation in DeKalb County Schools**

The mid-year review of the Yondr "Disconnect to Reconnect" initiative in the district conducted by an external Yondr Implementation Support Team revealed varying levels of implementation success across participating schools.





Schools utilizing Yondr pouches reported mixed outcomes in reducing student phone use during school hours, with some schools demonstrating significant buy-in and others encountering challenges with fidelity and resource allocation. A recurring theme was the need for stronger staff and student incentives, improved processes, and clearer school-level policies to ensure the program's effectiveness.

### School-Specific Observations and Recommendations

- Lithonia HS
  - Challenges with enforcement: visible student phone use and staff noncompliance.
  - Lack of unlocking bases during arrival.
  - Parents are supportive; staff and students need incentives.
  - Proposal for class-specific pouching and strengthening enforcement.
- Lithonia MS
  - Shifted to a homeroom-to-homeroom model, with reduced phone incidents.
  - High teacher buy-in and consistent progressive discipline.
  - Requires additional totes to enhance the current model.
- Cross Keys HS
  - Minimal phone usage reported; decreased fights noted as a significant win.
  - Some concern over vending machine sales due to limited phone use.
  - Recommendations include larger pouches for oversized phones and strategic event planning.
- Sequoyah MS
  - Effective all-day take-home model with strong community rapport.
  - Minimal incidents reported; robust pouch tracking system in place.
  - Incorporating incentives through positive behavioral interventions and support for further engagement.
- Tucker HS
  - Progress in reducing phone visibility requires stronger consequences.
  - Planning a reset in January with enhanced staff training and inventory checks.
  - Proposal for a hard reset with consistent pouch verification.
- Tucker MS
  - Observed low phone usage but inconsistent use of pouches.
  - Proposal for enhanced communication with parents and students and refining procedures.
- Henderson MS
  - Moderate reduction in phone use with limited fidelity.
  - Plans for more consistent pouch checks and additional parent communication.

- Lakeside HS
  - Limited phone visibility during lunches; improved staff engagement.
  - Focused on maintaining policy reminders and refining procedures.
- Salem MS
  - Significant reduction in phone use and fights with a homeroom-to-homeroom model.
  - Need for increased teacher training and buy-in from newer staff.
- Martin Luther King Jr., HS
  - Initial success warning: widespread phone and earbud use observed.
  - Plans for a reset with entry verification and pouch checks.
  - Recommendations for improved incentives and leadership support.

### General Recommendations

- Strengthen staff and student incentives for compliance.
- Conduct regular training sessions for staff, particularly new hires.
- Implement progressive discipline policies consistently.
- Refine entry and exit processes with adequate staff and resources.
- Enhance communication with parents and involve them in policy enforcement.
- Perform inventory audits to ensure proper pouch availability and replacement.

The feedback underscores the need for continuous refinement, collaborative efforts, and leadership engagement to maximize the benefits of the Yondr program.

**Positive Behavioral Interventions and Support Coordinator Brandy Woolridge and PBIS District Coaches Shakira Bates-Shaw, Brian Bryant, Marcia Bryant-Cornelison, Dr. Dia Harden, Eva Landers, Kimmie Pryor, and Jason Townsend**

### PBIS

The PBIS District Team has conducted various coaching sessions, school visits, meetings, trainings, and Principal's Check-Ins to improve the fidelity of PBIS implementation in DCDS. We have collaborated with other divisions and departments to integrate PBIS systems and practices with the Multi-Tiered System of Supports (MTSS) framework and to support the whole child. This collaboration aims to improve districtwide understanding of PBIS's impact on school climate, academic achievement, discipline, attendance, and mental health. Please review the PBIS events and artifacts detailing our December support and partnerships.

In November, PBIS district coaches observed the 18 schools implementing Yondr pouches and cell phone lockers. The coaches will continue collecting data through the end of the school year.

**School visits include the following activities:**

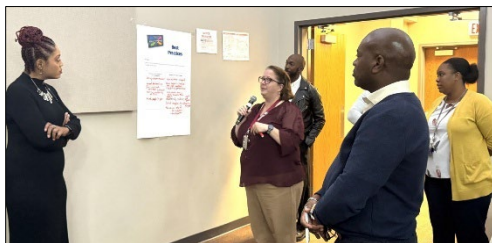
- Schoolwide walkthrough observations
  - Data collection tools:
    - Yondr cell phone pouches observation walkthrough form
    - Cell phone locker observation walkthrough form
- Three teacher interviews
- Three student interviews

The PBIS District Team conducted a new PBIS school coaches professional development meeting on Wednesday, Nov. 20. Participants gained valuable information, skills, and strategies to effectively lead PBIS framework systems and practices in their schools. Dr. Tamika LaSalle, associate professor of school psychology and director of the Center for Research on School Climate at GSU, was our special guest. Dr. LaSalle taught participants how to aggregate and disaggregate School Climate Survey data.

**Meeting objectives:**

- Demonstrate an understanding of PBIS implementation best practices
- Analyze Self-Assessment Survey and TFI data (“data crosswalk”)
- Understand and apply the process of aggregating School Climate Survey data to make data-informed decisions that improve the learning environment for students
- Participate in "The PBIS Handbook Book Study" (Chapters 1-2)

Number of Participants	Sign-in Link	Evaluation Link	Presentation
64	<a href="#">Attendance Roster</a>	<a href="#">Participants' Feedback Data</a>	<a href="#">PowerPoint Presentation</a>





PBIS District Coordinator Brandy Woolridge, conducted Principal Check-In Meetings to provide principals with updates on PBIS implementation. These meetings focused on reviewing coaching and fidelity tool data, identifying implementation barriers and administrator support needs, and presenting the PBIS Support Plan. The plan outlines training, coaching, and sustainability strategies to enhance the fidelity of PBIS TFI feature implementation.

