



The State of Latino K-12 Education in Georgia: Pre and Post COVID (2014–2024)



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Contents

- Foreword 6
- Executive Summary 7
- 1 Introduction: U.S. and Georgia Context 9**
 - 1.1 U.S. Latino Demographic Trends 9
 - 1.2 U.S. Latino Education Trends 10
 - 1.3 Georgia Latino Demographic Trends 10
- 2 Report Methodology 12**
- 3 Georgia Education Data Results 15**
 - 3.1 Georgia K-12 Enrollment 15
 - 3.2 Georgia Milestones End of Grade (EOG) Assessments: 3rd–8th grade 23
 - 3.3 Georgia Milestones End of Course (EOC) Assessments: 9th–12th Grade 31
 - 3.4 Graduation Rates 39
 - 3.5 College Enrollment Rates of High School Graduates 47
- 4 Conclusion 57**

List of Figures

1	District Concentration of Latino Student Enrollment	21
2	Percent of Latino Student Enrollment by District	22
3	% EOG (ELA/Math) Proficient by Race/Ethnicity and Gender	24
4	% EOG (Math) Proficient by Race/Ethnicity and Gender	25
5	% EOG (ELA) Proficient by Race/Ethnicity and Gender	26
6	EOG (ELA/Math) Latino-White Gap Distribution	30
7	District Growth in Latino EOG (ELA/Math) Proficient Rates	30
8	% EOC (ELA/Math) Proficient by Race/Ethnicity and Gender	32
9	% EOC (Math) Proficient by Race/Ethnicity and Gender	33
10	% EOC (ELA) Proficient by Race/Ethnicity and Gender	34
11	District Growth in Latino EOC (ELA/Math) Proficient Rates	38
12	EOC (ELA/Math) Latino-White Gap Distribution	38
13	Number of Latino 4 year High School Graduates	40
14	Number of White 4 Year High School Graduates	41
15	District Growth in Latino 4 Year Graduation Rates	45
16	Changes in Latino 4 Year High School Graduate Rates by District	45
17	4 Year High School Graduate Rates by District and Race/Ethnicity	46
18	Latino High School Graduates Enrolled by Gender	49
19	White High School Graduates Enrolled by Gender	50
20	Changes in College Enrollment Rates of Latino High School Graduates	53

- 21 District Growth in College Enrollment Rates of Latino High School Graduates 55
- 22 College Enrollment Rates of High School Graduates by District and Race/Ethnicity 56

List of Tables

1	Numbers of Districts, Schools, and Students	15
2	Enrollment of Students by Race/Ethnicity	16
3	Enrollment by Race/Ethnicity and Gender	17
4	Districts with the Highest Concentration of Latino Students	18
5	Districts with the Highest Latino Student Enrollment	19
6	Districts with the Highest Growth in Latino Student Enrollment	20
7	Districts with the Highest EOG (ELA/Math) Latino Student Proficient Rates and their Latino-White Gaps	27
8	EOG (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Ratio of Latino Students	28
9	EOG (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Enrollment of Latino Students	29
10	Districts with the Highest EOC (ELA/Math) Latino Student Proficient Rates and their Latino-White Gaps	35
11	EOC (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Ratio of Latino Students	36
12	EOC (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Enrollment of Latino Students	37
13	4 Year High School Graduation Rates by Race/Ethnicity	40
14	Districts with the Highest Latino 4 Year Graduation Rates	42
15	4 Year High School Graduation Rates in Districts with the Highest Ratio of Latino Students	43

16	4 Year High School Graduation Rates in Districts with the Highest Latino Student Enrollment	44
17	College Enrollment Rates of High School Graduates by Race/Ethnicity	47
18	College Enrollment Rates of High School Graduates by Race/Ethnicity and Gender	48
19	Highest Latino College Enrollment Rates of High School Graduates	51
20	College Enrollment Rates of Latino High School Graduates in Districts with the Highest Ratio of Latino Students	52
21	College Enrollment Rates of Latino High School Graduates in Districts with the Highest Latino Student Enrollment	54

Foreword

The Center for Latino Achievement and Success in Education (CLASE) in the Mary Frances Early College of Education (MFECOE) at The University of Georgia (UGA) is pleased to share this report titled, “The State of Latino K-12 Education in Georgia: Pre and Post COVID (2014-2024)”. The report’s data were originally shared at the Georgia Latino Education Summit (GLES) on October 25, 2025, hosted by CLASE at UGA and co-sponsored by the Latino Community Fund—Georgia and Ser Familia. This report may be commonly referred to as the “2025 GLES Report”. Our hope is to have our next GLES in Fall 2028 with an accompanying 2028 GLES Report.

This 2025 GLES report focuses on Latino K-12 public school students in Georgia for a simple reason: Georgia demographics have shifted considerably in the past 25+ years. Georgia’s K-12 public school system became “majority-minority” in terms of race/ethnicity in 2005. The Latino school aged population has grown exponentially yet insufficient attention has been focused on how Latino youth have performed academically in K-12 schools especially in the context of COVID.

This report provides an objective, data driven 10-year longitudinal state and district level analysis (2014-2024) of Georgia’s Latino K-12 enrollment and achievement to better understand their academic performance.

The 2025 GLES report is intended for all audiences but particularly for Georgia residents including parents, educational leaders (teachers, principals, superintendents and school boards), civic leaders (political/non-political), community organizations and higher education professionals (administrators, faculty and staff). We hope this report is shared widely and used to inform and enhance the education of all students, in particular Latino students in Georgia. **We believe that if Latino students do well, all students will do well, and all of Georgia will benefit.**

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Executive Summary

Georgia’s K-12 student population is one of the most racially/ethnically diverse in the nation. In 2005, 20 years ago, the K-12 system became “majority-minority”. In other words, non-White students have been more than 50% of the school aged population in Georgia since 2005. Moreover, the Latino K-12 population in Georgia has grown from 5.5% in 2000 to 19% in 2024 and is projected to continue to grow. Currently 66% of the K-12 public school student body is non-White and 34% White. Given these dramatic demographic shifts, and particularly the growth in the Latino school aged population, this report responds to a fundamental question—How have Latino K-12 students performed academically in districts across Georgia?

Key Findings

This report provides a 10-year (2014–2024) statewide and district analysis to empirically understand how Latino K-12 students are performing academically in Georgia’s public schools especially pre and post COVID. We hope this report stimulates more data driven informed action both in terms of state and local policy, and practice to support Latino students to improve their educational outcomes. Some key findings are shared below.

1. There have been persistently low Latino K-12 academic outcomes and a large Latino-White achievement gap—White students significantly outperform Latino students.
2. COVID had a similar negative impact on K-12 academic achievement regardless of race/ethnicity. Districts have almost recovered in Math but are still lagging in English Language Arts.
3. Female K-12 students outperformed males on all academic measures except in EOG Math within their race/ethnicity. This pattern is even more pronounced with Latina students outpacing their Latino male counterparts.
4. There are no clear “model” or “beating the odds” school districts in Georgia that can provide concrete examples of districts that have obtained a high level of academic achievement with Latino students. However, a few “promising” school districts were identified, albeit with relatively small enrollment.

Implications: Research and Policy

This report suggests many important implications—too many to list them all. However, we provide a few research and policy implications.

1. A research implication is to conduct case studies in Georgia’s “promising districts” to understand what they have done to achieve a higher level of academic success with Latino students.
2. A second research implication is to conduct a longitudinal, empirical analysis to understand school level academic outcomes within and across districts. This may lead to identifying “model ” or “beating the odds” schools.
3. A third research implication is to conduct research to understand educational opportunities that could impact academic performance of Latino students in Georgia schools.
4. A policy implication is to design specific policies that target the educational needs of Latino students to increase opportunity and achievement specially for Latino males. This could lead to improved performance statewide.
5. Another policy implication is to design specific policies that target Latino pathways and access to post-secondary education to increase enrollment.

Recommendations:

Georgia school districts have an opportunity to (re)center their efforts to support Latino students. We posit general recommendations for school districts to improve Latino academic outcomes.

1. Build upon Latino students’ and families’ cultural and linguistic assets
2. Hold high expectations for Latino students
3. Provide rigorous, high quality preK-12 programs to Latino students
4. Provide high quality professional learning to work with Latino students
5. Support the emotional and mental well-being of Latino students
6. Collaborate with invested stakeholders to support Latino success

Introduction: U.S. and Georgia Context

This section provides an overview of demographic and educational trends among Latino populations in the United States and Latino demographic data in the State of Georgia. Understanding these broader population shifts, and educational patterns is essential to contextualizing Georgia’s Latino student educational outcomes later in the report.

U.S. Latino Demographic Trends

The Latino population represents a significant and growing segment of the United States. According to the U.S. Census (2024), Latinos make up approximately 20% of the total U.S. population, making them the 2nd largest ethnic group in the country. Notably, around 70% of Latinos speak English as their primary language.

Population projections indicate that this growth will continue, primarily driven by U.S.-born Latinos rather than new immigrants. The United States is expected to become a “majority-minority” nation by 2045 (U.S. Census Bureau, 2018) where over 50% of the U.S. population will be non-White. While individuals of Mexican origin comprise over half of the Latino population, diversity within the Latino community continues to increase, with growing representation from Cuban, Salvadorian, Dominican, and other Latin American groups (U.S. Census Bureau, 2022).



US Census, 2024.

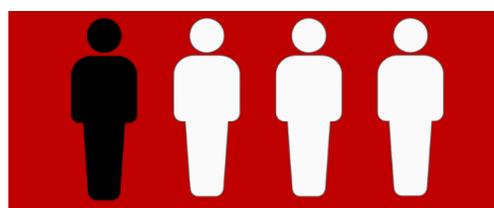
U.S. Latino Education Trends

Latino students play an increasingly central role in American education. Currently, 29% of all school-aged children in the U.S. identify as Latino, surpassing their overall population share of 20% (NCES, 2022). Since 2015, U.S. K-12 public schools have been “majority-minority” in terms of race/ethnicity, a trend expected to continue as Latino enrollment continues to rise (NCES, 2022).

Despite this growth, educational achievement disparities persist. According to the National Assessment of Educational Progress (NAEP), White students consistently score nearly twice as high as Latino students in reading across 4th, 8th, and 12th grades (NAEP, 2024). A similar pattern appears in math, where White students’ passing rates are often two to three times higher than those of Latino students.

These academic gaps extend into secondary and postsecondary outcomes. The four-year high school graduation rate for Latino students is 83%, compared to 90% for White students (NAEP, 2024). Similarly, college enrollment among Latino young adults (ages 18–24) stands at 33%, compared to 41% among White peers (NAEP, 2024).

However, there is progress, such as the number of Latinos completing high school and college has increased, while the share of Latino non-high school graduates has decreased, signaling gradual but meaningful educational improvement (U.S. Census Bureau, 2023).



Latino children
represent
29%
of all school-aged
children in the U.S.

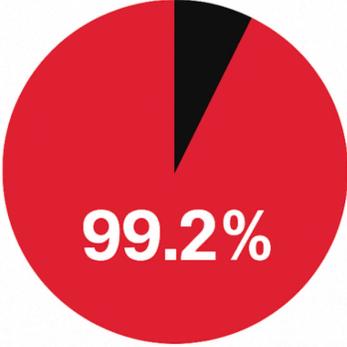
NCES, 2022

Georgia Latino Demographic Trends

Georgia reflects many of the same national trends but with distinctive local dynamics. Latinos make up 11% of Georgia’s total population, positioning the state 9th nationally in Latino population size, with over one million Latino residents (Latinx Alliance Georgia, 2024).

The Latino population in Georgia has surged by 32.7% since 2010, outpacing the national

growth rate of 25.9%. As of 2025, Georgia officially became a majority-minority state, showing its rapidly diversifying demographic landscape (Latinx Alliance Georgia, 2024).



Latinx Alliance Georgia, 2024

A significant portion of Georgia’s Latino population is U.S. born and young. Approximately 3 out of 5 Latinos in the state are citizens, most of whom are under the age of 21. Further, U.S.-born Latinos account for 99.2% of the population growth between 2010 and 2022, underscoring the growing second-generation presence in the state (Latinx Alliance Georgia, 2024).

Summary

The Latino populations in both the United States and Georgia are young, growing, and increasingly U.S. born. However, despite demographic gains, educational disparities persist. It is paramount to center the educational trajectory of the Latino population if U.S. hopes to prosper. These contextual patterns frame the following sections, which analyze Georgia-specific education data for Latino students in greater depth.

Report Methodology

Research Questions

1. How has Georgia’s Latino K-12 public school enrollment changed over time especially during COVID?
2. How has Georgia’s Latino K-12 public school achievement changed over time especially during COVID?
3. Are there any Latino-White K-12 public school achievement gaps? If so, what are the gaps and how have these changed over time especially during COVID?
4. Are there any K-12 public school gender achievement gaps? If so, what are the gaps and how have these changed over time especially during COVID?
5. How are K-12 public school districts with the highest Latino student ratio and highest Latino student enrollment performing academically?
6. Which are the highest performing K-12 public school districts in terms of Latino achievement? Are there any “model districts” or “beating the odds” districts in Georgia?

Data sources and recoding

These data used in the report were provided by The Governor’s Office of Student Achievement (GOSA) spanning 2014–2024. We worked with state and district level data. Special districts were excluded from the district level data. These include all charter schools which are assigned a unique National Center for Education Statistics School Identifier (NCESSH), and schools under a special kind of administration (e.g. Department of Defense schools and correctional facilities schools).

GOSA mask data cells with less than 10 observations to prevent re-identification of individuals thus decreasing the valid N for each variable. This is particularly germane in smaller districts.

The race variable was recoded, changing the Hispanic label to Latino. School years were also recoded, keeping only the year of the spring semester (e. g. 2023-24 school year became 2024).

