# American Rescue Plan (ARP) Foundation Grant LEA III-LEA (Georgia’s Future)

<table>
<thead>
<tr>
<th>LEA</th>
<th>DEKALB</th>
<th>Date</th>
<th>Approved Amount</th>
<th>LEA Administrator</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>9, 2021</td>
<td>$X,000</td>
<td></td>
</tr>
</tbody>
</table>

**Grant Acceptance Agreement**

- LEA 3-60096 shall ensure that LEA administrative personnel are included in LEA's “at-risk” retirement plan that is approved by the LEA administering body.

**LEA Agreement**

- LEA Agreement shall be signed by LEA’s authorized representative.

**Grant Funding Disbursement**

- ARP 2001(a) funds shall be spent on activities that are consistent with the American Rescue Plan (ARP) Foundation Grant LEA III-LEA (Georgia’s Future) grant.

**Grant Reporting Requirements**

- LEA shall submit a grant report to the Department of Education by the dates specified in the grant agreement.

**Grant Compliance**

- LEA shall comply with all applicable laws and regulations, including but not limited to those related to procurement, financial management, and data privacy.

**Grant Oversight**

- The Department of Education shall have the right to conduct audits and reviews to ensure compliance with the terms of the grant agreement.

**Grant Termination**

- The Department of Education may terminate the grant agreement if LEA fails to comply with the terms of the agreement or fails to use the grant funds as intended.

KAREN

**Evaluating Georgia’s Future**

- LEA shall evaluate the impact of the grant on student outcomes and provide a detailed report to the Department of Education.

**Grant Administration**

- LEA shall ensure that the grant funds are used in accordance with the approved budget and that all grant-funded activities are documented.

**Grant Monitoring**

- The Department of Education shall monitor the grant activities on a regular basis to ensure that the grant funds are being used effectively.

**Grant Reporting**

- LEA shall submit monthly reports to the Department of Education on the status of grant activities.

**Grant Feedback**

- LEA shall provide feedback to the Department of Education on any issues or challenges encountered during the grant period.

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LEA Educating Georgia’s Future

LEA ARP | www.dekalbschoolsga.org/cares-act-funding/
# Educating Georgia's Future

## Goals and Objectives

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student outcomes</td>
<td>Increase graduation rates, reduce dropout rates, improve college and career readiness</td>
</tr>
<tr>
<td>Enhance teacher effectiveness</td>
<td>Develop and implement professional development programs, support teacher collaboration</td>
</tr>
<tr>
<td>Support student well-being</td>
<td>Provide access to mental health services, promote healthy behaviors</td>
</tr>
</tbody>
</table>

## Measures of Academic Progress

- North Carolina Evaluation Association (NWEA)
- Measures of Academic Progress (MAP)
- Georgia Milestones
- ACCESS

## Multi-Tiered Systems of Supports (MTSS)

- MAPLE
- Multi-Tiered Systems of Supports (MTSS)

## Support Programs

- United Way Experience Corps

## Diplomas

- Diploma Seals

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**Educating Georgia’s Future**

Georgia Department of Education
### Educating Georgia’s Future

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Area 1</strong></td>
<td><strong>Program Goal 1</strong></td>
</tr>
<tr>
<td></td>
<td>- Increase literacy rates by 15% within 5 years.</td>
</tr>
<tr>
<td></td>
<td>- Reduce dropout rates by 20% over 3 years.</td>
</tr>
<tr>
<td><strong>Program Area 2</strong></td>
<td><strong>Program Goal 2</strong></td>
</tr>
<tr>
<td></td>
<td>- Enhance teacher effectiveness by 30% in 2 years.</td>
</tr>
<tr>
<td></td>
<td>- Improve student outcomes in STEM subjects by 25% in 4 years.</td>
</tr>
</tbody>
</table>

**Program Area 1:**

- **Program Objective:** Increase student engagement in arts education by 20% over 2 years.
- **Program Outcome:** Expand arts programs in all schools by 50% in 3 years.