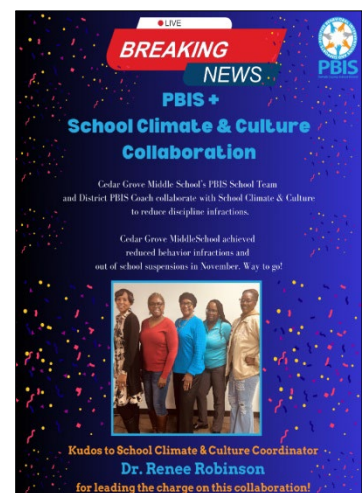
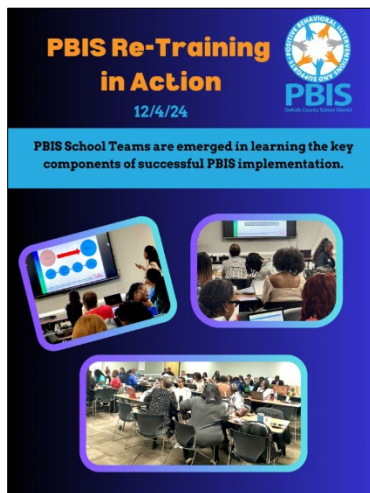
**Principal’s PBIS Check-In Meeting**

2024	School	Attendees
Nov. 11	Snapfinger Elementary School	Principal Rickey Wright PBIS District Coach Dr. Dia Harden
Nov. 12	McNair Middle School	Principal Dr. Tuqwan Taylor
Nov. 12	Panola Way Elementary School	Principal Mr. Eric Johnson PBIS School Co-Coach Chaundra Oden PBIS School Co-Coach Jennifer Hopper
Nov. 19	Miller Grove Middle School	Principal Dr. Sharon Evans
Nov. 19	Martin Luther King, Jr. High School	Principal Mr. Michael Alexander
Nov. 21	Chapel Hill Middle School	Principal Mr. Charles Barker Assistant Principal (PBIS Administrator) Dr. Erika Simpson

On Dec. 4, the PBIS District Team conducted Tier 3 schools PBIS Day 2 Retraining Session. This session is designed to help schools build on the progress made in the PBIS Day 1 training session. Day 2 will guide the PBIS school team in realigning key PBIS-TFI features, including behavior definitions, discipline procedures, classroom procedures, professional development, faculty involvement, data-based decision-making, and more. To receive proper credit, PBIS school teams are required to attend both PBIS Day 1 and Day 2 training sessions.

**PBIS Day 2 Retraining Session – Dec. 4**

Schools	Number of Participants	Sign-In	Evaluation	Presentation
1. Briar Vista ES 2. Cedar Grove MS 3. Columbia HS 4. Flat Shoals ES 5. McNair DLA 6. Salem MS	35	<a href="#">Attendance link</a>	<a href="#">Evaluation Feedback Data Results link</a>	<a href="#">PowerPoint presentation</a>

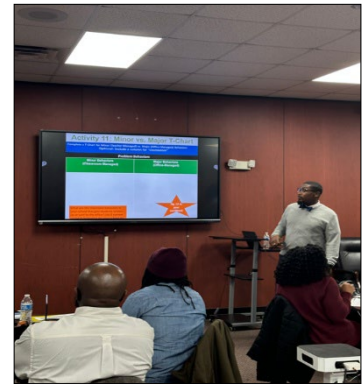


On Dec. 2, the Division of Wrap Around Services and the Student Relations PBIS Team held the MTSS-PBIS Integration District Leadership Team Meeting with district executive leaders. The purpose of the meeting was to discuss the GaDOE's new MTSS-PBIS integration model, updated state guidelines, changes to state-level PBIS support and recognition criteria, and a proposed plan to establish a Whole Child Supports Integrated District Leadership Team.

**DCSD Integrated District Leadership Team Meeting**

1. Chief of Wrap Around Services Dr. Kishia Towns
2. Director of Student Relations Dr. Darnell Logan
3. Chief of Schools Michelle Dillard
4. Chief Academic Officer Stacy Stephney
5. PBIS District Coordinator Brandy Woolridge

The PBIS District Team conducted Stone Mill Elementary School’s and MLK Jr. High School’s PBIS Day 2 Retraining Make-up Session on Monday, Dec. 9. This session was designed to build on the progress made during PBIS Day 1 training. Day 2 focused on helping PBIS school teams realign key Tiered Fidelity Inventory features, including behavior definitions, discipline procedures, classroom procedures, professional development, faculty involvement, data-based decision-making, and more. To receive proper credit, PBIS school teams are required to attend both PBIS Day 1 and Day 2 training sessions.




The PBIS District Team and PBIS School Coaches attended the 2024 Georgia Association for Positive Behavior Support (GAPBS) Conference. The PBIS District Team presented in two conference sessions on the following topics:

**1. Stakeholder Engagement: Making PBIS a Priority in Your District**




This session highlighted the pivotal role of stakeholder engagement in establishing Positive Behavioral Interventions and Supports (PBIS) as a district-wide priority. Participants explored strategies for effectively involving key stakeholders—such as administrators, teachers, parents, and community members—in the PBIS implementation process. District leaders can ensure the successful adoption and sustainability of PBIS practices by fostering a shared commitment and building collaborative partnerships. Attendees gained practical tools and insights to drive stakeholder buy-in, improve communication, and create a unified vision supporting all students' holistic success.



Participants	Session Feedback	Picture
20	<a href="#">Evaluation Feedback Data</a>	<p>DCSD PBIS District Team and PBIS School Coaches picture with Keynote Speaker Dr. Flowers.</p> 

**2. Transforming PBIS Implementation: Establishing Expectations with Differentiated Coaching to Develop Sustainable Systems of Support**

This session examined innovative strategies for enhancing PBIS implementation through establishing clear expectations and using differentiated coaching. Participants learned how to tailor coaching approaches to meet the unique needs of their school communities, ensuring the consistent and effective application of PBIS practices. Emphasizing the development of adaptable and resilient systems, the session empowered district and school leaders to promote long-term success in fostering positive behavior, improving school climate, and addressing the diverse needs of all students.

Participants	Session Feedback	Pictures
60	<a href="#">Evaluation Feedback Data</a> <a href="#">Sign-In Form Data</a>	  

On Dec.11, PBIS District Coordinator Brandy Woolridge, met with the Transportation Department Managers to discuss the newly developed Bus Transportation Matrix, which outlines rules and expectations for elementary, middle, and high school students. The Needs Assessment data yielded an overall rating of 4.14 out of 5 stars. During the meeting, the team collaborated and provided feedback to ensure the rules aligned with bus referral data to enhance student safety and promote respectful behavior on buses. Next steps: The matrix will be emailed to the Communications Department for final design edits before being sent to the appropriate company for printing and lamination.