The Latino student group does not include students with two or more races as they are classified in their own category that does not allow for proper identification.

K-12 Enrollment data

Enrollment data includes all grades from PK to 12th grade and was used as a key variable to identify different kinds of districts.

School districts in Georgia can vary in size. To ensure this heterogeneity did not skew our analysis at a district level, the analysis was made by filtering for districts where Latino students represent at least 10% of the enrollment over the years 2022-2024.

Enrollment data was used to create two lists of districts that were deemed of special interest regarding Latino students:

1. Districts with the highest enrollment of Latino students
2. Districts with the highest ratio of Latino students

The former was created by taking the top 10 districts by raw count of Latino students enrolled in 2024. The latter was created selecting the top 10 districts by mean percentage of Latino students enrolled over the years 2022-2024.

K-12 Achievement Data (EOG and EOC)

The Georgia's Milestone Assessments: End of Grade (EOG) and End of Course (EOC) data are originally reported as counts of students per category of achievement in the respective subject. These categories include beginning, developing, proficient, and distinguished. We focused the analysis only on English Language Arts (ELA) and Mathematics (Math). The reported proficiency variable is the percentage of students classified as proficient or distinguished.

For graphs and tables where female and male students are not identified, the variable was calculated by averaging the scores of both groups equally. This ensures that differences in achievement between the two groups do not differentially affect districts.

The reported general composite scores were created by adding the total counts of passing students to the total number of students who took the tests. As a result, tests with larger

numbers of test takers contribute more to the overall score. This weighting has minimal impact on EOG achievement results but is more consequential for EOC outcomes, given that not all courses have the same number of students.

EOC data presented an additional challenge because high school students take multiple, course-specific assessments, with testing conducted separately for each course. For example, in the 2025–2026 school year, EOC assessments include Literature and Composition II, Algebra: Concepts and Connections, Biology, and United States History. In addition, the set of high school courses assessed has varied over time.

To address this, subjects were grouped into broader categories for analysis. Ninth Grade Literature and Composition and American Literature and Composition were classified as ELA. Algebra I, Algebra: Concepts and Connections, Analytic Geometry, Coordinate Algebra, and Geometry were classified under Mathematics.

This report uses terms such as “model”, “promising” and “beating the odds” districts and thus it is important to define them. We define a “model district” as one that has high Latino achievement (above 66% proficiency rate) and a low Latino-White achievement gap (less than 10%). Moreover, we define a “beating the odds district” as one that has high Latino achievement (above 66% proficiency rate) and a high ratio of Latino students (over 33%) or high Latino enrollment (over 5,000). We define a “promising district” as having 50% or higher proficiency rate and a Latino-White achievement gap less than 15%.

K-12 Achievement Gap and Growth

There are multiple ways to characterize an academic gap. In this report, the gap is defined as the absolute difference between the achievement outcome percentages of two groups (Latino and White students).

Growth can also be measured in multiple ways. Figures focusing on growth, such as [Figure 7](#) and [Figure 11](#), were constructed by establishing a baseline year for each district and expressing subsequent values as ratios relative to that initial year. This approach allows for the visualization of positive and negative trends regardless of a district’s starting point.

Georgia Education Data Results

This section begins our original data analysis for the report. After cleaning and recoding the datasets, we conducted analyses at the district and state levels, excluding single-school and specialized districts (for example, the Atlanta Area School for the Deaf and correctional facilities). Our analyses focused on four benchmark years:

- 2015: Baseline year following Georgia’s assessment change
- 2018: Pre-COVID pandemic year
- 2021: Pandemic year (COVID-19 impact)
- 2024: Post-COVID pandemic year

Georgia K-12 Enrollment

We begin with K–12 public school enrollment to understand the evolving demographic composition of Georgia’s student population drawing attention to how demographic shifts, pandemic disruptions, and regional variation shape Georgia’s education landscape.

Table 1 shows the current number of districts, schools, and students in Georgia from 2015–2024. Georgia has maintained a relatively stable education system over the past decade, with 176 districts, over 2,200 schools, and over 1.8 million students enrolled statewide. Although these numbers have not changed drastically, small fluctuations are visible during the pandemic period (2021), likely due to chronic absenteeism, homeschooling, and/or private school transfers.

Table 1: Numbers of Districts, Schools, and Students

Year	Districts*	Schools	Students
2015	176	2,263	1,883,712
2018	176	2,278	1,896,679
2021	176	2,281	1,817,413
2024	176	2,298	1,865,985

*Excluding single school and special districts.

Table 2 shows enrollment of students by race/ethnicity from 2015–2024. The Latino K–12 population grew from 261,300 students in 2015 to 358,722 students in 2024. The White K–12 population declined from 764,634 to 626,581, while the “Other” population (includes Black, Asian, American Indian, and multiracial students) rose slightly from 857,778 to 880,682. A noticeable dip appears across White and Other racial groups in 2021, coinciding with COVID–19 disruptions. In proportional terms, Latino students increased from 14% to 19% of Georgia’s K–12 population between 2014 and 2024. Meanwhile, the percentage of White students declined from 41% to 34%.

Table 2: Enrollment of Students by Race/Ethnicity

Year	Latino	White	Other*
2015	14% (261,300)	41% (764,634)	46% (857,778)
2018	16% (295,386)	38% (728,506)	46% (872,787)
2021	17% (312,975)	37% (673,778)	46% (830,660)
2024	19% (358,722)	34% (626,581)	47% (880,682)

*Students that are neither Latino nor White (this includes students with multiple races).

Table 3 displays enrollment by race/ethnicity and gender from 2015–2024. When it comes to enrollment, several trends emerge. First, overall Latino enrollment shows steady growth for both females and males. Latino female students (Latinas) increased from 5% (127,242) in 2015 to 7% (175,028) in 2024, and Latino male students increased from 5% (134,058) to 7% (183,694) over the same period. This upward trend reflects the broader statewide growth in the Latino K–12 population. In contrast, the share of White students shows a gradual decline for both genders. White female enrollment decreased from 14% (370,666) in 2015 to 12% (304,074) in 2024, while White male enrollment declined from 15% (393,968) to 13% (322,507). This mirrors the overall decrease in Georgia’s White K–12 population. Across all years, the gender distribution within each racial group remains consistent, with roughly similar proportions of male and female students. These patterns highlight two key dynamics: the continued rise of Latino enrollment and the steady decline of White enrollment, both of which are shaping the demographic landscape of Georgia’s schools.

Table 3: Enrollment by Race/Ethnicity and Gender

Year	Latino		White	
	Female	Male	Female	Male
2015	5% (127,242)	5% (134,058)	14% (370,666)	15% (393,968)
2018	5% (144,349)	6% (151,037)	13% (352,721)	14% (375,785)
2021	6% (152,647)	6% (160,328)	13% (327,117)	14% (346,661)
2024	7% (175,028)	7% (183,694)	12% (304,074)	13% (322,507)

Table 4 presents the districts with the highest concentration of Latino students. When we examine where Latino students are most concentrated, a few districts stand out. Dalton Public Schools has the highest proportion of Latino students, with 71% of its enrollment identifying as Latino, followed by Gainesville City at 61%. Several North Georgia districts, including Hall (48%), Whitfield (45%), Echols (46%), and Atkinson (43%), also appear on the list. These patterns reflect the historical settlement of Georgia’s Latino communities, many of which developed around manufacturing and service-industry hubs in North Georgia. Although some of these districts are relatively small in total enrollment, their high percentages show that Latino students make up nearly half of their school populations. In contrast, Gwinnett County enrolls a lower proportion of Latino students (35%), but with nearly 70,000 Latino students, it has the largest Latino enrollment in the state. Overall, Latino student concentrations are highest in a mix of small rural districts, mid-sized city systems, and large suburban districts, showing the geographic diversity of Latino communities in Georgia.

Table 4: Districts with the Highest Concentration of Latino Students

District	%	Enrollment
Dalton Public Schools	71%	5,591
Gainesville City	61%	5,197
Hall	48%	14,007
Echols	46%	414
Whitfield	45%	5,795
Atkinson	43%	704
Marietta City	39%	3,809
Calhoun City	38%	1,614
Rome City	37%	2,474
Gwinnett	35%	69,855

*3 Year average (2022-2024).

Table 5 presents the districts with the highest Latino student. Gwinnett County enrolls 69,855 Latino students, accounting for 21% of all Latino students in the state. Cobb County follows with 29,490 students (9%), and DeKalb and Fulton contribute 6% and 5%, respectively. Together, these four metro Atlanta districts account for a substantial share of the statewide Latino student population. Several additional districts, Hall (4%), Clayton (4%), Cherokee (3%), Forsyth (2%), Henry (2%), and Whitfield (2%), also enroll sizable Latino student populations. While these districts vary in total size and geographic location, their combined contributions underscore a key pattern: Latino students are highly concentrated in a relatively small group of districts. Overall, the top ten districts in the table enroll more than half, 58%, of all Latino students in Georgia. This concentration has important implications for resource allocation. Large suburban districts like Gwinnett and Cobb, as well as rapidly growing areas such as Forsyth and Cherokee, play a central role in shaping the educational experiences of Latino students statewide.

Table 5: Districts with the Highest Latino Student Enrollment

District	Enrollment	% of all GA Latino students
Gwinnett	69,855	21%
Cobb	29,490	9%
DeKalb	21,782	6%
Fulton	15,398	5%
Hall	14,007	4%
Clayton	13,422	4%
Cherokee	9,905	3%
Forsyth	8,126	2%
Henry	5,803	2%
Whitfield	5,795	2%

*Districts with more than 10% Latino student enrollment from a 3 year average (2022-2024).

On [Table 6](#), we see the districts with the highest growth in Latino student enrollment from 2015–2024. The districts listed experienced substantial increases, both in percentage growth and in the number of additional Latino students. Effingham County shows the highest percentage growth, with over 197% increase representing 1,178 additional students. Savannah–Chatham closely follows with over 196% increase and an influx of 4,238 students, indicating large-scale demographic change in a major urban district.

Several suburban and emerging-growth districts, such as Walton (171%), Jackson (151%), Bryan (124%), and Barrow (120%), also show significant expansion, reflecting the spread of Latino families into fast-growing areas outside metro Atlanta. Even smaller districts like Dawson (113%) saw notable increases, while larger systems such as Carroll, Griffin–Spalding, and Paulding experienced growth between 89% and 90%, adding anywhere from 592 to over 2,000 additional Latino students. Overall, the table shows how Latino population growth is no longer solely concentrated in traditional hubs but is expanding into suburban, exurban, and rural districts.

Table 6: Districts with the Highest Growth in Latino Student Enrollment

District	Growth**	Additional Students
Effingham	+197%	+1,178
Savannah-Chatham	+196%	+4,238
Walton	+171%	+1,286
Jackson	+151%	+1,332
Bryan	+124%	+729
Barrow	+120%	+2,395
Dawson	+113%	+315
Carroll	+90%	+1,006
Griffin-Spalding	+89%	+592
Paulding	+89%	+2,154

*Districts with more than 10% Latino student enrollment.

**Percentage change in the Latino student enrollment from 2015 to 2024.

Figure 1 shows the district concentration of Latino student enrollment. Approximately six districts account for nearly half of all Latino students statewide, highlighting a clear pattern of demographic concentration. These districts include Gwinnett, Cobb, DeKalb, Fulton, Hall, and Clayton, each enrolling a substantial share of the state’s Latino student population. Overall, the figure reinforces a key message: while Latino students are present in districts across Georgia, a disproportionate share is served by a small number of systems, shaping where statewide support and interventions may have the greatest impact.

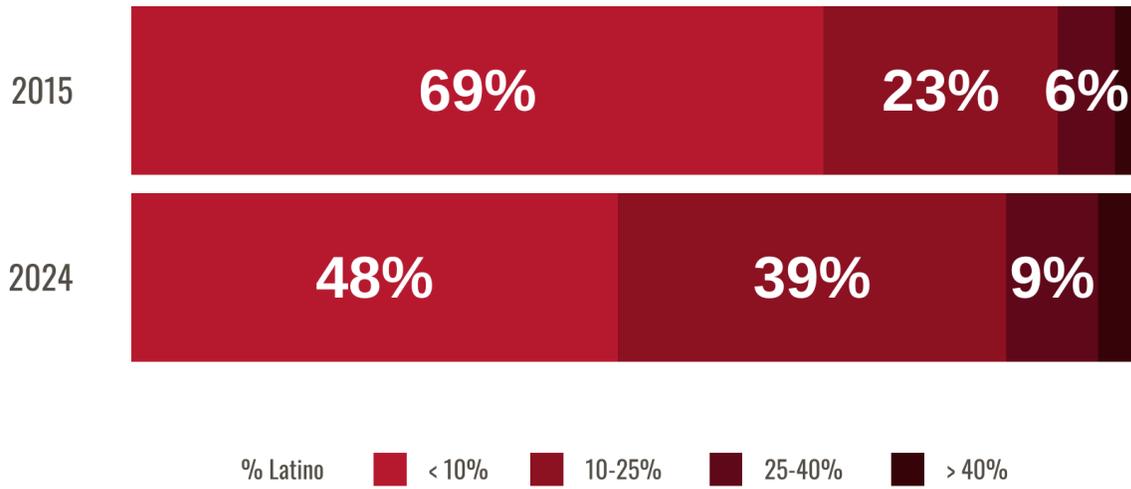
Figure 1: District Concentration of Latino Student Enrollment



*3 year average (2022-2024).