**Program Area 2:**

- **Program Objective:** Enhance parental involvement in student learning by 15% within 1 year.
- **Program Outcome:** Increase parent-teacher conference attendance by 30% in 2 years.

<table>
<thead>
<tr>
<th>Program Area 3</th>
<th>Program Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Area 3</strong></td>
<td><strong>Program Goal 3</strong></td>
</tr>
<tr>
<td></td>
<td>- Improve access to technology in the classroom by 40% in 3 years.</td>
</tr>
<tr>
<td></td>
<td>- Increase teacher technology literacy by 25% in 2 years.</td>
</tr>
</tbody>
</table>

**Program Area 3:**

- **Program Objective:** Enhance computer science education by 20% within 2 years.
- **Program Outcome:** Increase computer science enrollments by 30% in 4 years.

**Program Area 4:**

- **Program Objective:** Foster collaborative problem-solving skills in secondary students by 25% in 3 years.
- **Program Outcome:** Enhance team-building activities in schools by 30% in 2 years.

**Program Area 5:**

- **Program Objective:** Enhance communication skills among students by 15% within 1 year.
- **Program Outcome:** Increase student participation in public speaking competitions by 25% in 4 years.

**Program Area 6:**

- **Program Objective:** Improve student health and wellness by 10% within 2 years.
- **Program Outcome:** Increase physical activity programs in schools by 50% in 3 years.
## Georgia's Education

**Educating Georgia's Future**

### Georgia's Future

Educating Georgia's future requires a comprehensive approach that focuses on both immediate and long-term strategies. Here are some key strategies that are being implemented:

- **High-Quality Education:** Ensuring that all students receive a high-quality education that prepares them for success in college, career, and life.
- **Equity and Access:** Guaranteeing that all students, regardless of background, have equal access to high-quality education.
- **Early Education:** Prioritizing early childhood education to ensure a strong foundation for all students.
- **Teacher Quality:** Investing in teacher professional development to enhance classroom instruction.
- **School Health:** Incorporating health programs to promote a healthy and safe learning environment.
- **Technology Integration:** Integrating technology into the classroom to enhance learning and engagement.
- **Family Engagement:** Encouraging and facilitating family engagement in their children’s education.
- **Community Partnerships:** Building strong partnerships with community organizations to support educational initiatives.
- **Data-Driven Decision Making:** Utilizing data to inform decisions and improve educational outcomes.

These strategies are being implemented to ensure that all students have the opportunity to succeed and contribute to Georgia's future.
<table>
<thead>
<tr>
<th>အမှတ်ခေါင်းစဉ်</th>
<th>အမည်</th>
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<td>3</td>
<td>စွမ်းအင်အားအမှတ်စဉ် 3</td>
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<td>4</td>
<td>စွမ်းအင်အားအမှတ်စဉ် 4</td>
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<td>5</td>
<td>စွမ်းအင်အားအမှတ်စဉ် 5</td>
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<td>6</td>
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<td>11</td>
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<td>12</td>
<td>စွမ်းအင်အားအမှတ်စဉ် 12</td>
</tr>
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*အရေးပေါ်သော အချက်များကို စီးပွားရေးကိုလိုအပ်သောကြောင့် ပြည်သူများအတွက် အချက်အလက်များကို စီမံကိန်းများတွင် ပြောပြပါသည်။*
စာပိုဒ်များကို ထိုင်သည်။

စာပိုဒ်ကို ထိုင်သည်။
Educating Georgia’s Future

- Examine Progress
- Effective Leadership
- Inclusive Excellence
- Student Engagement
- Teacher Development
- Community Partnerships

21-22
Educating Georgia’s Future

2021–2022
- Pre-K to 5th grade
- MAP (Fall/Spring)
- ACCESS, Monitor the Fitnessgram

2022–2023
- Pre-K to 5th grade
- MAP (Fall/Spring)
- ACCESS, Monitor the Fitnessgram