The PBIS District Team conducted PBIS Readiness Training for Snapfinger Elementary School’s PBIS Leadership Team on December 20, 2024. During the meeting, team members were provided with an overview of the PBIS framework, the importance of fidelity in implementation, team member roles and responsibilities, strategies for securing buy-in from staff, students, and the community, and guidance on completing their TFI survey.

#### Snapfinger Elementary School’s PBIS Readiness Training Attendees

- Principal Rickey Wright
- Assistant Principal Natasha Patten
- MTSS Specialist Kaija Spencer
- Social Worker Tyla Jones
- Student Support Specialist Karsten Edwards

#### “Bullying Stops Here!” Awareness Campaign

During December, the Bullying Awareness Facilitator:

- Participated in several culture and climate review sessions at elementary and middle schools.
- Provided technical assistance and support relative to specific concerns and issues that arose.
- Conducted virtual and email check-in sessions with school liaisons and bullying data entry people.
- Revised second semester refresher materials to be distributed.
- Scheduled to share information on the bullying campaign and begin collaboration with the district’s PBIS Team.
- Reviewed bullying data and strategies with identified schools based on 2022-2023 and 2023-2024 actual bullying incidents (not allegations) reported to the GaDOE.



## Director Denise Revels

### Wrap Around Supports

#### School Social Work – Attendance Celebration at Woodridge Elementary School

School Social Worker Joquita Ferguson celebrated student success with a pizza party for the students at Woodridge ES. Ms. Ferguson was delighted to recognize the outstanding commitment of students who attended school every day from Oct. 20, through Dec. 17. Their unwavering dedication to showing up and engaging fully in their education is both inspiring and deserving of celebration!



**Attendance** is a cornerstone of student success. Each day at school offers an invaluable opportunity to learn, grow, and build meaningful connections with peers and teachers. Consistent attendance strengthens academic performance and fosters life-long habits that pave the way for future achievements.

During this period, Ms. Ferguson witnessed extraordinary progress among the students. Positive social connection and boosted confidence are just a few of the remarkable outcomes. These accomplishments highlight the tremendous value of being present and making everyday matter.

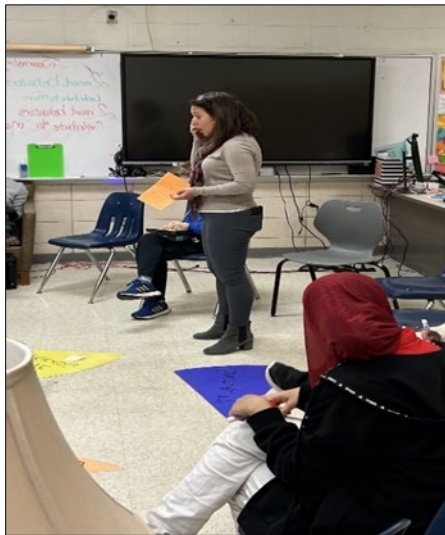


#### Sources of Strength at Henderson Middle School

Henderson Middle School is dedicated to creating a supportive and empowering environment for all students. School Social Worker Christina Custer has been leading the **Sources of Strength** program for the past five years, which has grown to include 23 participating students this school year.

**Sources of Strength** focuses on building resilience, fostering connections with trusted adults, and encouraging peer support. By highlighting individual and collective strengths, the program equips students with tools to thrive academically, emotionally, and socially. This year, students are focusing on:

- **Celebrating health:** Promoting habits that enhance physical, mental, and emotional well-being.
- **Fostering hope:** Inspiring optimism and helping students take actionable steps toward their goals.
- **Building strength:** Developing a robust support network of friends, family, and mentors to navigate life's challenges. We are proud of the positive impact **Sources of Strength** has on our students and school culture. Together, we are fostering a community rooted in support, kindness, and growth.



### Panther Pad at Chapel Hill Middle School

School Social Worker Lorese Garfield played a pivotal role in creating the **Panther Pad** at Chapel Hill Middle School, a wellness space dedicated to supporting staff mental health and well-being. Equipped with a beverage bar, massage chairs, games, and comfortable seating, the Panther Pad offers a relaxing environment for mindfulness practices and stress relief, aiming to reduce burnout and foster a healthier work atmosphere.

Recognizing the challenges educators face, including heavy workloads and limited support, the Panther Pad addresses a critical need for a space where teachers can recharge. Flexible access during breaks and planning periods ensures that staff can prioritize self-care, while professional development opportunities with wellness experts further enhance the initiative. Supported by a \$10,000 grant from the DCSD School Innovation Department, the Panther Pad reflects the school's commitment to nurturing its educators, strengthening student-teacher relationships, and promoting a positive and effective learning environment.



### Student Health Services

As flu season approaches, the School Nursing Office challenged school-based nurses to design a bulletin board that teaches or instructs the community on minimizing or preventing the spread of illnesses. The competition closed on Dec. 18, with McClendon Elementary School winning first place for excellent originality and execution that demonstrated social distancing, proper etiquette, and using face masks to



prevent the spread of infection – Nurse Carolyn Best with Principal McClendon and the award-winning bulletin board. The second-place winner was Champion Middle School Nurse Mfon Unanaowo, who demonstrated a willingness to educate the students and staff with proper handwashing techniques to minimize the spread of infection. Rockbridge Elementary School placed third. The challenge was part of a larger initiative to keep students and families informed on preventing the spread of illness at home, school, and in the community.

### After-School Extended Day Program

The ASEDP District Team visited many ASEDP sites during December. On Thursday, Dec. 19, Mrs. Barnes, ASEDP site monitor, saw Hambrick’s ASEDP scholars participating in a student gift exchange. The students talked about all the wonderful things they have to be thankful for, and they were able to participate in a “gift exchange.” All of the students were eagerly engaged and really seemed to enjoy sharing gifts with one another.