Figure 2 shows how the percentage of Latino student enrollment across Georgia districts has shifted between 2015 and 2024. In 2015, 69% of districts enrolled fewer than 10% Latino students, indicating that Latino populations were still relatively limited to specific regions of the state. By 2024, this share dropped to 48%, meaning that slightly more than half of all districts now have Latino student populations of 10% or more. Moreover, the percentage of districts with 10%–25% Latino enrollment increased from 23% in 2015 to 39% in 2024. These shifts illustrate how Latino enrollment is spreading beyond traditional hubs like Gwinnett, Hall, and Whitfield into suburban, exurban, and rural districts. The growth suggests broader demographic changes across Georgia, with many districts experiencing steady increases in Latino student representation.

Figure 2: Percent of Latino Student Enrollment by District



Summary

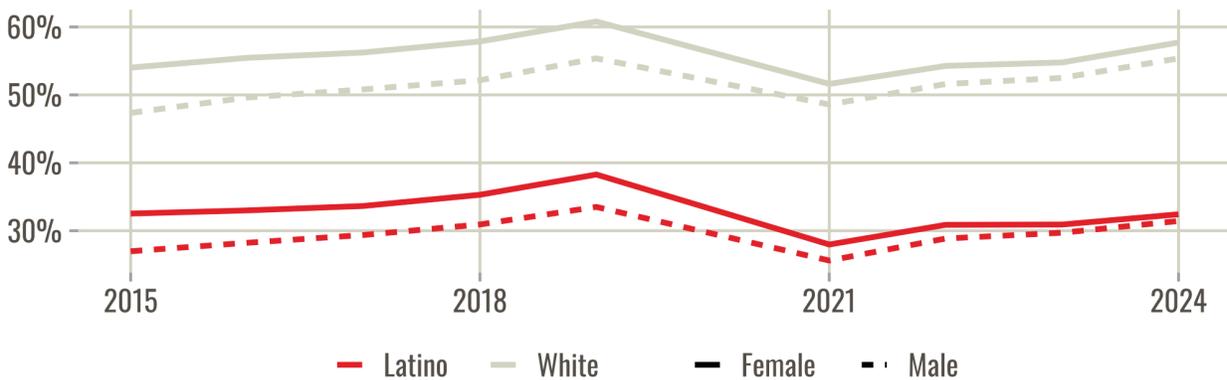
The overall story of Georgia’s K–12 public-school enrollment population is one of increasing diversity. Georgia’s enrollment patterns reveal a decade of significant demographic change. Latino K–12 enrollment grew substantially statewide, with some districts more than doubling their Latino student populations. Six districts now account for roughly half of all Latino students in Georgia, yet the growth is no longer concentrated in just a few areas. More than 50% of districts now have at least 10% Latino enrollment, a major increase from about 30% ten years ago. At the same time, White student enrollment declined from 41% to 34% of all students, contributing to a statewide shift in which Georgia’s K–12 schools are now two-thirds non-White. The COVID-19 pandemic produced a temporary enrollment dip, especially among White and multi-racial students, but Latino enrollment remained remarkably resilient, continuing to increase even during the height of school disruptions. Taken together, these trends show that Georgia’s Latino student population is expanding, diversifying, and reshaping the educational landscape across the state. This growth extends beyond major urban districts into smaller and more rural communities, raising important questions about equity, inclusion, and how prepared districts are to support an increasingly diverse student body.

Georgia Milestones End of Grade (EOG) Assessments: 3rd-8th grade

This section presents our analysis of Georgia’s Milestones End of Grade (EOG) assessment data. The EOG is the statewide standardized test administered each year to students in grades 3rd through 8th, covering core subjects in elementary and middle school. Among all tested subjects, Mathematics (Math) and English Language Arts (ELA) offer the most consistent data over time, so our analysis focuses on these two core areas. Throughout this section, the term proficient refers to students who scored at the Proficient or Distinguished levels, which together represent the state’s definition of meeting grade-level expectations. For many analyses, we highlight students who scored proficient in both ELA and Math across grades 3–8, labeled EOG (ELA/MATH) across a three-year span. This combined measure reflects a reliable, high academic benchmark, providing a meaningful indicator of overall student achievement and readiness.

Figure 3 presents EOG (ELA/Math) proficiency rates across grades 3–8, disaggregated by race/ethnicity and gender. The results show clear and persistent achievement gaps between Latino and White students. In 2015, 51% of White students scored proficient in both ELA and Math compared to 30% of Latino students. By 2024, proficiency increased slightly for both groups, with 57% of White students and 32% of Latino students meeting the proficient benchmark. Despite these modest gains, White students remain the highest-achieving group, while Latino students consistently score at lower levels. Gender patterns follow a similar trend within each racial group. Female students outperform males, although the gap is relatively small compared to the larger race/ethnicity gap. Achievement dipped for all groups during the COVID-19 year, with White students showing stronger recovery in the years that followed. Latino students have begun to improve as well, but their proficiency rates have not yet returned to pre-pandemic levels. The trend lines are highly consistent. The gaps between Latino and White students remain steady over time, and the gender differences within each racial group mirror those broader patterns.

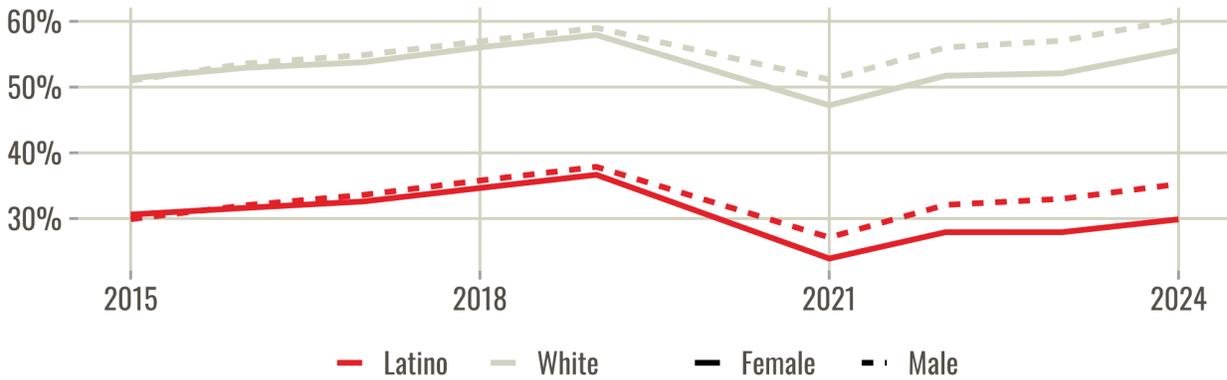
Figure 3: % EOG (ELA/Math) Proficient by Race/Ethnicity and Gender



*All grades (3–8) ELA and Math.

Figure 4 shows EOG Math proficiency rates for grades 3–8, broken down by race/ethnicity and gender. The results reveal clear and persistent achievement gaps between Latino and White students, similar to the combined ELA/Math findings but slightly more pronounced in Math. In 2015, approximately 50% of White students scored proficient in Math compared to 30% of Latino students. By 2024, proficiency increased for both groups, with 57% of White students and 34% of Latino students meeting the proficient benchmark. Despite these gains, White students remain the highest-achieving group, while Latino students consistently score at lower levels. Gender patterns in Math differ from those observed in ELA and the combined ELA/Math measure. In 2015, male and female students within each racial group performed at similar levels. By 2024, however, male students slightly outperformed female students in both racial groups, indicating the emergence of a gender gap that was not present at the start of the decade. Math proficiency declined for all groups during the COVID-19 year, and although students have begun to recover, proficiency rates remain below pre-pandemic levels, particularly for Latino students. Overall, the trend lines are consistent across race and gender, reinforcing the stability of the Latino–White achievement gap over time and highlighting a modest but growing gender divide in Math performance.

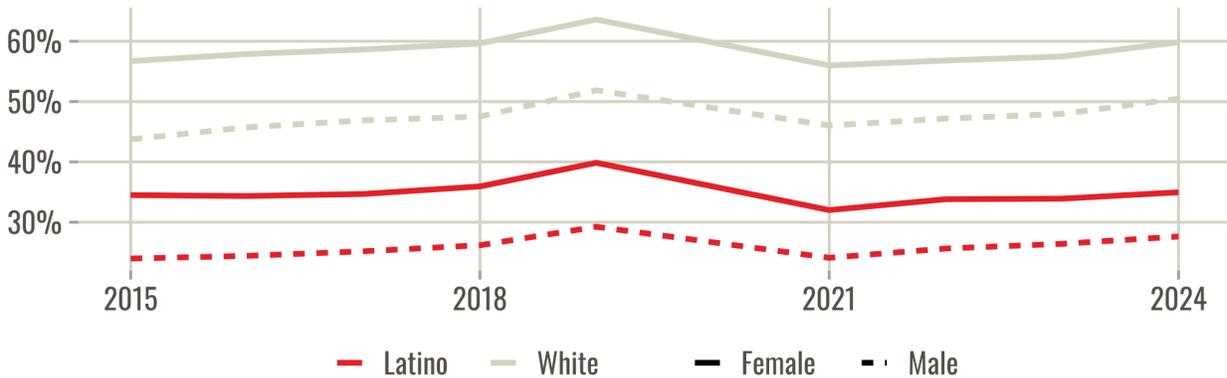
Figure 4: % EOG (Math) Proficient by Race/Ethnicity and Gender



*All grades (3–8) Math.

Figure 5 presents EOG ELA proficiency rates for grades 3–8, disaggregated by race/ethnicity and gender. As with previous results, the data show clear and persistent achievement gaps between Latino and White students. In 2015, approximately 50% of White students scored proficient in ELA, compared to 30% of Latino students. By 2024, proficiency increased modestly for both groups, with 55% of White students and 31% of Latino students meeting the proficient benchmark. Despite these gains, White students remain the highest-achieving group, while Latino students continue to score lower across all years. Gender differences in ELA are especially pronounced. Female students consistently and substantially outperform male students within every racial/ethnic group, creating one of the most visible gender gaps across all EOG analyses. This pattern remains stable throughout the decade and is larger in ELA than in Math. ELA proficiency declined for all groups during the COVID-19 year, and although performance has improved since then, Latino students—particularly Latino males—have not fully returned to pre-pandemic levels. Overall, the trend lines are highly consistent across race and gender, underscoring the persistent White advantage in literacy outcomes and the strong female advantage in ELA achievement.

Figure 5: % EOG (ELA) Proficient by Race/Ethnicity and Gender



*All grades (3–8) ELA.

Table 7 shows the districts with the highest EOG (ELA/Math) proficiency rates among Latino students and compares those outcomes to White student proficiency rates in the same districts. These are the strongest-performing districts for Latino students statewide, yet the results also reveal important achievement gaps. Only five districts (Bryan, Camden, Fayette, Effingham, and Columbia) have 50% or more of Latino students scoring proficient on the combined EOG measure. Even among these top-performing districts, the Latino–White achievement gap remains significant, ranging from 8% to as high as 33%. Only two districts, Bryan and Effingham, have gaps below 10%, indicating that strong performance for Latino students does not always translate to equitable outcomes. Most districts in this list have substantial Latino participation, with more than 1,000 Latino test takers in all but one district. This suggests that the results reflect meaningful student populations rather than small-sample fluctuations. The table shows that while some districts are achieving relatively high proficiency rates for Latino students, large racial achievement gaps persist. The ideal scenario, high Latino proficiency combined with a low Latino–White gap, remains uncommon.

Table 7: Districts with the Highest EOG (ELA/Math) Latino Student Proficient Rates and their Latino-White Gaps

District	Latino	White	Difference	Latino Test Takers
Bryan	52%	62%	9%	3,006
Camden	51%	62%	11%	2,516
Fayette	50%	73%	22%	7,571
Effingham	50%	58%	8%	4,231
Columbia	50%	63%	14%	9,249
Lowndes	49%	64%	15%	3,515
Buford City	48%	81%	33%	4,422
Commerce City	46%	58%	12%	834
Houston	43%	63%	19%	9,355
Floyd	38%	52%	13%	2,873

*Districts with more than 10% Latino student enrollment in 2022-2024.

Table 8 presents EOG (ELA/Math) proficiency rates for Latino students in the districts with the highest concentration of Latino students. Despite serving the largest proportions of Latino students statewide, none of these districts have Latino proficiency rates reaching 40%, and all fall well below the 50% threshold seen in the state’s highest-performing districts. Latino proficiency ranges from 20% in Gainesville City to 37% in Atkinson, with most districts clustered in the low 30%. The Latino–White achievement gaps in these districts are substantial, ranging from 10% in Whitfield to 50% in Marietta City. Even districts with relatively stronger Latino performance, such as Atkinson and Whitfield, still show double-digit gaps. Large and diverse districts like Gwinnett and Hall demonstrate the largest numbers of Latino test takers, 171,476 and 34,588 respectively, yet both maintain gaps of over 25%, indicating that scale alone does not reduce disparities. These patterns highlight an important challenge: districts with the highest ratios of Latino students are not the districts where Latino students achieve the highest academic outcomes.

Table 8: EOG (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Ratio of Latino Students

District	Latino	White	Difference	Latino Test Takers
Dalton Public Schools	31%	57%	26%	13,968
Gainesville City	20%	51%	30%	12,946
Hall	22%	47%	26%	34,588
Whitfield	33%	44%	10%	14,258
Atkinson	37%	47%	11%	1,772
Marietta City	29%	79%	50%	9,390
Calhoun City	32%	53%	21%	4,028
Rome City	28%	53%	25%	6,175
Gwinnett	32%	69%	36%	171,476
Gilmer	33%	49%	16%	3,720

*Districts with more than 10% Latino student enrollment in 2022–2024.