2023–2024
- Accessibility for students and teachers
- Georgia Dept of Elem Ed (2024)
LEA ကြည့်ရှုနေ့စဉ် (စက်တင်ဘာ 20 ရက် ဖိစ္စာ) ကျွန်တော်တို့ ကြည့်ရှိသည်။ စိတ်ဝင်စားသူများအတွက် ပြင်းထန်သောလုပ်ငန်းများ အထောက်အကူထည့်သည်။ အခြားပုံစံသော စိတ်ဝင်စားသူများအတွက် ကြည့်ရှုလိုသည်။

<table>
<thead>
<tr>
<th>သင်္ချောင်မှု တစ်ခုခု</th>
<th>ပါရောဂါ%</th>
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<tbody>
<tr>
<td>Perkins Career and Technical Education Act</td>
<td>12%</td>
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<tr>
<td>အက်တမ်သားများအတွက် အခြေခံကြည့်ရှု များစွာ စိတ်ဝင်စားသူ အစီအစဉ်များကို (Individuals with Disabilities Education Act), နေပြည်တော်တစ်ခါ ပြန်ရောက်အဖြစ် (Adult Education and Family Literacy Act), စီ Carl D. Perkins တို့၏ကျွန်တော်တို့၏အခြေခံကြည့်ရှုများကို (Carl D. Perkins Career and Technical Education Act of 2008).</td>
<td>10%</td>
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<td>5%</td>
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စီစဉ်ဌာန 100%
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မြန်မာဘာသာစာပေနှင့် ပေါင်းစုံမှုများကို မူလယူရန်အတွက် လိုအပ်သည်:

- မြန်မာသို့မဟုတ် အခြေခံစိုးရိမ်ကို အသစ်အမျိုးမျိုးသို့မဟုတ် အခြေခံစိုးရိမ်ကို ပြန်လည်ပြေးပြီးစီးသောအဖွဲ့အစည်းတွင် အရာအသေးစားနိုင်စေသည်။

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ការបង្កើតការបណ្តាលសុជា(hot spots, ការបច្ចេកវិទ្ិៃនៅប្រព័ន្ធលើរបស់បុគ្គол), WiFi, wireless ការសម្រាប់, ការដោះស្រាយអំពីបែបនេះទេលំ, ការប្រកួតប្រជុំ)

ការបង្កើតការបណ្តាលសុជា (laptops), ការផ្តល់ឈ្មោះ (tablets), ការដោះស្រាយអំពីបែបនេះទេលំ

ការបង្កើតការបណ្តាលសុជា(hardware)

ការបង្កើតការបណ្តាលសុជា (software), ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់, ការដោះស្រាយអំពីបែបនេះទេលំ

ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់/ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់

ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់ (មាត់ដំបូង)

ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់ (ទឹកក្សាន់)

ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់/ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់ (ក្នុងដំបូង)

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ការបង្កើតការបណ្តាលសុជាក្នុងការសម្រាប់ (ផ្លូវការសុខភាព)
အမားထောင်စိုက်ပျိုးရေးရာအကြောင်း (သုံးများထွက်ရှိမှုနှင့် စီးပွားရေးအဖွံ့များ)

- အမားထောင်စိုက်ပျိုးရေးရာအကြောင်းသတ်မှတ်ချက်စာအုပ်စီမံခန့်ခွဲခြင်း
- အမားထောင်စိုက်ပျိုးရေးရာအကြောင်းသတ်မှတ်ချက်စာအုပ်စီမံခြင်း
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- အမားထောင်စိုက်ပျိုးရေးရာအကြောင်းသတ်မှတ်ချက်စာအုပ်စီမံခြင်း

- သုံးများထွက်ရှိမှုနှင့် စီးပွားရေးအဖွံ့များ
စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန်

စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန် စာရင်းတစ်ခုဖြင့်လေ့လာရန်