The ASEDP District Team also visited Stone Mill ASEDP. Stone Mill ASEDP had the organization, Health and Power come out to teach their scholars about the benefits of exercise and diet. The students learned many important aspects of eating a healthy diet and exercising to remain healthy throughout their lifetime. Teaching scholars about diet and exercise is important because it can help them develop healthy habits that will last a lifetime. These habits can positively impact many aspects of their lives, like academic performance, brain function, physical health, and social and emotional health.



## Chief Academic Officer Stacy E. Stepney

### Curriculum Audit

Recently, representatives from Insight Education Group observed 18 of the 45 schools on Dec. 9 and 10. Teachers provided artifacts connected to their lessons when they were observed. The curriculum auditors analyzed the artifacts using the Georgia Standards of Excellence and rubrics adapted from organizations such as EQuIP, CCSSO, and Achieve.

### Academic Coaches

December was a month of learning, preparation, planning, and calibration for academic coach senior coordinators and academic coaches. The ACC Team members continued to collaborate with their respective Areas and departments to ensure academic coaches had the necessary resources to support teachers in implementing the curriculum. ACCs attended the Fine Arts Station Gallery Exhibit, Area retreats and planning sessions, facilitated and judged elementary spelling bees, attended and facilitated sessions during the District/Area Professional Learning Outcomes (PLOs), attended district Northwest Evaluation Association Measures of Academic Progress training, and partnered with the director of literacy to ensure all MS coaches have training for StudySync coming this February.

Academic coach senior coordinators met with their respective academic coaches during Collaborative Learning Sessions to ensure awareness of Area content expectations, review the professional learning community framework within their buildings, and share best practices. They also discussed pacing and ways to ensure that all has been taught before testing. Further, coaches discussed and shared plans for writing. Additionally, the ACCs attended Active Attacker Training, contributed to and attended the district CIT, provided support for the curriculum audit, attended job-alike trainings, attended the Legal Symposium, conducted new AC onboarding, and provided technical assistance. Tiered coaching support remains based on principal feedback, AC documentation of work, and on-site observations.

**UPDATE:** There are 200 academic coach positions, of which 191 are filled, leaving nine vacancies. Of the 191 positions filled, 104 are first-time coaches.

Area	Number of Coaches	Number of Vacancies	Number of New Coaches
Area Elementary 1	6	0	6
Area Elementary 2	17	0	7
Area Elementary 3	19	0	7
Area Middle Schools	41	0	22
Area High Schools	32	3	12
Area Horizon	68	4	44
Area Specialty	8	2	6
<b>Totals</b>	<b>191</b>	<b>9</b>	<b>104</b>

## Literacy Partnerships

### Chiefs for Change

On Dec. 12, DeKalb's Curriculum and Instruction Team engaged in our final Chiefs for Change session focused on supporting leaders in making lasting changes. Designated participants shared problems of practice along with action steps while team members provided feedback and potential next steps. Though Chiefs for Change sessions are complete, the work continues as we strive to ensure every student has access to high-quality literacy instruction.

### Georgia Leadership Institute for School Improvement Literacy Network

The Department of Curriculum and Instruction has worked in a Cross-Divisional Literacy Team throughout the school year. After the November on-site session with GLISI, the team determined that revising and clarifying the ELA framework and instructional guidance would move literacy work forward in DCSD. In December, a subgroup met with two of our GLISI coaches and developed a 90-day plan to gather feedback from literacy coaches and ELA teachers that will ensure the guidance is both aligned to the science of reading and helpful to teachers to ensure implementation.

### Deputy Chief Academic Officer Dr. Sean R. Tartt

#### Academic Skills Center

In partnership with Imagine Learning and the Research and Assessments Department, a fall to winter Measures of Academic Progress comparison was conducted and reflected positive trends. Graduation Innovations Coordinator Culisha Curry partnered with Imagine Learning to continue the ongoing training of Academic Skills Center (ASC) staff and principals in navigating the reports in the Imagine Learning platform.

On Jan. 3, 2025, all Academic Skills Center staff engaged in an interactive three-hour training at McNair Middle School designed to assist struggling mathematics students. Senior Math Coordinators Michele Bateman and Tiffany Dillard led the elementary and secondary sessions in concert with the graduation innovations coordinator and deputy chief academic officer.

#### Student Success Skills Backpack

In December, 21 pilot school principals and local SSSB Teams were provided guidance that addressed student/teacher communication, community stakeholder communication, staff training via Canvas, sample artifacts by Portrait of a Graduate skill, and a timeline for management. In collaboration with Champion Dillard and the Division of School Leadership, principals and local teams earmarked portions of the virtual teacher workday on Jan. 3 and the face-to-face teacher workday on Jan. 6 to plan and devise local monitoring of the SSSB.

## Staffing Updates

During December, the Division of Curriculum and Instruction held resumé reviews and interviews for the senior MTSS coordinator position. We welcomed Mrs. Marlita Henry to the MTSS Team. Likewise, interviews were conducted, and a recommendation was made for the position of senior academic coach. In January 2025, we will provide detailed onboarding for each new staff member.

### Assistant Superintendent P-5 Dr. Penny Mosley

#### Let's READ, Georgia

On Dec. 10, DeKalb's literacy leads participated in a virtual lunch and learn sponsored by MRESA. The focus was on the science of reading in practice. Literacy leads gained knowledge about GA Learns/Cox Campus's alignment with the science of reading.

#### New ELA Standards

The Department of Curriculum and Instruction has started preparing to roll out new ELA standards for the 2025-2026 school year. In January, MRESA will train academic coaches and literacy leads on the new ELA standards and expectations. In collaboration with academic coaches, literacy leads will then provide training to teachers and staff across the district over the next few months.

### Assistant Superintendent 6-12 Dr. Rose Prejean-Harris

As of Jan. 6, 2025, DeKalb Acceleration Academy has officially enrolled 20 students, with over 10 candidates scheduled for orientation the first week in January and 30 more in the registration process. An additional 50 candidates are in the pipeline! Seeing our staff's dedication and hard work come to fruition has been incredibly rewarding, as students are now actively learning onsite.

New furniture arrived on Monday, Jan. 6, 2025, bringing an inviting and functional atmosphere for students and staff alike. We are confident that the renovated space will offer all stakeholders a fresh, dynamic environment.

Acceleration Academies is currently exploring three potential locations for a permanent site: two in Decatur and one in Stone Mountain. We will keep everyone informed as decisions are made and dates become available.