Table 9 presents EOG (ELA/Math) proficiency rates for Latino and White students in the districts with the highest total enrollment of Latino students. Despite serving the largest number of Latino students in the state, none of these districts demonstrate strong Latino performance. Latino proficiency rates do not reach 40% in any district, and most fall within the 20% to 35% range. This contrasts sharply with White proficiency rates, which are substantially higher in nearly every case. The Latino–White achievement gaps in these districts range from 4% to 51%, indicating considerable variation across systems. Clayton County shows the smallest gap at only 4%, but this occurs because both Latino and White proficiency rates are low, rather than because Latino performance is strong. At the opposite end, districts like DeKalb (51% gap) and Fulton (41% gap) reveal some of the widest disparities in the state. Some of the state’s largest districts, including Gwinnett, Cobb, and DeKalb, have tens of thousands of Latino test takers, yet they still exhibit large racial achievement gaps and relatively low Latino proficiency rates. This pattern suggests that scale alone does not translate into stronger academic outcomes for Latino students. The table underscores a key challenge in Georgia’s highest-enrollment districts, Latino students are not achieving at high levels, and achievement gaps remain wide. The ideal scenario, high proficiency paired with a low Latino–White gap, is not present in any of these large

districts.

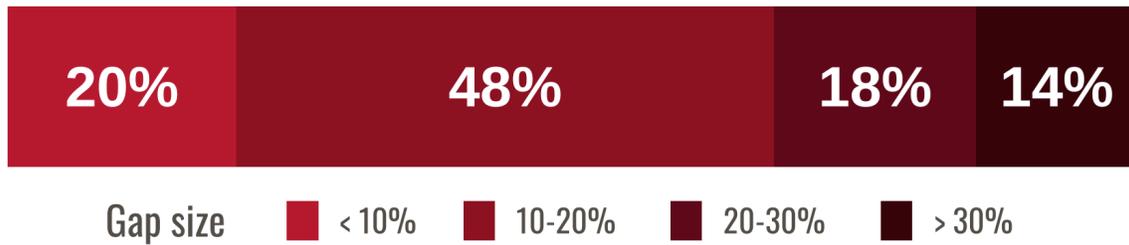
Table 9: EOG (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Enrollment of Latino Students

District	Latino	White	Difference	Latino Test Takers
Gwinnett	32%	69%	36%	171,476
Cobb	31%	69%	38%	72,733
DeKalb	20%	71%	51%	54,961
Fulton	35%	77%	41%	37,953
Hall	22%	47%	26%	34,588
Clayton	20%	24%	4%	33,903
Cherokee	32%	58%	26%	24,800
Forsyth	36%	60%	24%	20,713
Henry	27%	40%	12%	14,197
Whitfield	33%	44%	10%	14,258

*Districts with more than 10% Latino student enrollment in 2022–2024.

Figure 6 shows the distribution of EOG (ELA/Math) Latino–White achievement gaps across Georgia districts. The stacked graph illustrates how common different gap sizes are statewide and highlights the extent to which racial achievement disparities persist. Only 20% of districts have a Latino–White gap of under 10%, indicating that relatively few districts are coming close to equal performance in EOG proficiency. Nearly half of all districts, 48%, fall into the 10%–20% gap range, making this the most common band and suggesting moderate but consistent disparities across much of the state. An additional 18% of districts show gaps between 20% and 30%, and 14% have gaps exceeding 30%, demonstrating more severe achievement divides. The distribution reveals that 80% of Georgia districts have double-digit achievement gaps, even among those with substantial Latino enrollment.

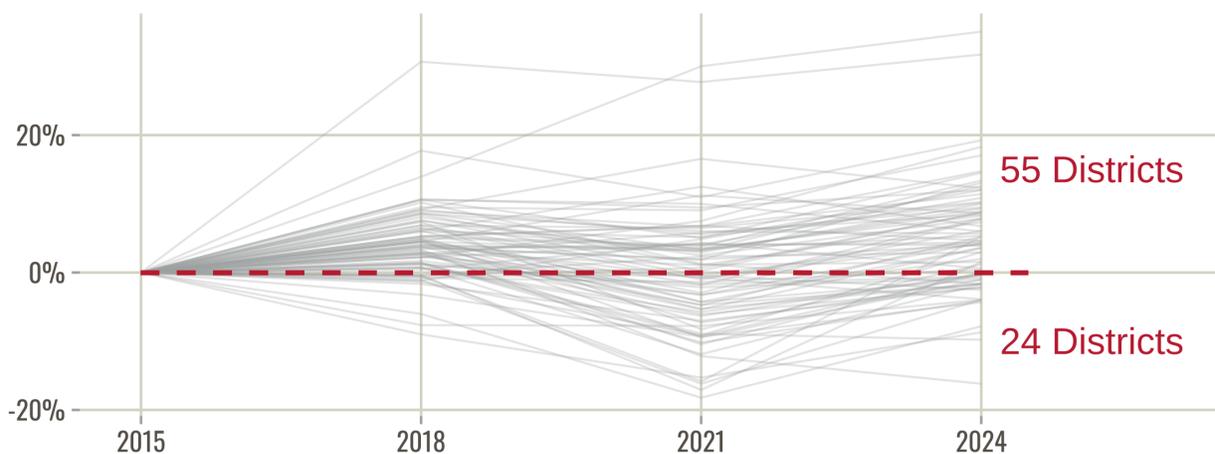
Figure 6: EOG (ELA/Math) Latino-White Gap Distribution



*Districts with more than 10% Latino student enrollment in (2022-2024).

Figure 7 illustrates district-level changes in Latino EOG (ELA/Math) proficiency rates over time. The chart shows which districts have improved Latino achievement and which have seen declines. Overall, 55 districts show growth in Latino proficiency rates, indicating that most districts are making progress in increasing achievement for Latino students. However, 24 districts experienced decreases albeit mostly modest declines, suggesting that improvement is not uniform across the state. The figure shows that while many districts are moving in a positive direction in terms of Latino student achievement growth, a significant number did not demonstrate gains for Latino students. Understanding what distinguishes improving districts from those with declining performance will be important for identifying effective strategies and addressing persistent gaps in achievement.

Figure 7: District Growth in Latino EOG (ELA/Math) Proficient Rates



*Districts with more than 10% Latino student enrollment in (2022-2024).

Summary

The EOG analysis reveals several clear patterns in Latino student achievement across Georgia. Overall, Latino proficiency rates on the EOG (ELA/Math) remain low statewide, and no district emerged as a “model” or “beating the odds” district for Latino performance. However, there were a few “promising” districts such as Bryan, Effingham and Camden (see definitions in methodology section). Gender patterns are also notable: female students outperform male students within each racial group in ELA, while male students slightly outperform females in Math. These patterns have been stable over time. The COVID-19 pandemic had a measurable impact on proficiency rates for all student groups. While most districts show signs of recovery, proficiency levels have not fully returned to pre-pandemic levels in many places. Achievement gaps remain a central challenge. About 80% of districts have a Latino–White EOG gap greater than 10%, indicating that racial disparities are widespread and persistent across the state. Despite these gaps, there are promising signs of improvement. Approximately 70% of districts have increased their Latino EOG proficiency rates in recent years. Even with this growth, however, the overall landscape shows that Latino students face significant barriers to achieving at high levels, and additional support is needed to close long-standing gaps and promote high academic outcomes statewide.

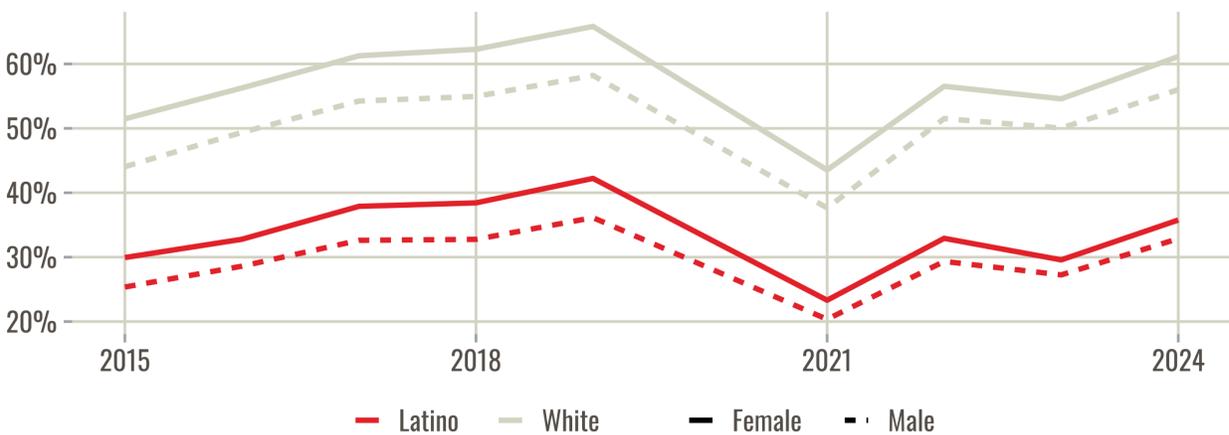
Georgia Milestones End of Course (EOC) Assessments: 9th-12th Grade

The Georgia Milestones End of Course (EOC) assessments are Georgia’s standardized high school exams administered across several subject areas. To maintain consistency with the EOG analysis, this section focuses specifically on Math-related and ELA-related EOC courses. The Math results presented here represent an aggregate of four mathematics assessments, while the ELA results combine the two ELA-related assessments. Unlike the EOG data, the EOC files are not disaggregated by year. All years are aggregated into a single set of proficiency rates, which limits the ability to examine changes over time but still allows for clear comparisons across race/ethnicity and gender. This section summarizes how Latino students perform on these key high school assessments relative to their peers and highlights persistent patterns in achievement gaps as students transition from middle to high school.

Figure 8 shows EOC (ELA/Math) proficiency rates for high school students by race/ethnicity and gender. The patterns closely mirror those observed in the EOG results, indicating that achievement gaps persist as students transition into high school. In 2015, approximately 48% of White students scored proficient in EOC ELA/Math, compared to 29% of Latino students. By 2024, proficiency increased for both groups, with 59% of

White students and 32% of Latino students meeting the proficient benchmark. Despite these gains, White students remain the highest-achieving group, while Latino students continue to have the lowest proficiency rates. Gender differences follow the same pattern observed in earlier grades. Female students slightly outperform male students within each racial/ethnic group, and these differences remain consistent across the assessment range. The figure also reflects the lingering impact of the COVID-19 pandemic, which contributed to declines in EOC proficiency statewide. Although achievement has begun to recover, proficiency rates remain below pre-pandemic levels for all groups. Overall, the trend lines are highly consistent across race/ethnicity and gender, emphasizing the persistence of long-standing achievement gaps as students transition into high school.

Figure 8: % EOC (ELA/Math) Proficient by Race/Ethnicity and Gender

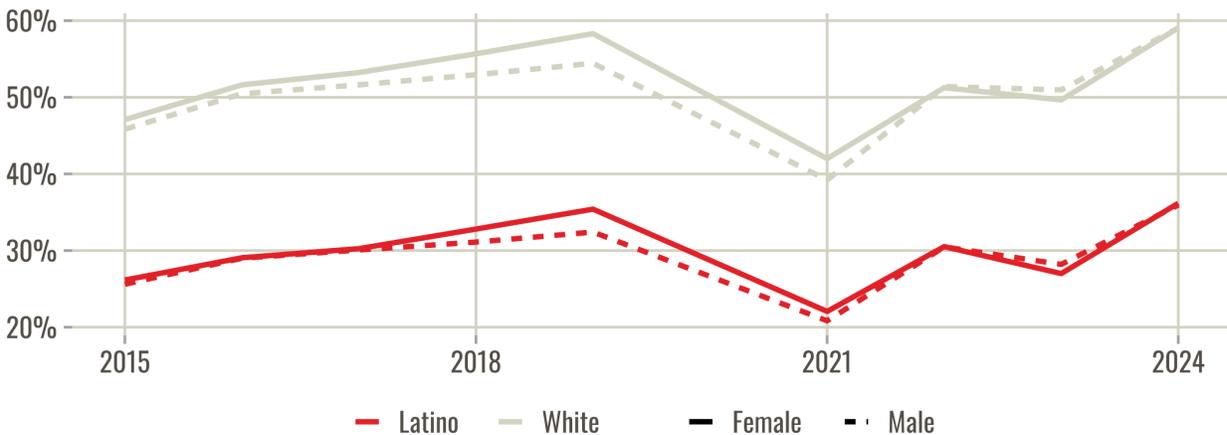


*All Grades (9-12) ELA and Math as a composite score.

Figure 9 presents EOC Math proficiency rates for high school students, disaggregated by race/ethnicity and gender. The overall pattern mirrors the EOG findings and shows persistent racial disparities in high school mathematics performance. In 2015, approximately 48% of White students scored proficient in Math, compared to 28% of Latino students. By 2024, proficiency increased for both groups, with 59% of White students and 48% of Latino students meeting the proficient benchmark. Although Latino students made larger gains over time, White students continue to achieve higher proficiency rates. Gender patterns in Math are more subtle than in ELA. In 2015, male and female students performed at similar levels across all racial/ethnic groups. By 2018, female students slightly outperformed males, but by 2024 the gender gap had narrowed again, with males and females performing at nearly identical rates within each group. This stability suggests that gender differences in high school Math are relatively small compared to race-based gaps. Math achievement declined during the COVID-19 period, consistent with statewide trends across both EOG and EOC assessments. By 2024, proficiency rates

had nearly returned to pre-pandemic levels, though full recovery was not evident in every subgroup. Overall, the trend lines remain consistent across race and gender, reinforcing the persistence of racial achievement gaps in high school Math alongside minimal and stable gender differences.