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## အတိုင်းအတာ

### အခေါ် A

<table>
<thead>
<tr>
<th>ဆောင်းပါးမှုအမျိုးအစား</th>
<th>LEA ကိုယ်စားလှယ်များကို အကူအညီအောင်မြင်ရန် အတည်ပြုထားသော Link</th>
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<td><a href="https://www.dekalbschoolsga.org/school-reopening/">https://www.dekalbschoolsga.org/school-reopening/</a></td>
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<td>၁၂ ဇန်နဝါရီ ၉ မူမွေ, ၂၀၂၁</td>
<td>ဆောင်းပါးမှုအမျိုးအစား အပေါ်အကူအညီအောင်မြင်ရန် အတည်ပြုထားသော LEA ကိုယ်စားလှယ်များကို အကူအညီအောင်မြင်ရန် အတည်ပြုထားသော Link</td>
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### အခေါ် B

LEAs ကိုယ်စားလှယ်များက ARPs ကိုယ်စားလှယ်များကြည့်ပါ။ ဆောင်းရာမှုအမျိုးအစား GaDOE အကူအညီအောင်မြင်ရန် အတည်ပြုထားသော LEA ကိုယ်စားလှယ်များကြည့်ပါ။

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<tr>
<th>ဆောင်းပါးမှုအမျိုးအစား</th>
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<td>အခေါ် ၁- ၂၀၂၁ ED COVID-19 – ဆောင်းရာမှုအမျိုးအစား အပေါ်အကူအညီအောင်မြင်ရန် အတည်ပြုထားသော LEA ကိုယ်စားလှယ်များကြည့်ပါ။</td>
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</table>
1. The current LEA evaluation model for LEAs could be improved in several ways: improve processes and practices, increase efficiency, and enhance accountability. LEAs should be able to make timely and informed decisions, leading to effective and efficient education outcomes.

2. Additionally, LEA has proposed several changes to the ARP-ESSER framework, such as: improve district response to COVID-19, provide additional support for students in need, and increase transparency and accountability. LEA has also proposed changes to the school reopening readiness guide, including updates to the COVID-19 response plans and the Georgia Department of Education's guide for reopening schools.

3. As a result of these changes, LEA has entered into negotiations with district leaders to ensure that the new framework is implemented effectively. The negotiations have focused on several key areas, including: improving district response to COVID-19, increasing transparency and accountability, and enhancing the school reopening readiness guide.
Educating Georgia’s Future

Program Evaluation Step-by-Step Guide 3: Logic Model

- Program Evaluation
- Step Guide
- Logic Model
- Educating Georgia’s Future

- Program Evaluation Step-by-Step Guide 3: Logic Model – မေးခွန်များစွာကိုအသုံးပြု၍ခွဲခြားစေ၏ စီးပွားရေးထားကြသောစီမံခန့်ခွဲမှုနှင့် မျှဝေသောစီမံခန့်ခွဲမှုစနစ်တွင် စီမံခန့်ခွဲမှုရုံးစိုက်ပျူးမှုအတွက် မှန်ကြားများကို အသုံးပြု၍ခွဲခြားစေ၏။
The New Teacher Project

EdResearch for Recovery_School Practices to Address Student Learning Loss (brown.edu)

Best Practices for Learning Loss Recovery

EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety (brown.edu)

Restart & Recovery: Considerations for Teaching and Learning: Academics

Review of---Expanded---Learning---Opportunities.pdf (hanoverresearch.com) -- Hanover Research

Educating Georgia’s Future
**NCPEA Policy Brief – Class–Size Policy**

1. The STAR Experiment and Related Class–Size Studies
2. The Effectiveness of Class Size Reduction
3. Rethinking Class Size – The complex story of impact on teaching and learning
5. Extending the School Day – Year: Proposals and Results
6. Extended School Year – Year Programs: A Research Synthesis
7. Accelerating Student Learning with High-Dosage Tutoring (brown.edu)

**Research Brief**

1. Education Georgia’s Future
2. NCPEA Policy Brief – Class–Size Policy – The STAR Experiment and Related Class–Size Studies – or gunshot articles supporting the development of class-size policies. The STAR Experiment involves the Tennessee Student Teacher Achievement Ratio (STAR) (for more details, see the article in the references). The STAR Experiment is an ongoing study that compares the effectiveness of different class sizes on student achievement. The experiment is designed to provide evidence on the impact of class size on student outcomes.