### Director of Literacy Dr. Lynn Angus Ramos

#### Knowledge Builder Sessions

As part of the additional support for Horizon schools, Curriculum and Instruction (C&I) is working with elementary schools to provide touchpoint sessions to help ensure that teachers have internalized the structured literacy strategies and are using them with Tier 1 resources to improve instruction and planning.

The first two Knowledge Builder sessions included content from the Georgia Literacy Academy's modules 1, 2, and 3. The November and December sessions included 272 teachers from 13 of 18 schools. C&I has worked with the executive administrators and ELA content leads in the Horizon Area developing a calendar for the remainder of the year.

**Science of Reading Training**

HB 538 requires grades K-3 teachers to complete structured literacy training. DCSD also requires teachers in grades 4 and 5 to complete training. The Division of Curriculum and Instruction tracks completion through the Georgia Literacy Academy platform. Progress charts are available for principals in collaboration with the Research and Assessments Department.

Georgia Literacy Academy Course	Number of Staff Members Who Have Completed the Course as of December 2024
Course 1	995
Course 2	787
Course 3	698
Course 4	493

**Director of Educational Media and Instruction Materials Dr. Lummie Baker**

**System Library Media Committee Meeting**

The DeKalb County System Library Media Committee convened its annual meeting Thursday, Dec. 5, at Towers High School. The primary function of the System Library Media Committee mandated by the Georgia Board of Education RULE 160-4-4-.01 Media Programs is to hear appeals from patrons who have challenged the use of a particular learning material at the local school level and are not satisfied with the ruling of the school media committee or who bring a challenge to system-owned materials. This committee is comprised of two students, three parents, four teacher-librarians, two public librarians, five principals, and twenty-nine district office personnel across several divisions. Departmental updates concerning technology, print and digital resources for students, teachers, and staff; school library personnel and program support; and professional learning were shared. Additionally, there was a DeKalb County Public Library presentation and three presentations by school library personnel about the role and importance of libraries and fostering a positive reading culture. Also, the 2025 DeKalb Library Media Specialist of the Year applications were provided to committee members for review to score and select a winner.

**Teacher-Librarian School Library Visits**

This year, we have visited all 18 new teacher-librarians at their school locations. Additionally, all have created and circulated at least one communication instrument related to the school library's available space, resources, and services.



## Beanstack Award

During the school's community meeting, Laurel Ridge Elementary School was recognized Friday, Dec. 6, for having 100 percent of their students log at least 30 minutes of reading per day for the 2023-2024 academic year. Laurel Ridge is the first school to receive the Beanstack Traveling Trophy and a banner that will remain at the school in recognition of this achievement.

## Professional Learning

### Beanstack

Teacher-librarians and library media assistants participated in virtual Beanstack training sessions on Tuesday, Dec. 3. Participants given hands-on training logged into their school's Beanstack accounts and created school-wide reading challenges for their scholars.

### Using Lexiles to Support and Foster Academic and Choice Reading

The Department of Educational Media partnered with Dr. Lynn Angus Ramos, English language arts coordinators (elementary, middle, and high schools), and academic coaches to deliver a professional learning session on Lexile Levels on Monday, Dec. 16, at Elizabeth Andrews High School. The session focused primarily on the three considerations of text complexity while encouraging students to read within their Lexile stretch band but not limiting students to just these books since choice is important in fostering reading engagement and joy.

### Destiny 101: The Basics

This virtual professional learning session was presented on Thursday, Dec. 5, to new and veteran teacher-librarians interested in refreshing their skill set related to the district's library management system. Topics covered included generating circulation and collection development reports, creating lost book notices, and preparing the program for processing annual inventory.

## Director of K-12 Teaching and Learning Stephanie Brown-Bryant

### Houghton Mifflin Harcourt *Into Literature* Training

Additional professional learning sessions to support the DCSD Tier 1 resource, *Into Literature*, were provided for high school English teachers. Over 60 teachers attended. In addition to an overview of the online platform and guidance on resource recommendations, 55 teachers also attended training for Writable, the writing support portion of the resource.

### School-Level Spelling Bees

Nearly 100 DCSD elementary, middle, and charter schools conducted local spelling bees and submitted winners to the district. C&I is completing registration and practice rounds for students in preparation for the January 8 district qualifying round.

## Instructional Guidance Updates

As K-5 teachers continue to implement Wonders and myView, they have provided feedback regarding teacher guidance that would be helpful in planning. Several coordinators took on the task of reviewing second-semester units and updating teacher guidance. Also, in collaboration with the Area content leads, development has begun for a series of planning support sessions and GA Milestones Assessment System writing tip sessions during second semester.

## Director Doryiane Gunter

### Professional Development

The Career Technical and Agricultural Education (CTAE) Team and four high school administrators attended the Association for Career and Technical Education Visions 2024 National conference in San Antonio, Texas, from Dec. 4-7. The conference featured comprehensive programming on national CTAE/STEM trends and professional learning opportunities. DCSD's team members, Eric Knapp and Andrea Wright, presented "*Everyone Deserves a Hand in the Tech Cookie Jar*," showcasing DCSD's inclusive CTAE/STEM programming.

### Find Your Grind Pilot Kick-Off

On Dec.12, our middle school CTAE programs kicked off our **Find Your Grind Future-Ready** pilot. Ten middle school CTAE teachers participated in a virtual kick-off for the implementation of the Future-Ready curriculum. This curriculum is designed to help students navigate the future of work and develop essential skills for today's rapidly changing society. Teachers were introduced to the Future-Ready platform and its tools at the virtual kickoff. Professional learning will continue Jan. 10, 2025, with an in-person session focused on creating lessons aligned with the employability standards in middle school CTAE courses.

### 21st CenturyEd AI Pilot Kick-Off

On Dec. 16, the CTAE/STEM Team hosted professional learning with the 21st Century Ed Team, participating principals, and C&I leadership to provide an overview of the AI pilot program. The following day, Dec. 17, 11 educators and district coordinators attended a training session to learn about the platform and develop sample lesson plans. Participating schools were Arabia Mountain HS, Avondale ES, McNair Discovery Learning Academy, McNair MS, and the International Student Center.