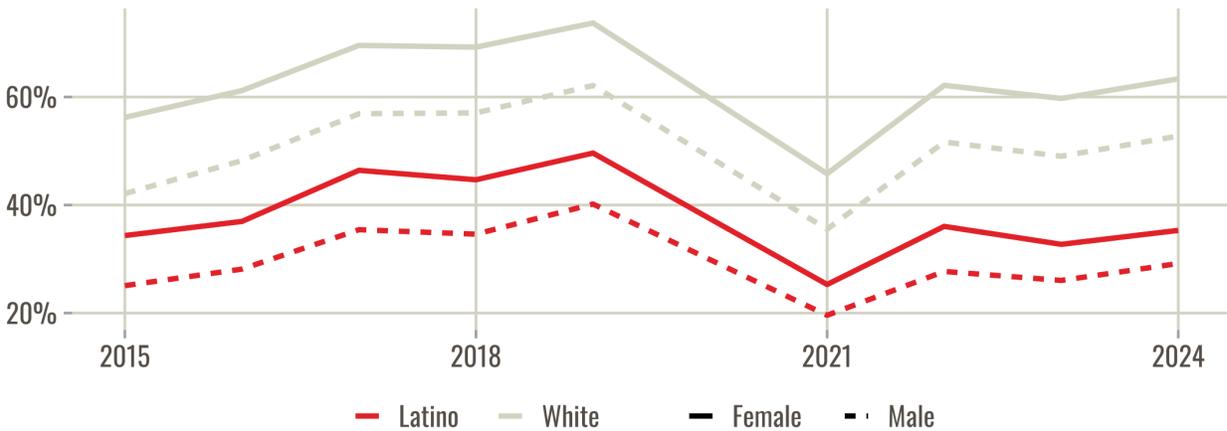
Figure 9: % EOC (Math) Proficient by Race/Ethnicity and Gender



*All Grades (9-12).

Figure 10 displays EOC ELA proficiency rates for 9th and 10th grade students across race/ethnicity and gender. The results follow the same overall pattern observed in both EOG and EOC Math, with persistent racial disparities extending into high school literacy outcomes. In 2015, approximately 49% of White students scored proficient in ELA, compared to 31% of Latino students. By 2025, proficiency among White students increased to 59%, while Latino proficiency remained unchanged at 31%, indicating no measurable improvement for Latino students over the decade. As a result, the Latino–White gap in ELA widened over time. Gender differences in ELA are substantial and consistent. Female students significantly outperform male students within every racial/ethnic group, producing one of the largest and most stable gender gaps across all EOC measures. This pattern mirrors earlier findings in grades 3–8, where females also demonstrate a strong advantage in ELA performance. ELA proficiency declined across all groups during the COVID-19 pandemic, and although performance has gradually improved since then, ELA outcomes remain below pre-pandemic levels, particularly for Latino students. The slower recovery in ELA contrasts with the stronger rebound observed in Math, suggesting that literacy skills may have been more heavily affected by pandemic-related disruptions. Overall, the figure highlights the compounded challenges faced by Latino students and male students, who consistently exhibit the lowest proficiency rates in high school ELA.

Figure 10: % EOC (ELA) Proficient by Race/Ethnicity and Gender



*All Grades (9-12).

Table 10 identifies the districts with the highest EOC (ELA/Math) proficiency rates among Latino students and compares those outcomes to White student proficiency in the same districts. These are the strongest performing districts statewide for Latino high school achievement on the combined EOC measure. Only five districts, Camden, Lowndes, Bryan, Fayette, and Buford City, have 50% or more of Latino students scoring proficient on the EOC. Camden, Lowndes, and Bryan stand out in particular, each with Latino proficiency rates of 63–64% and small Latino–White gaps of just 4–10%. These small gaps indicate that Latino and White students in these districts are performing at more comparable levels than in most of the state. Across all districts in the table, the Latino–White achievement gap ranges from 4% to 34%, showing substantial variation even among high-performing systems. Notably, five districts have gaps of 10% or less, suggesting stronger equity in student outcomes. In contrast, districts like Buford City and Fayette, despite high Latino proficiency, still exhibit large racial gaps of 25–34%. Although these districts show relatively strong Latino performance, it is important to interpret the results in context. Many of the districts listed have small numbers of Latino test takers, meaning that year-to-year variability may be higher than in larger districts. Still, the table shows where Latino students are achieving at the highest levels statewide and provides insight into districts that may offer promising practices for further study.

Table 10: Districts with the Highest EOC (ELA/Math) Latino Student Proficient Rates and their Latino-White Gaps

District	Latino	White	Difference	Latino test takers
Camden	64%	68%	4%	30
Lowndes	64%	73%	10%	41
Bryan	63%	67%	4%	42
Fayette	52%	77%	25%	117
Buford City	50%	84%	34%	58
Glynn	48%	70%	22%	64
Effingham	45%	54%	8%	51
Houston	45%	54%	10%	96
Columbia	45%	57%	13%	123
Coweta	44%	60%	16%	118

*Districts with more than 10% Latino student enrollment in 2022-2024. ELA/Math is a composite score.

Table 11 presents EOC (ELA/Math) proficiency rates for Latino and White students in the districts with the highest ratios of Latino enrollment. Despite serving the largest proportions of Latino students in the state, these districts show relatively low EOC proficiency rates for Latino students. No district in this group reaches 40% proficiency, and most fall in the low-to-mid 20% range. A notable pattern in this table is that two districts, Dalton Public Schools and Gainesville City, show Latino students outperforming White students, with negative achievement gaps of -13% and -21%, respectively. However, this apparent advantage occurs in the context of very low proficiency rates for both groups. These results suggest that low performance is widespread across student groups in these districts, rather than indicating unusually strong outcomes for Latino students. Across the remaining districts, the Latino-White achievement gap ranges from 3% to 37%, demonstrating substantial variation in equity across high-Latino districts. Some districts, such as Rome City, show relatively small gaps, while others, such as Gwinnett and Marietta City, have gaps exceeding 30% points, reflecting significant disparities in high school achievement.

Table 11: EOC (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Ratio of Latino Students

District	Latino	White	Difference	Latino Test takers
Dalton Public Schools	26%	13%	-13%	987
Gainesville City	21%	0%	-21%	803
Hall	22%	47%	25%	2,275
Whitfield	26%	40%	14%	996
Atkinson	0%	0%	0%	97
Marietta City	31%	66%	35%	554
Calhoun City	31%	44%	13%	278
Rome City	26%	29%	3%	452
Gwinnett	33%	70%	37%	11,237
Gilmer	19%	41%	22%	200

*Districts with more than 10% Latino student enrollment in 2022-2024. ELA/Math is a composite score.

Table 12 shows EOC (ELA/Math) proficiency rates for Latino students in 2015 and 2024 in the districts with the highest total enrollment of Latino students, along with the change over time. The results reveal that even in Georgia’s largest and most diverse districts, Latino proficiency rates remain low. None of these districts exceed 40 percent Latino proficiency on the combined EOC measure in 2024, and most fall in the 20–35% range. Several districts show modest gains over the decade. Cobb, Fulton, Whitfield, Henry, and Gwinnett improved Latino proficiency rates by 4 to 14% points, with Fulton showing the largest increase. Other districts, such as DeKalb, Cherokee, and Forsyth, show slight declines, indicating uneven progress across high-enrollment systems. Although the broader achievement gap is not shown directly in this table, the accompanying analysis indicates that one district shows Latinos outperforming White students, but this occurs in the context of low proficiency rates for both groups, limiting the significance of that comparison. In other high-enrollment districts, Latino students continue to trail significantly behind their White peers, with the largest racial gap reaching as high as 50%. Georgia’s largest districts, despite their size and diversity have not achieved high EOC proficiency rates for Latino students, nor have they closed longstanding achievement gaps.

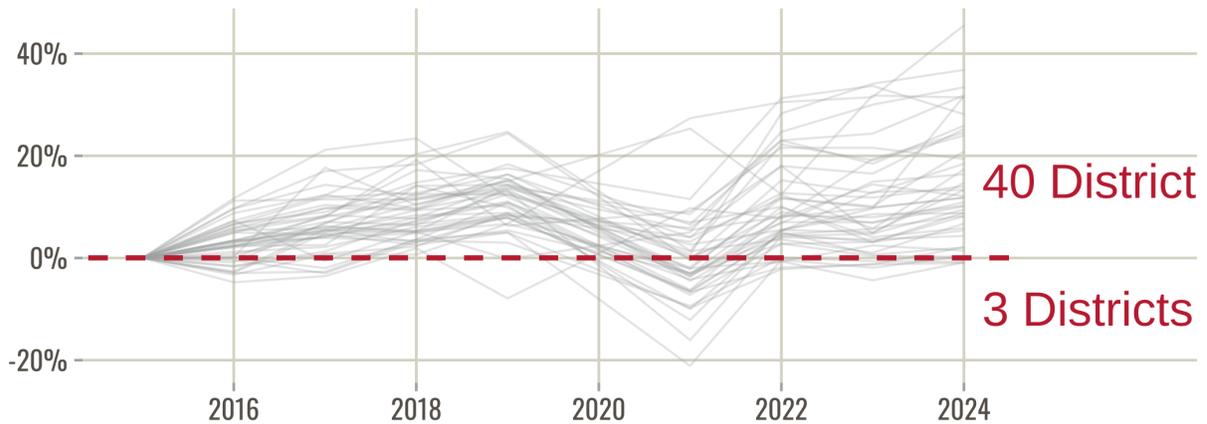
Table 12: EOC (ELA/Math) Latino Student Proficient Rates and Latino-White Gaps in Districts with Highest Enrollment of Latino Students

District	2015	2024	Difference	Latino Test takers
Gwinnett	30%	35%	4%	10,235
Cobb	27%	39%	12%	4,796
DeKalb	23%	20%	-2%	3,050
Fulton	25%	39%	14%	2,651
Hall	25%	26%	1%	2,389
Clayton	24%	27%	3%	2,250
Cherokee	38%	34%	-4%	1,656
Forsyth	40%	39%	-1%	1,288
Whitfield	24%	29%	5%	1,016
Henry	25%	32%	7%	958

*Districts with more than 10% Latino student enrollment in 2022-2024. ELA/Math is a composite score.

Figure 11 illustrates district-level changes in Latino EOC (ELA/Math) proficiency rates from 2015 to 2024, focusing on districts where Latino students made up more than 10% of enrollment in 2024. The results show encouraging signs of improvement across much of the state. Forty districts experienced growth in Latino proficiency over the decade, while only three districts remained flat or showed a very slight decline. The widespread upward movement suggests that many districts have made progress in supporting Latino high school achievement, even though overall proficiency levels remain relatively low statewide. The variation in growth also indicates that some districts may have adopted more effective instructional strategies, intervention supports, or language services than others. The figure shows a positive trajectory: most districts are improving, but the extent of growth varies considerably.

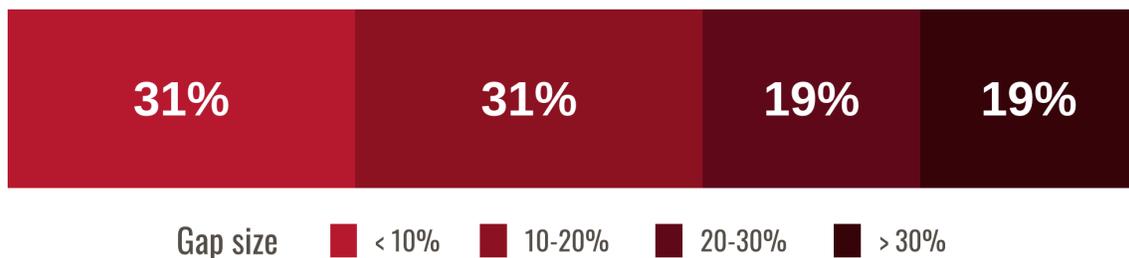
Figure 11: District Growth in Latino EOC (ELA/Math) Proficient Rates



*Districts with more than 10% Latino student enrollment in 2024.

Figure 12 presents the distribution of Latino–White achievement gaps on the EOC (ELA/Math) in 2024, focusing on districts where Latino students make up more than 10% of total enrollment. The stacked graph illustrates how widely achievement gaps vary across high school assessments and shows that disparities in EOC outcomes are larger and more uneven than those observed in the EOG results. Only 31% of districts have a Latino–White gap of 10% or less, indicating that relatively few districts are approaching comparable outcomes between the two groups. Another 31% of districts fall in the 10–20% gap range, suggesting moderate but consistent disparities. A combined 38% of districts have gaps of 20% or more, with 19% showing gaps between 20–30%, and an additional 19% reporting gaps over 30%. The distribution shows that large achievement gaps in high school EOC performance are common, and in many districts, these gaps are more pronounced than at the elementary and middle school levels.

Figure 12: EOC (ELA/Math) Latino-White Gap Distribution



*Districts with more than 10% Latino student enrollment in 2024.

Summary

The EOC analysis shows that Latino proficiency rates in high school ELA and Math remain low across nearly all districts, continuing the achievement patterns seen in earlier grades. Gender differences persist, with female students outperforming male students within each racial/ethnic group, particularly in ELA where the gap is most pronounced. The COVID-19 pandemic had a clear impact on EOC achievement, contributing to declines across all racial groups. However, most districts show meaningful recovery in the years that followed, with Math rebounding more strongly than ELA. Despite this progress, proficiency levels for Latino students remain well below desired benchmarks. Achievement gaps also remain a major concern. 69% of districts have a Latino–White gap greater than 10%, and many districts show gaps that widen into the 20–30% range or higher. At the same time, there are signs of positive momentum: 93% of districts have improved Latino EOC proficiency rates compared to 2015, indicating widespread upward movement even if overall performance remains low. Importantly, the analysis does not identify any clear “model” or “beating the odds” districts. However, there were a few “promising” districts such as Camden, Lowndes, and Bryan (see definitions in methodology section).

Graduation Rates

This section begins our analysis of the transition from high school to postsecondary pathways, starting with 4-year high school graduation rates. We focus on the 4-year rate because it is the standard metric used across the state and provides a consistent benchmark for comparing district performance. Moreover, the expectation of all parents is for their child to graduate high school in four years. However, it is important to note that graduation data can be complex. These rates may not fully capture student mobility across districts during high school, which can influence the accuracy of reported outcomes.