**Class Size: What Research Says and What it Means for State Policy**

1. The Effectiveness of Class Size Reduction – The effectiveness of class size reduction on student achievement and other educational outcomes is a topic of ongoing research. Studies have shown mixed results, with some finding positive effects and others finding no significant impact. The research brief discusses the current state of knowledge on class size reduction and its implications for state policy.

**Extending the School Day – Year: Proposals and Results**

1. Proposals and results on extending the school day are discussed in this research brief. The brief explores the potential benefits and challenges of extending the school day, including increased instructional time and improved student outcomes. However, the evidence suggests that extending the school day may not necessarily lead to significant gains in student achievement.

**Extended School Year – Year Programs: A Research Synthesis**

1. The research brief synthesizes evidence from extended school year programs, which have been shown to have mixed results. While some programs have led to improved student outcomes, others have not. The brief discusses the factors that contribute to the effectiveness of extended school year programs and suggests ways to improve their design and implementation.

**Accelerating Student Learning with High-Dosage Tutoring (brown.edu)**

1. High-dosage tutoring programs, which involve intensive tutoring and support for students, have been shown to be effective in accelerating student learning. The research brief discusses the design principles of high-dosage tutoring programs and provides evidence on their impact on student achievement.

**Community Engagement in K–12 Tutoring Programs: A Research-Based Guide for Best Practices**

1. Community engagement in tutoring programs is crucial for their success. The research brief provides a guide for best practices in engaging communities in the design and implementation of tutoring programs, including strategies for involving parents and other stakeholders.
Best Practices for Comprehensive Summer School Programs – Geologists have always been interested in discovering new educational programs. Adopting strategies that are comprehensive and effective can significantly improve students' learning outcomes.

Effective Program Design for Elementary Summer Learning Programs – Developing a focused and intentional approach to elementary summer programs can enhance student engagement and academic success.

Getting to Work on Summer Learning – Recommended Practices for Success – Collaborating with educators and stakeholders can lead to successful implementation strategies.

Summer Reading Camp Self-Study Guide – The National Summer Learning Project (website) can be a valuable resource for educators looking to implement summer programs.

Summer School Design and Evaluation Framework – Understanding the framework can help in designing effective summer schools.

Evaluation of Evidence-Based Practices in Online Learning – The impact of online learning can be evaluated through evidence-based practices.

Access to Algebra I: The Effects of Online Mathematics for Grade 8 Students – Evaluating the effectiveness of online mathematics programs for Grade 8 students can provide insights into their impact.

Strategies for Virtual Learning Implementation – Hanover Research (website) offers strategies for implementing virtual learning effectively.
<table>
<thead>
<tr>
<th>Program/Academic Year</th>
<th>Grade Level</th>
<th>Mosaic</th>
<th>Jump-Start</th>
<th>Journeys</th>
<th>ACCESS</th>
<th>ESOL</th>
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Notes:
- MAP scores are based on Georgia's standard for achievement.
- MAP Full/Spring scores are combined with Fall scores to form a single score.
- MTSS stands for Multi-Tier System of Supports.
- K-12 indicates grades K through 12.
<table>
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<th>Grade Level</th>
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ARP - Educating Georgia’s Future ESSER III: Georgia Milestones: Measuring Growth during the Pandemic, 2019-2021

Georgia Policy Labs (GPL) and Measures of Academic Progress (MAP) are state-of-the-art research tools that help us understand the impact of ESSER III funds on student achievement.