## Director of Fernbank Science Center Janetta Greenwood

### School Support – Single Visits, Outreach, and Planetarium

Fernbank Science Center (FSC) continues providing single visits and outreach in science across the district. In December, FSC served 709 students with single visits, 2,741 through outreach, and 8,780 with planetarium visits. FSC served a total of 12,230 students through various program offerings. Students and teachers expressed excitement about the new immersive instructional experience in the planetarium and the updated interactive exhibit hall.

ScienTots (Pre-K students) participated in lessons focusing on sound through the Sound Safari program option. During December, the program supported general and special education self-contained classrooms. ScienTots served two schools in December – Horizon Schools Browns Mill and E.L. Bouie Elementary Schools. Eighty students and four classrooms participated in the December programming option at the two respective schools.

#### **Professional Learning – School Master Gardener**

On Dec. 13, two teachers from eight school sites became certified Monarchs Across GA educators through a full-day workshop. They gained curriculum and resources to deliver standards-based lessons on monarch butterfly phenomena. Certification equips teachers to engage students in 3D science and cross-cultural activities, such as collaborating with schools near monarch overwintering grounds, participating in citizen science activities, and creating schoolyard monarch habitats to address climate change impact and other environmental challenges.

#### **Partnerships**

##### **Georgia Aquarium Partnership**

The Georgia Aquarium Partnership continued during December. The Georgia Aquarium Partnership has served 13,774 students and 62 schools. During the first semester, 5,952 students visited the aquarium with teachers and chaperones to participate in instructor-led field trips. Students (5,819) have been served through outreach programs. Virtual programs have served 2,003 students during the first semester.

#### **Community Engagement/Cross-Departmental Collaboration**

##### **Holiday STEM Workshop**

FSC hosted the Holiday STEM Workshop on Saturday, Dec. 7. This event promoted inquiry and investigation into science and STEM connected to the winter and holiday season. Participants engaged in hands-on activities around electrical circuits, physical and chemical changes, and simple machines. Participants could code NAO (humanoid robots) during the event in the new AI Lab. Planetarium shows were free for participants of the event. There were approximately 2,250 visitors who attended.

##### **Sonic 3 Pop-Up Event**

In collaboration with Paramount Pictures and Allied Marketing, FSC hosted the Sonic 3 Pop-Up event on Friday, Dec. 13. Participants could engage in science activities based on flight and speed and correlate it to the Sonic character from the Sonic series. Free rewards for a scavenger hunt encouraged participants to explore the exhibit hall and engage with science phenomena during the exploration. There were 750 participants engaged during this Friday evening event.

**Director Monique Kimbell**

**Multi-Tiered Systems of Support**

During December, the MTSS Team engaged in part two of a comprehensive training on Implicit Bias, Structural Racialization, and Equity, followed by an inward reflection on practical strategies for applying the content to their work. In addition, K-3 MTSS specialists collaborated with school-based teams to implement Tier 2 and Tier 3 reading interventions for students identified with foundational skill deficits based on HB 538 requirements.

On Jan. 3, a virtual professional learning session provided guidance on supporting students in the Student Support Team (SST) process for three-plus years, and those students flagged by the universal screener during the winter administration as having foundational reading deficits. The session included specialized training on the Trauma Impact Education Screener presented by DCSD Social Worker Sonja Tobler, and an introduction to "The Role of MTSS in Professional Learning Communities," facilitated by DCSD Professional Learning Facilitator Kimberly Sampson.

**Director Keatra Wright**

**FLEX Academy**

FLEX Academy had three programs in operation to support Strategic Goal Area 1, Student Academic Success with Equity and Access. Students were able to complete courses toward graduation requirements in FLEX Academy, FLEX Beyond the Day, and FLEX Restore. We served 581 students.

Session	Does Not Meet	Percent Does Not Meet	No Start	Percent No Start	Passing	Percent Passing	Total
First	31	10.00%	7	2.26%	272	87.74%	310
Second	18	8.18%	6	2.73%	196	89.09%	220
Third	6	19.35%	2	6.45%	23	74.19%	31
Fourth	6	30.00%	5	25.00%	9	45.00%	20
<b>Total</b>	<b>61</b>	<b>10.50%</b>	<b>20</b>	<b>3.44%</b>	<b>500</b>	<b>82.27%</b>	<b>581</b>

## Chief of Continuous and Improvement Accountability Dr. Candace Alexander

### Executive Director Dr. Myisha Warren

#### Federal Programs

The Title I Completion Report was submitted Dec. 5. The district expects to carry over all unspent funds per the waiver approved in the district's Comprehensive Local Education Agencies' Improvement Plan. The carryover funds will be used to fund Title I Multi-Tiered System of Supports positions for fiscal year 2025, with an end date of Sept. 30, 2025.

Training for new and existing bookkeepers was provided on Dec. 9-13, by the Title I accounting associates and budget specialists. Out of 115 school bookkeepers, 75 attended, and the sessions were well received, equipping attendees with tools to submit accurate and timely requisitions.

The Parent Center Facilitators provided a Lunch and Learn technical assistance session on Dec. 17. This session was held for Title I parent liaisons, with 20 out of 35 attending. The session covered first-semester compliance requirements and preparation strategies for the second semester. The Goodwill Community Career Center presented services available to families and students that support the district's graduation rate.

Elementary and Secondary School Emergency Relief III Completion Report was submitted on Dec. 18. The program has sunset, with 100 percent of the \$313,231,738 funds spent. GaDOE is reviewing the Davis-Bacon compliance documents submitted by the Operations Division. The district is hopeful there will be no restitution. If any restitution is needed, the repayment will be made using non-federal funds from the general fund.

### Director Dr. Felicia Rhone

#### Assessment and Accountability

##### Measures of Academic Progress (MAP) Growth

The MAP Growth Assessment window was conducted from Nov. 11-19. The results from the assessment reported by the Northwest Evaluation Association provide critical insights into student performance across various subjects:

- Math Subtest: A total of 66,875 students participated.
- Reading Subtest: A total of 66,317 students participated.
- Science Subtest: A total of 35,206 scholars were assessed.
- Language Usage Subtest: A total of 46,845 scholars completed the test.