Table 13 presents 4-year high school graduation rates for Latino and White students from 2015 to 2024. The data show a steady improvement in graduation outcomes for Latino students over the past decade. Latino graduation rates increased from 72% in 2015 to 81% in 2024, a 9% point gain. At the same time, the total number of Latino graduates rose dramatically, from 6,940 to 16,565, an increase of more than 140%, reflecting significant growth in Latino high school enrollment statewide. White graduation rates also improved, rising from 83% to 88% over the same period. However, unlike the Latino trend, the number of White graduates declined after 2018, mirroring the broader decrease in White student enrollment across Georgia. The Latino–White graduation gap narrowed from 11% points in 2015 to 7% points in 2024, indicating gradual progress towards similar outcomes.

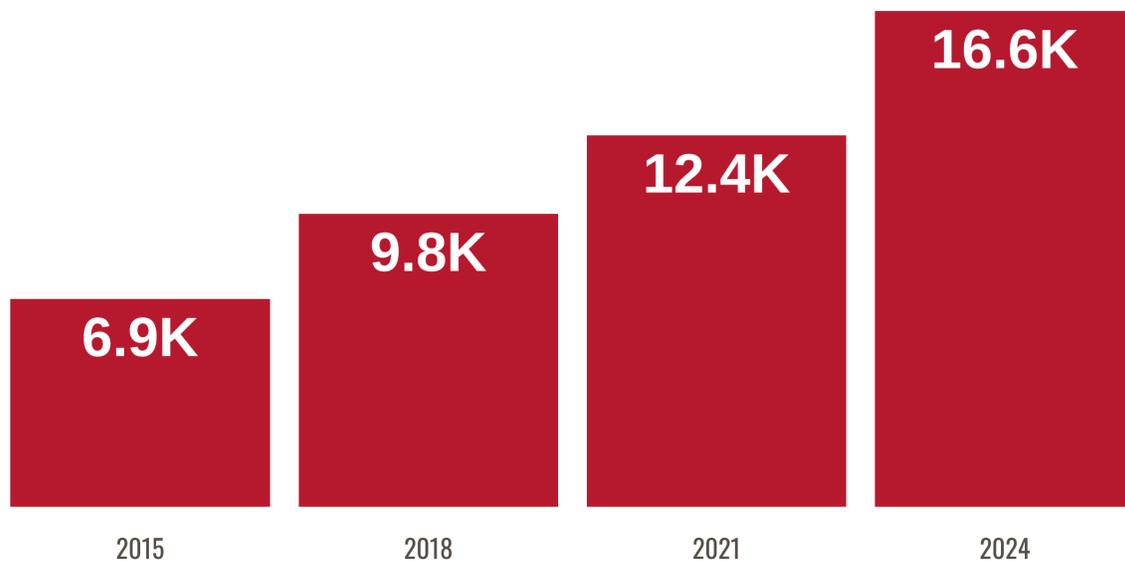
Table 13: 4 Year High School Graduation Rates by Race/Ethnicity

Year	Latino	White
2015	72% (6,940)	83% (37,996)
2018	75% (9,784)	85% (40,062)
2021	78% (12,408)	87% (39,527)
2024	81% (16,565)	88% (38,840)

*Statewide graduation rates. Numbers in parenthesis are high school graduates count.

Figure 13 displays the number of Latino students completing high school within four years across Georgia. The trend shows a clear and steady increase over time, with the number of Latino graduates rising by approximately 3,000 to 4,000 students every three years. This upward trajectory reflects not only improved graduation rates but also the significant growth of the Latino student population statewide. The consistent increase shows the expanding presence of Latino students in Georgia’s high schools and the importance of supporting their continued progress into postsecondary education and the workforce.

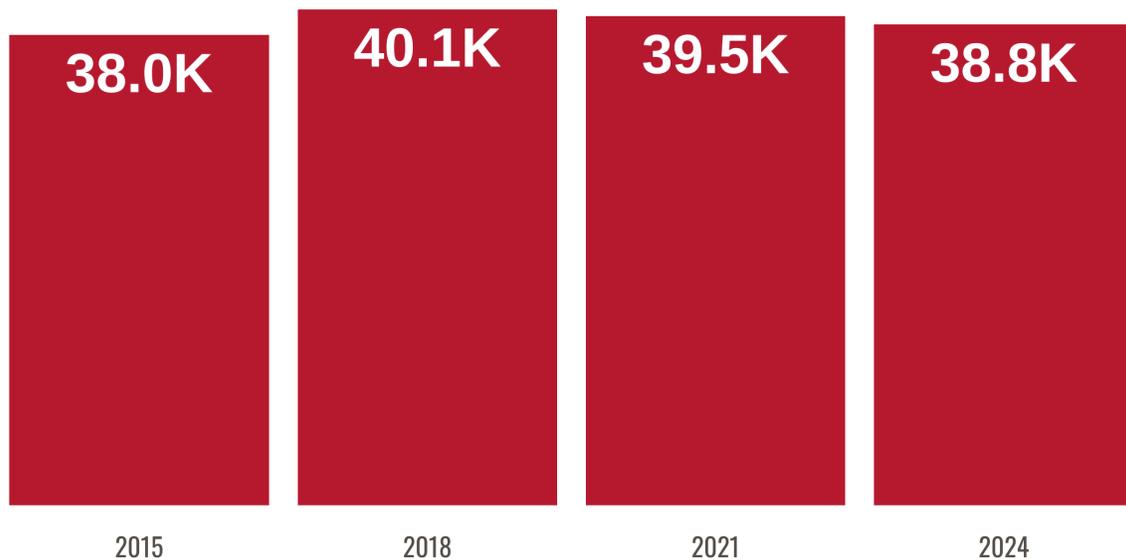
Figure 13: Number of Latino 4 year High School Graduates



*Statewide graduation counts (1k = 1,000).

Figure 14 shows the number of White students graduating high school within four years across Georgia. Unlike the upward trend observed among Latino graduates, the number of White graduates has been gradually declining since 2018. This decrease aligns with broader demographic shifts in the state, including declining White K–12 enrollment over the past decade. Although White graduation rates have remained high or improved slightly, the overall number of graduates has decreased, reflecting a shrinking White student population in Georgia’s public schools.

Figure 14: Number of White 4 Year High School Graduates



*Statewide graduation counts (1k = 1,000).

Table 14 lists the districts with the highest Latino 4-year high school graduation rates. Several districts report exceptionally high graduation outcomes, with Chattahoochee and Sumter achieving a 100% Latino graduation rate, and Calhoun City, Atkinson, and Hart, reporting rates of 99%. However, these districts share a key characteristic: they are very small systems with relatively few Latino graduates. The largest district in this group, Calhoun City, recorded only 118 Latino graduates, while many districts have fewer than 40. The extremely high graduation percentages should therefore be interpreted with caution, as small student populations can produce large percentage swings from year to year. Overall, the table shows that the districts with the highest Latino graduation rates tend to be small, rural systems rather than large or mid-sized districts. While the high rates are encouraging, the limited number of Latino graduates in these districts means that these outcomes may not reflect broader statewide trends.

Table 14: Districts with the Highest Latino 4 Year Graduation Rates

District	% Latino Graduates	Latino Graduates
Chattahoochee	100%	19
Sumter	100%	24
Calhoun City	99%	118
Atkinson	99%	39
Hart	99%	26
Cook	98%	19
Gordon	98%	86
Bacon	97%	22
Echols	97%	19
Montgomery	96%	13

*Districts with more than 10% Latino student enrollment. 3 year average (2022-2024).

Table 15 shows the Latino 4-year high school graduation rates in the districts with the highest ratio of Latino students. Graduation rates across these districts range widely, from 73% in Gwinnett to 99% in Atkinson and Calhoun City. Several districts, including Rome City (93%) and Whitfield (90%), show strong outcomes with larger numbers of Latino graduates, suggesting that high performance is possible even in mid-sized systems. However, the districts reporting the highest graduation rates, such as Atkinson (99% with 39 graduates) and Calhoun City (99% with 118 graduates), tend to be small districts with relatively few Latino students. In contrast, larger districts like Gwinnett, with 2,577 Latino graduates, show notably lower graduation rates (73%) despite serving far more Latino students. The table illustrates that while some high-Latino districts achieve very high graduation rates, these tend to be small systems where small cohort sizes can lead to dramatic percentage changes. Larger districts with substantial Latino populations generally report lower but more stable graduation rates.

Table 15: 4 Year High School Graduation Rates in Districts with the Highest Ratio of Latino Students

District	% Latino Graduates	Latino Graduates
Dalton Public Schools	80%	307
Gainesville City	85%	257
Hall	84%	687
Whitfield	90%	380
Atkinson	99%	39
Marietta City	82%	165
Calhoun City	99%	118
Rome City	93%	151
Gwinnett	73%	2,577
Gilmer	96%	73

*Districts with more than 10% Latino student enrollment. 3 year average (2022-2024).

Table 16 presents Latino 4-year high school graduation rates in the districts with the highest overall Latino enrollment, using a three-year average from 2022 to 2024. Graduation rates vary substantially across these large districts, ranging from 64% in DeKalb to 90% in Forsyth and Whitfield. A notable pattern emerges such as districts with the largest numbers of Latino graduates, such as Gwinnett (2,577 graduates, 73%) and Cobb (1,307 graduates, 77%), tend to have lower overall graduation rates for Latino students. In contrast, districts with higher graduation percentages, including Forsyth (90%, 483 graduates) and Whitfield (90%, 380 graduates), serve smaller Latino cohorts. These patterns suggest that while some high-enrollment districts demonstrate strong outcomes, the largest and most diverse systems continue to face challenges in supporting Latino students to graduate on time. The relationship between cohort size and graduation rate indicates that high percentages may be easier to achieve in smaller districts, whereas larger districts must support far more students through complex academic and social environments. Graduation rates in high-Latino-enrollment districts range from moderate to strong, but the data shows ongoing disparities and the need for targeted support in the state’s largest school systems, where most Latino high school students are enrolled.

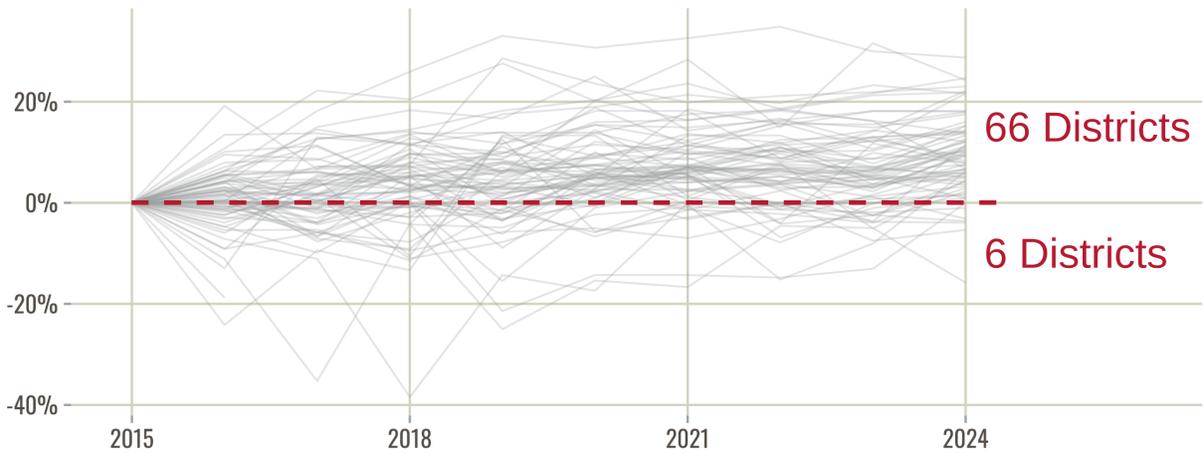
Table 16: 4 Year High School Graduation Rates in Districts with the Highest Latino Student Enrollment

District	% Latino Graduates	Latino Graduates
Gwinnett	73%	2,577
Cobb	77%	1,307
DeKalb	64%	509
Fulton	84%	805
Hall	84%	687
Clayton	79%	558
Cherokee	86%	514
Forsyth	90%	483
Henry	82%	275
Whitfield	90%	380

*Districts with more than 10% Latino student enrollment. 3 year average (2022-2024).

Figure 15 illustrates district level growth in Latino 4-year graduation rates from 2015 to 2024, focusing on districts where Latino students represent more than 10% of total enrollment. The results show widespread improvement across the state: 66 districts increased their Latino graduation rates over the past decade, demonstrating meaningful progress in supporting Latino students through high school completion. Only six districts did not show improvement, indicating that stagnation or decline in graduation outcomes is relatively uncommon. The overall trend suggests that most districts have strengthened their ability to support Latino students' path to graduation, though the degree of improvement varies by district. This broad upward movement aligns with statewide increases in Latino graduation rates and reflects both demographic growth and enhanced educational support structures for Latino students across Georgia.