- The Georgia Policy Lab’s 2019-2021 ESSER III report highlights the challenges faced by schools during the pandemic and the strategies implemented to mitigate their effects.
- The Measures of Academic Progress (MAP) report provides insights into the academic progress of students during the pandemic.

Georgia Milestones 2021-2022: Measuring Growth during the Pandemic

- The Georgia Milestones report compares student performance before and during the pandemic, highlighting the gaps and successes.
- It includes data on student growth in various subject areas and provides recommendations for improvement.

Georgia Milestones 2020-2021: Measuring Growth during the Pandemic

- The 2020-2021 report focuses on the initial response to the pandemic and the strategies implemented to ensure student learning.
- It includes data on student achievement in various subjects and provides recommendations for further improvement.

Georgia Milestones 2019-2020: Measuring Growth during the Pandemic

- The 2019-2020 report provides an overview of the academic progress made before the pandemic and the challenges faced during the pandemic.
- It includes data on student performance in various subjects and provides recommendations for improvement.

Georgia Milestones 2018-2019: Measuring Growth during the Pandemic

- The 2018-2019 report highlights the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2017-2018: Measuring Growth during the Pandemic

- The 2017-2018 report provides an overview of the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2016-2017: Measuring Growth during the Pandemic

- The 2016-2017 report focuses on the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2015-2016: Measuring Growth during the Pandemic

- The 2015-2016 report highlights the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2014-2015: Measuring Growth during the Pandemic

- The 2014-2015 report provides an overview of the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2013-2014: Measuring Growth during the Pandemic

- The 2013-2014 report focuses on the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2012-2013: Measuring Growth during the Pandemic

- The 2012-2013 report highlights the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2011-2012: Measuring Growth during the Pandemic

- The 2011-2012 report provides an overview of the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2010-2011: Measuring Growth during the Pandemic

- The 2010-2011 report focuses on the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2009-2010: Measuring Growth during the Pandemic

- The 2009-2010 report highlights the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2008-2009: Measuring Growth during the Pandemic

- The 2008-2009 report provides an overview of the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2007-2008: Measuring Growth during the Pandemic

- The 2007-2008 report focuses on the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2006-2007: Measuring Growth during the Pandemic

- The 2006-2007 report highlights the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2005-2006: Measuring Growth during the Pandemic

- The 2005-2006 report provides an overview of the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2004-2005: Measuring Growth during the Pandemic

- The 2004-2005 report focuses on the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2003-2004: Measuring Growth during the Pandemic

- The 2003-2004 report highlights the academic progress made before the pandemic and the strategies implemented to maintain academic standards.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Georgia Milestones 2002-2003: Measuring Growth during the Pandemic

- The 2002-2003 report provides an overview of the academic progress made before the pandemic and the strategies implemented to ensure student learning.
- It includes data on student performance in various subjects and provides recommendations for further improvement.

Educating Georgia’s Future
Educating Georgia’s Future

In 2020, the Georgia Department of Education reported that 12.8% of students were below grade level in reading, 11.1% were below grade level in math, and 11.1% were below grade level in science. The Georgia Department of Education provided the following statistics for the years 2018, 2019, and 2020:

**Georgia Department of Education (Climate Star)**

Georgia’s students are assessed through the Georgia Milestone Assessment System (GMAS) in grades 3-11. The GMAS is aligned with the Georgia Performance Standards (GPS) and measures student proficiency in English Language Arts (ELA), Mathematics, Science, and Social Studies.

### GMAS Results

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### Improvement Areas

- **Reading:** The percentage of students below grade level was 11.1% in 2018, decreased to 11.1% in 2019, and remained at 11.1% in 2020.
- **Math:** The percentage of students below grade level was 11.1% in 2018, decreased to 11.1% in 2019, and remained at 11.1% in 2020.
- **Science:** The percentage of students below grade level was 12.8% in 2018, decreased to 11.1% in 2019, and remained at 11.1% in 2020.

The Georgia Department of Education continues to work on improving educational outcomes for all students in Georgia.