### Professional Development for Leaders

During Dec. 3-13, nearly 500 district and school-level leaders (489 participants) attended Part 2 of the NWEA MAP series titled *"Applying Reports for Leaders."* This interactive session was designed to align with leadership roles and facilitate actionable insights based on MAP data. Key details of the sessions include:

- Leaders attended according to their specific areas.
- Two representatives from their building accompanied each principal.
- The sessions featured a unique hands-on approach, allowing leaders to create their ideal school while learning to use the November MAP data through the learning continuum effectively.

### Ongoing Support and Professional Learning

To ensure continued growth and effective data application, select schools will receive additional professional learning opportunities from December 2024 through February 2025:

- Horizon Schools, Area 3 elementary schools, and selected middle schools will continue to benefit from onsite professional learning facilitated by various NWEA specialists.
- These sessions provide tailored support to meet the needs of specific schools.

### MAP Reading Fluency/Dyslexia Screener:

The MAP Reading Fluency testing window was conducted Dec. 2-13. As Georgia Senate Bill 48 mandated, all kindergarten through third-grade students participated in the Dyslexia Screener. This legislative requirement stipulates that all Georgia schools must screen students for dyslexia beginning in the 2024-2025 school year, ensuring early identification and intervention for at-risk students.

### Professional Development and Training

To enhance the effective implementation and utilization of the MAP Reading Fluency program and its supplementary AI companion tool, MAP Reading Fluency with coach, comprehensive training was provided to elementary school leaders. This training occurred during the Dec. 3-13 NWEA MAP series, titled *"Applying Reports for Leaders."* Key components of this professional development initiative included:

- All elementary school leaders participated in sessions designed to deepen their understanding of the program.
- Two specialized sessions were also made available for Multi-Tiered System of Supports coordinators, lead teacher special education, academic coaches, and content coordinators.

### Continued Professional Learning

To ensure ongoing support and the integration of assessment data, select schools will receive additional onsite professional learning opportunities from December through January 2025:

- Area 3 elementary schools and Horizon Area elementary schools will continue to engage in targeted professional development.
- These sessions will focus on combining MAP Growth reports with MAP Reading Fluency reports, enabling educators to leverage data for instructional decision-making and student support.

### District Benchmarks:

All Benchmark assessments for fall 2024 have been successfully completed across the district. The Block High Schools concluded Benchmark 3 Nov. 4-15, 2024, while all traditional schools completed Benchmark 2 Dec. 2-13, 2024.

### Participation Data

The following tables summarize student participation across grade levels and subjects for Benchmark 2 and Benchmark 3 assessments:

#### Benchmark 2 Participation by Grade Level

Grade Level	ELA	Math	Science	Social Studies
1	5,586	5,655	5,424	5,476
2	5,882	6,009	5,783	5,753
3	6,123	6,127	6,023	5,861
4	5,522	5,603	5,486	5,378
5	5,927	5,899	5,826	5,595

#### Benchmark 2 Participation: Middle School

Grade Level	ELA	Math	Science	Social Studies
6	4,629	4,894	4,477	4,369
7	4,820	4,851	4,698	4,508
8	4,726	4,633	4,679	4,726

For 8th grade credit courses, participation data is as follows:

- Enhanced Algebra: 496 students
- Physical Science: 46 students

### Benchmark Participation: High School End-of-Course Assessments

Course	Benchmark 2	Benchmark 3
American Lit	2,738	1,635
Algebra Concepts and Connections	3,303	528
Biology	2,618	1,365
U.S. History	2,113	1,129

### Professional Development for Benchmark Assessments

The following training opportunities are to ensure the effective use of the Data and Assessment platform during benchmark assessment windows:

1. Virtual training sessions for teachers: Designed for teachers and other personnel to deepen their understanding of the DnA platform. These sessions will take place:
  - a. Jan. 3, 2025 (all sessions filled)
  - b. Jan. 6, 2025 (all sessions filled)
2. Face-to-face training:
  - a. Jan. 22, 2025: Targeted support for administrators
  - b. Jan. 23, 2025: Targeted support for academic coaches; learning, teaching, and student experience and Multi-Tiered System of Supports specialists, and other instructional leaders.

### Georgia Milestone End of Grade:

Enrollment counts are needed from all elementary and middle schools. Enrollments only include paper documents, which are large print, braille and/or paper documents based on a need identified in the student's Individualized Educational Plan (IEP)/504/Individual Accommodation Plan (IAP) and/or English Learner/Test Participation Committee (EL/TPC). These numbers are due by Monday, Dec. 18.

### Georgia Milestone End of Course:

From Dec. 4 – Dec. 12, the winter 2024 Georgia Milestones EOC Assessment was administered across all schools with U.S. History, American Literature, Algebra Concepts and Connections, and Biology classes scheduled to end this semester. Across the content areas and the participating schools, a total of 18,897 tests were completed. As of Dec. 13, preliminary scores have started to populate the Data Recognition Corporation (DRC) platform.

In preparation for the spring administration, enrollment counts have been requested from all school test coordinators (SchTCs). These coordinators are expected to designate if paper documents are needed for testing for any students with accommodations as outlined in their IEP/504/IAP and/or EL/TPC plans. The deadline for submission of the high school counts is Jan. 8, 2025.



### Assessing Comprehension and Communication in English State-to-State/Alternate ACCESS for English Language Learners:

- In preparation for the ACCESS assessment in January, registrations (test sessions) were created in the World-Class Instructional Design (WIDA) and Assessment Management System (AMS) platform by school, grade level cluster, and test domain for 18,587 EL students. Additional registrations were created for approximately 369 EL students attending special programs (International Center, DeKalb Alternative School, GNETs) within the WIDA AMS platforms of the schools in the students' home attendance area.
- On Nov. 20, SchTCs were notified via email of the required DCSD ACCESS for ELLs/Alternate ACCESS training, WIDA ACCESS and Alternate ACCESS Certification requirements and training modules, scheduling guidelines, student familiarization, practice activities to prepare students for online testing, and technology headset requirements. Also included were the ACCESS for ELLs online and paper checklists that detail training requirements, required modules, and duties for testing. SchTCs and test administrators/examiners must complete the required WIDA ACCESS and Alternate ACCESS for ELs training modules in the WIDA secure portal by Dec. 13.
- Principals were notified on Dec. 10, via principal's memorandum of the dates for ACCESS for EL testing, training requirements for SchTCs and test administrators (examiners), and parent letters in multiple translated languages to notify parents of the upcoming ACCESS for ELs assessment.