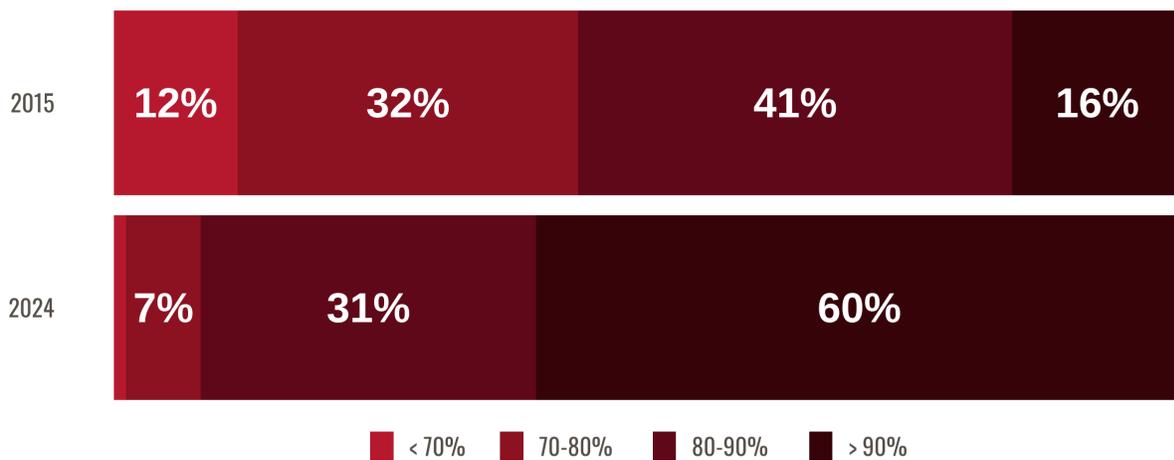
Figure 15: District Growth in Latino 4 Year Graduation Rates



*Districts with more than 10% Latino student enrollment in 2024.

Figure 16 shows the change in Latino 4-year high school graduation rates by district from 2015 to 2024, using a three-year average for the most recent period. The results indicate substantial statewide improvement in Latino graduation outcomes. In 2015, only 16% of districts graduated over 90% of their Latino students. By 2024, this share had increased dramatically, with 60% of districts graduating more than 90% of Latino students. This shift demonstrates a major positive trend: more districts are now achieving very high Latino graduation rates, reflecting stronger academic support systems, improved student engagement, and increasing district-level focus on high school completion.

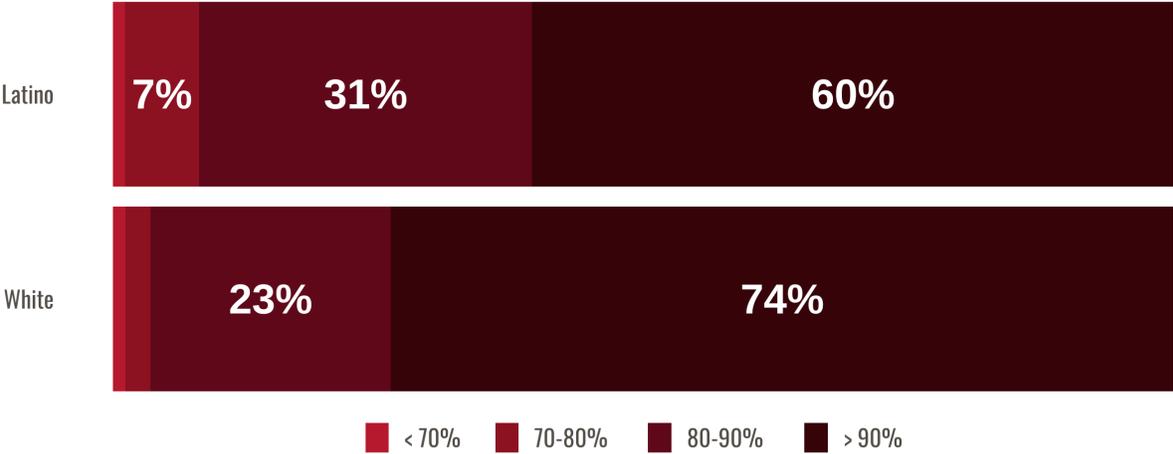
Figure 16: Changes in Latino 4 Year High School Graduate Rates by District



*Districts with more than 10% Latino student enrollment. 3 year average (2022-2024).

Figure 17 compares 4-year high school graduation rates for Latino and White students across districts where Latino students make up more than 10% of enrollment, using a three-year average from 2022 to 2024. The distribution shows clear differences in graduation outcomes between the two groups. While 74% of districts graduate more than 90% of their White students, only 60% of districts achieve the same graduation level for Latino students. Although both groups show relatively high graduation rates overall, the gap between White and Latino students indicates that Latino graduates are less likely to reach the highest levels of on-time completion. This difference underscores persistent disparities in high school outcomes, even in districts where Latino students are a significant portion of the student population.

Figure 17: 4 Year High School Graduate Rates by District and Race/Ethnicity



*Districts with more than 10% Latino student enrollment. 3 year average (2022–2024).

Summary

The analysis of high school graduation rates shows steady and meaningful improvement for Latino students across Georgia. Latino graduation rates increased from 72% in 2015 to 81% in 2024, alongside a 140% rise in the number of Latino graduates, reflecting major enrollment growth. White graduation rates also improved, though the number of White graduates declined as their overall student population shrank. The Latino–White graduation gap narrowed from 11% to 7% points, and unlike earlier achievement measures, graduation rates were not negatively impacted by COVID-19. Most districts demonstrated progress: 66 districts improved Latino graduation rates, and the share graduating over 90% of Latino students rose from 16% in 2015 to 60% in 2024. However, the highest graduation percentages are found mostly in small districts with very small Latino cohorts,

where percentages can fluctuate widely. In large districts, where most Latino students are enrolled, graduation rates tend to be lower, revealing continued challenges.

College Enrollment Rates of High School Graduates

This section continues to examine the transition from high school to postsecondary education in Georgia by analyzing college enrollment rates among recent high school graduates. These data provide insight into how many and which students continue their education after earning a high school diploma. The most recent data, including gender breakdowns, extends only through 2022, due to a 16–18 month lag time to report and collect data.

Table 17 shows the college enrollment rates of high school graduates by race and ethnicity from 2015 to 2022, showing clear shifts in postsecondary participation over time. For both Latino and White students, college enrollment rates have declined by four percentage points across this period. Latino enrollment fell from 55% in 2015 to 51% in 2022, while White enrollment decreased from 72% to 68%. Despite these parallel declines, the Latino–White enrollment gap has remained consistently large, approximately 17% points each year. At the same time, the underlying number of students enrolling in college has shifted in opposite directions for the two groups. The number of Latino graduates enrolling in college increased substantially, rising from 5,563 students in 2015 to 9,180 in 2022, reflecting the rapid growth of Georgia’s Latino student population. In contrast, the number of White students enrolling in college declined, especially between 2018 and 2021, mirroring broader demographic decreases in White high school enrollment. The data show that while college enrollment rates are declining for all student groups, the volume of Latino students entering college continues to grow, widening their presence in Georgia’s postsecondary landscape even amid persistent disparities.

Table 17: College Enrollment Rates of High School Graduates by Race/Ethnicity

Year	Latino	White
2015	55% (5,563)	72% (33,707)
2018	53% (7,245)	70% (33,533)
2021	52% (8,467)	68% (31,493)
2022	51% (9,180)	68% (31,136)

*Most recent available data are 2022.

Table 18 shows college enrollment rates of high school graduates by race/ethnicity and gender from 2015 to 2022, revealing consistent and meaningful gender differences within both groups. Across every year, female students enroll in college at substantially higher rates than male students, regardless of race. Among Latino graduates, the female enrollment rate has remained steady at 58–59% while Latino males show much lower rates, declining from 50% in 2015 to 44% in 2022. A similar pattern appears among White students: White females consistently enroll at rates between 75 and 78%, compared to 61–66% for White males. Notably, these gender gaps persist even as overall enrollment rates decline. The data also show increasing numbers of Latinos enrolling in college, driven by Latina enrollment growth. In contrast, the number of White students enrolling has decreased, mirroring demographic shifts in the state.

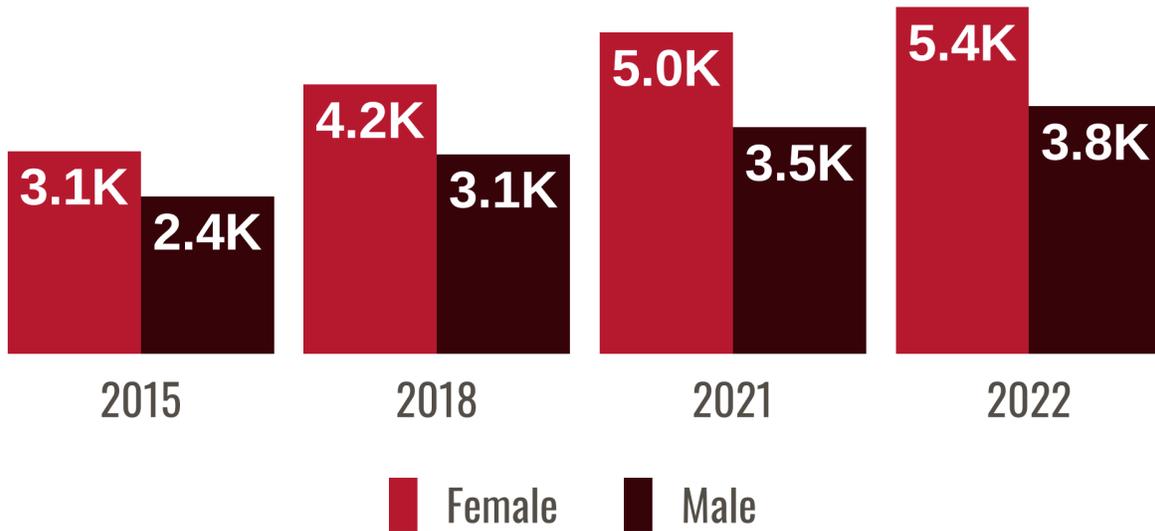
Table 18: College Enrollment Rates of High School Graduates by Race/Ethnicity and Gender

Year	Latino		White	
	Female	Male	Female	Male
2015	59% (3,130)	50% (2,433)	78% (18,343)	66% (15,364)
2018	58% (4,160)	47% (3,085)	76% (18,310)	63% (15,223)
2021	58% (4,966)	45% (3,501)	76% (17,443)	61% (14,050)
2022	58% (5,356)	44% (3,824)	75% (17,105)	61% (14,031)

*Most recent available data are 2022.

Figure 18 illustrates the number of Latino high school graduates who enrolled in college, disaggregated by gender. The data show that Latina graduates consistently enroll in college at higher numbers than Latino males, reflecting the higher college-going rate observed among female students. While enrollment has increased for both groups over time, the growth is largely driven by Latinas, whose numbers have risen steadily each year. This trend aligns with statewide patterns showing expanding Latino high school graduation cohorts and higher college enrollment rates among female students. Overall, the figure highlights the growing presence of Latino students in Georgia’s postsecondary pathways and the particularly strong contribution of Latina graduates to this increase.

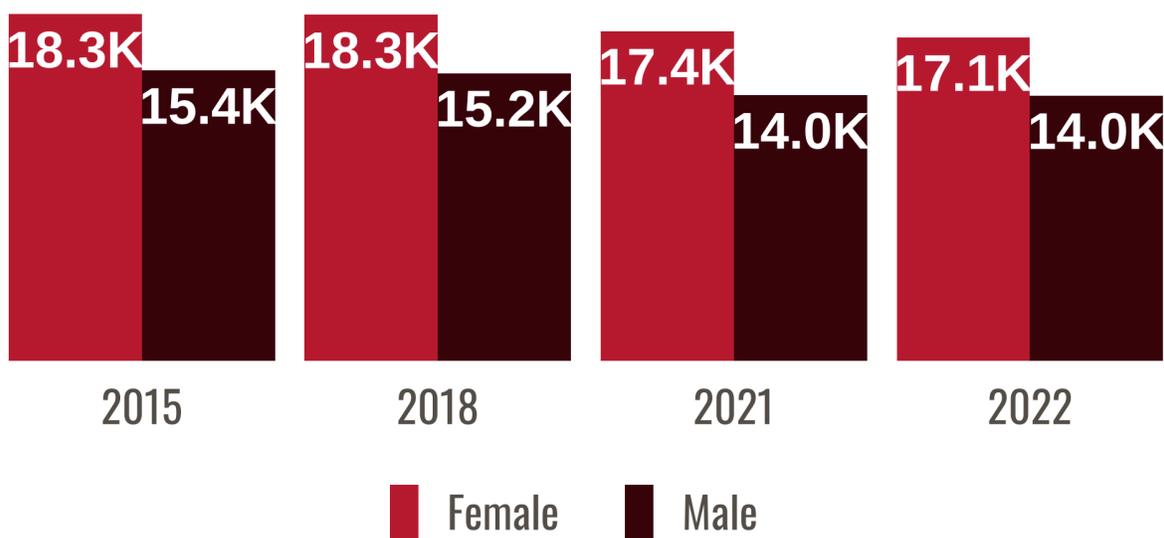
Figure 18: Latino High School Graduates Enrolled by Gender



*Most recent available data are 2022.

Figure 19 presents the number of White high school graduates who enrolled in college, separated by gender. Consistent with long-standing enrollment patterns, White female graduates enroll in college at higher numbers than White male graduates across all years shown. However, unlike the upward trend observed among Latino students, the total number of White students enrolling in college has declined slightly over time, reflecting broader demographic decreases in the White K–12 population. The figure shows both the persistent gender gap in college-going behavior and the gradual reduction in the overall White graduate cohort entering postsecondary education.

Figure 19: White High School Graduates Enrolled by Gender



*Districts with more than 10% Latino student enrollment. Most recent available data are 2022.

Table 19 identifies the districts with the highest Latino college enrollment rates among high school graduates, using the most recent available data from 2022. The districts listed show Latino college enrollment rates ranging from 57% to 69%, with Bryan County reporting the highest rate at 69%. A clear pattern emerges: Most of the highest-performing districts are relatively small systems, with Latino cohorts ranging from 34 to just over 300 students. While districts like Forsyth and Cherokee have larger Latino graduating classes, many others, such as Cartersville City, Jackson, and Glynn, show strong enrollment rates despite serving smaller numbers of Latino students. These districts demonstrate that high Latino college enrollment rates are possible across a variety of contexts, though the small cohort sizes in many of these systems mean that percentages can fluctuate from year to year. The data shows both promising outcomes and the need to interpret high rates within the context of district size.