On Dec. 10, a pre-recorded webinar on Navigating the WIDA AMS – DRC Platform was shared with SchTCs via email. The webinar includes step-by-step instructions for facilitating essential tasks for ACCESS testing, including managing student data, test sessions, test monitoring, data validation, and reporting.

- SchTCs were required to view the webinar by Dec. 17. SchTCs participated in the face-to-face WIDA AMS Platform training and open lab scheduled for Dec. 17. This session was required for new SchTCs and is open to all SchTCs.
- The Assessment Department engaged in three planning meetings with the English Learner Department (Dec. 3, Dec. 12, Dec. 16) to prepare for the mandatory DCSD ACCESS for ELs/Alternate ACCESS pre-administration workshop scheduled for Dec. 17, from 1 – 4 p.m. SchTCs are required to attend, and ESOL teachers are welcome to attend.
- Each year, all certified staff members administering the ACCESS and Alternate ACCESS must complete the required WIDA training and certification for all ACCESS and Alternate ACCESS grade-level tests they will administer. As of Dec. 15, the Assessment Department has created 235 new accounts in the WIDA Secure Portal so new teachers and test coordinators can begin required WIDA training for the ACCESS and Alternate ACCESS assessments. Fifty-four of the accounts were created after Nov. 15.

### **Georgia Alternate Assessment (GAA):**

Enrollment counts are needed from all elementary, middle and high schools. Enrollments only include braille based on the student's individual education program. GAA is a paper-based assessment. Numbers will be sent to districts based on October FTE count. Braille numbers are due by Wednesday, Dec.11.

### **National Assessment of Educational Progress:**

There are two remaining DCSD schools scheduled to participate in the National Assessment of Educational Progress (NAEP) assessment. These last two selected schools, Doraville United and Chesnut Elementary, will test Jan. 30 and Feb. 4, 2025, respectively. These final two schools will participate in district-level training on Jan. 21, 2025. All schools have been in regular communication with state-level NAEP representatives to prepare for administration.

### **Scholastic Assessment Test School Day:**

The principal's memo denoting how stakeholders can access scores has been shared with all principals. SAT School Day for the Class of 2026 is scheduled for Mar. 19, 2025. The goal is 100 percent participation at all high schools. A campaign is in the works to market the administration and push for high-level engagement and preparedness at all schools.

### **Advanced Placement Exams:**

On Dec. 17 and 19, the College Board is provided an informational webinar to Georgia school administrators and curriculum leaders to explore the benefits of offering AP Seminar as the 10th grade English course. While it is optional, district assessment coordinator and some SchTCs attended.

### **School Visits:**

#### **Middle School Assessment Visits completed:**

- Cedar Grove Middle School, T. Johnson – Nov. 15
- Wadsworth Magnet School for High Achievers, K. Owens – Nov. 18
- DeKalb International Student Center, K. Bizzell – Nov. 18
- McNair Middle School, T. Castillo – Nov. 18
- Tucker Middle School, C. Hylton – Nov. 20
- Leadership Preparatory Academy, P. Oates – Dec. 3

#### **High School Assessment Visits completed:**

- Stephenson High School, L. Floyd – Nov. 18
- Cedar Grove High School, S. Wyche – Nov.18
- Southwest Dekalb High School, Y. Isom – Nov. 19
- Miller Grove HS, J. Page – Nov. 19

### DCSD School Test Coordinator's Handbook:

The Assessment Administration Department revised the DCSD School Test Coordinator's Handbook based on the feedback and input from SchTCs. The final DCSD School Test Coordinator's Handbook was emailed to all 243 SchTCs on Dec. 5 and uploaded to the Assessment Administration SharePoint. The DCSD School Test Coordinator's Handbook provides policies, guidance, resources, and tools for assessment planning, communication, required training, professional ethics, test security, testing irregularities, student accommodations and testing procedures.

### Professional Learning (Attended)

- WIDA Webinar: WIDA Alternate ACCESS for New Test Administrators
- WIDA and GaDOE Training: WIDA ACCESS for ELLs Online for Test Administrators Overview (GA required training)
- WIDA and GaDOE Training: WIDA Alternate ACCESS for ELLs Online for Test Administrators Overview (GA required training)
- WIDA Webinar: Managing ACCESS Registrations in WIDA AMS
- WIDA Webinar: Managing Test Materials in WIDA AMS
- WIDA Webinar: ACCESS Test Security and Test Monitoring
- WIDA Webinar: ACCESS Technology Troubleshooting

### Professional Learning (Facilitated)

- ACCESS and Alternate ACCESS for ELLs Workshop (along with EL Studies Department)
- Navigating the WIDA AMS Platform (DRC Insight) for ACCESS Testing Webinar
- Winter GA Milestones EOC Administration
- Creating Assessments in Renaissance DnA (along with Renaissance Representative)
- MAP Applying Reports for Leaders (along with MAP Representative)

### Director of Research Dr. Rebecca Braaten

#### Data and Evaluation

The winter research approval window is underway. This review cycle includes 19 total applications. The applications consist of the following by type: 2 local school level, 5 external agency studies, and 12 doctorate dissertations.

As of Jan. 6, 2025, Research, Data and Evaluation processed 100 total registration/application online forms, event/training feedback forms, and surveys for the 2024-2025 school year.

The department processed eight electronic online document requests during Dec. 1-20. Of those eight, five were online registration/application forms, and three were stakeholder surveys. The electronic online documents were created for the following divisions/departments:

- Department of Athletics
- Division of Curriculum and Instruction
- Division of Human Resources
- Division of Schools and Leadership

The department has completed 19 data and dashboard projects for internal and external stakeholders. These projects include the following types of data: attendance, discipline, student demographics, student grades, and local, state, and national assessments.

Additionally, interactive dashboards were created to monitor key district programs, including longitudinal gifted assessment and enrollment, literacy courses completion progress, and bridge law and social emotional learning completion. The department also provided essential data to support a program evaluation audit for the Division of Access and Opportunity. Lastly, multiple school requests were initiated and completed during the period.