Table 19: Highest Latino College Enrollment Rates of High School Graduates

District	Latino Enrollment Rate	Latino students
Bryan	69%	50
Columbia	66%	122
Glynn	65%	71
Forsyth	62%	319
Fayette	62%	111
Houston	61%	109
Cartersville City	60%	34
Muscogee	60%	112
Jackson	59%	54
Cherokee	57%	313

*Districts with more than 10% Latino student enrollment. Based on most recent 2022 data.

Table 20 presents the college enrollment rates of Latino high school graduates in the districts with the highest ratios of Latino students, based on the most recent data from 2022. College enrollment outcomes vary widely across these districts, with rates ranging from a low of 33% in Atkinson County to a high of 54% in Dalton Public Schools. Several districts, including Hall, Whitfield, Calhoun City, and Gwinnett, cluster around a 53% enrollment rate, suggesting a mid-range level of postsecondary participation. These districts also vary significantly in the size of their Latino graduating cohorts. For example, Gwinnett has the largest number of Latino graduates enrolling in college (1,801 students), while Atkinson enrolls only 11 students, illustrating how district size influences both capacity and the stability of enrollment percentages. The data show that even in districts where Latino students make up a substantial share of the population, college enrollment rates remain moderate, with no district exceeding 54%.

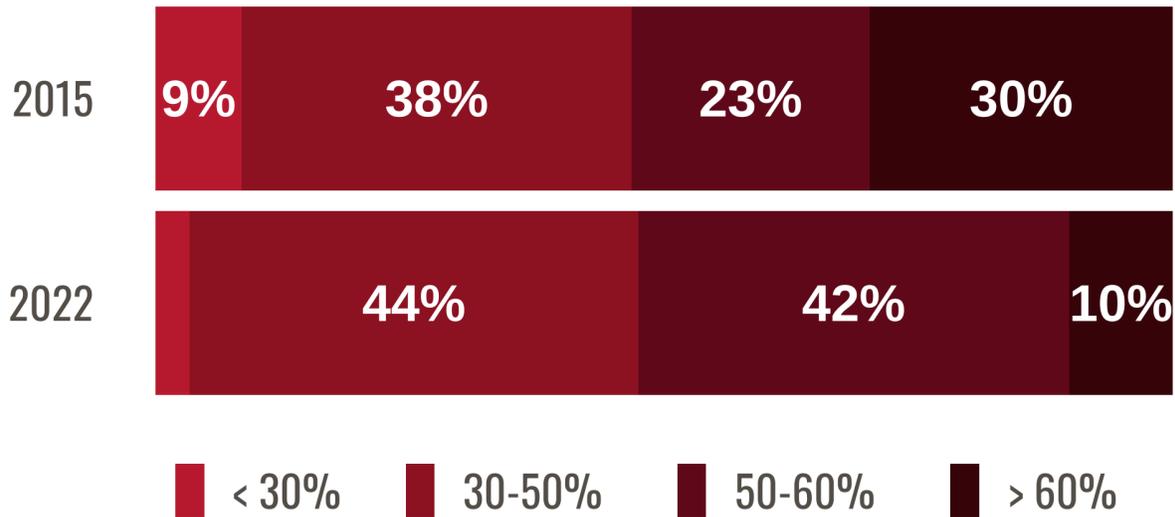
Table 20: College Enrollment Rates of Latino High School Graduates in Districts with the Highest Ratio of Latino Students

District	Latino Enrollment Rate	Latino students
Dalton Public Schools	54%	211
Gainesville City	38%	113
Hall	53%	428
Whitfield	53%	233
Atkinson	33%	11
Marietta City	48%	85
Calhoun City	53%	62
Rome City	48%	67
Gwinnett	53%	1,801
Gilmer	51%	38

*Districts with more than 10% Latino student enrollment. Based on most recent 2022 data.

Figure 20 illustrates how district-level college enrollment rates for Latino high school graduates have changed over time, focusing on districts where Latino students make up more than 10% of enrollment. The data reveal a notable decline in the share of districts with high Latino college enrollment rates. In 2015, approximately 30% of districts enrolled more than 60% of their Latino graduates into college. By 2022, this proportion had dropped significantly, with only 10% of districts reaching that level. This shift reflects a broader statewide trend of declining college enrollment, seen across both Latino and White student groups. The decline suggests that fewer districts can maintain high levels of postsecondary transition for Latino students, raising questions about changing college-going behavior, access to guidance and financial resources, and/or broader shifts in the labor market that may influence students’ decisions after graduation.

Figure 20: Changes in College Enrollment Rates of Latino High School Graduates



*Districts with more than 10% Latino student enrollment. Most recent available data are 2022.

Table 21 summarizes the college enrollment rates of Latino high school graduates in the districts with the highest overall Latino student enrollment, based on the most recent 2022 data. Enrollment rates in these large districts range from 41% to 62%, showing moderate levels of postsecondary transition across Georgia’s largest Latino-serving systems. Districts such as Forsyth (62%) and Cherokee (57%) report the highest enrollment rates in this group, while DeKalb (42%) and Clayton (41%) have the lowest. The remaining districts, including Gwinnett, Cobb, Fulton, Hall, Henry, and Whitfield, cluster around the 50–54. Notably, these districts represent most Latino high school graduates statewide, with Gwinnett alone enrolling 1,801 Latino students into college. Because these systems serve such large cohorts, even small changes in enrollment rates can significantly impact statewide trends. The data show that in Georgia’s largest and most diverse districts, Latino college enrollment remains moderate, with no district exceeding 62%.

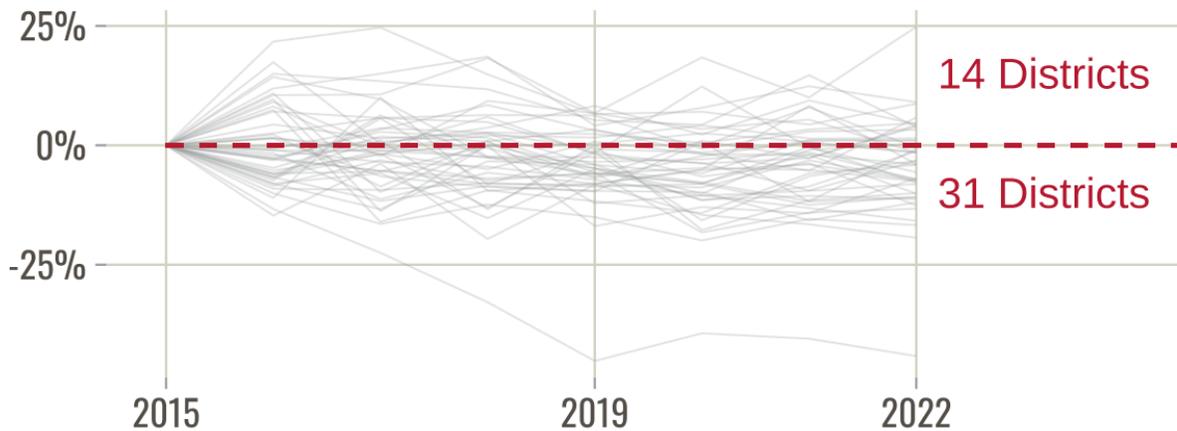
Table 21: College Enrollment Rates of Latino High School Graduates in Districts with the Highest Latino Student Enrollment

District	Latino Enrollment Rate	Latino students
Gwinnett	53%	1,801
Cobb	52%	848
DeKalb	42%	357
Fulton	54%	525
Hall	53%	428
Clayton	41%	275
Cherokee	57%	313
Forsyth	62%	319
Henry	50%	154
Whitfield	53%	233

*Districts with more than 10% Latino student enrollment. Based on most recent 2022 data.

Figure 21 displays district-level growth in college enrollment rates for Latino high school graduates from 2015 to 2022, focusing on districts where Latino students make up more than 10% of total enrollment. The results show a clear downward trend in postsecondary enrollment across the state. Only 14 districts increased their Latino college enrollment rates during this period, while 31 districts experienced declines. This pattern contrasts sharply with the improvement seen in Latino high school graduation rates, suggesting that although more Latino students are completing high school, fewer are transitioning directly into college. The decline may reflect statewide shifts in college-going behavior, financial barriers, changing labor market opportunities, or the lingering effects of the pandemic on postsecondary decision-making. Overall, the figure shows a critical challenge: despite gains in high school completion, college enrollment for Latino graduates is decreasing in most districts.

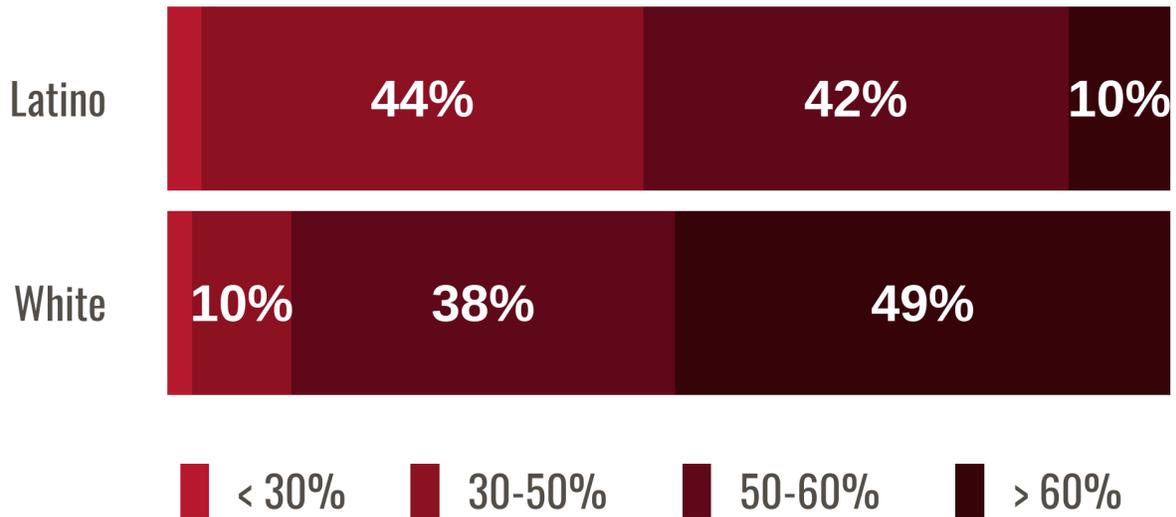
Figure 21: District Growth in College Enrollment Rates of Latino High School Graduates



*Districts with more than 10% Latino student enrollment. Based on most recent 2022 data.

Figure 22 shows the distribution of district-level college enrollment rates for Latino and White high school graduates in 2022, focusing on districts where Latino students make up more than 10% of enrollment. A clear disparity emerges between the two groups. Approximately half of all districts have White college enrollment rates above 60%, reflecting relatively high levels of postsecondary transition among White graduates. In contrast, only about 10% of districts achieve college enrollment rates above 60% for Latino graduates. Most districts show Latino enrollment rates clustering well below those of White students, highlighting a persistent and sizable racial gap in college-going behavior. This distribution shows the widening divergence between high school completion and postsecondary access for Latino students, even in districts where they represent a significant part of the student population.

Figure 22: College Enrollment Rates of High School Graduates by District and Race/Ethnicity



*Districts with more than 10% Latino student enrollment. Based on most recent 2022 data.

Summary

The analysis of college enrollment rates of high school graduates reveals a clear statewide decline in the share of high school graduates who transition directly into postsecondary education. Enrollment rates have decreased for both Latino and White students, and while gender differences persist across groups, female students continue to significantly outperform their male peers. This pattern is especially pronounced among Latino students, where rising college enrollment numbers are driven largely by Latina graduates and the overall growth of the Latino student population. The data also show that male enrollment rates suffered notable declines during COVID-19 and have not recovered, indicating ongoing challenges in re-engaging male students in postsecondary pathways. Across districts, White graduates consistently enroll in college at higher rates than Latino graduates, contributing to a persistent racial gap in college-going behavior. Progress at the district level has been limited. Only 31% of districts improved their Latino college enrollment rates between 2015 and 2022, while most districts saw declines. The data show a critical transition point: even as Latino high school graduation rates rise, the pathway into college is weakening, particularly for Latino males.

Conclusion

This report provides a 10-year (2014–2024) statewide and district analysis to empirically understand how K-12 Latino students are performing academically in Georgia’s public schools especially in the context of pre and post COVID. We hope this report stimulates more data driven informed action both in terms of state and local policy and practice to support Latino students improve their educational outcomes. This concluding section outlines some major findings, implications, and recommendations.

Major Findings

1. Significant Latino K-12 Enrollment Growth Across Georgia

Georgia’s Latino K-12 population grew from 14% to 19%, ranking about 9th nationally, and will continue to grow into a larger segment of the overall school aged population. Approximately 50% of Latino students are concentrated in six districts. At the same time, the Latino population has a growing presence in school districts across the state especially in non-traditional Latino communities such as eastern Georgia. This growth is primarily driven by U.S. born Latinos, so the overwhelming majority of students begin their U.S. schooling in kindergarten. Therefore, it is imperative that Georgia’s educational system center the needs of Latino students to foster educational success to propel continued economic growth of the state.

2. Persistently Low Latino K-12 Outcomes and Large Achievement Gaps

Although most Georgia K-12 school districts have made modest academic growth with Latino students on most academic outcomes, their achievement has remained persistently low especially compared to their White counterparts on EOG/EOC academic outcomes. The COVID-19 pandemic had a similar negative impact on Latino and White academic achievement and districts are making strides to recover from the impact of COVID especially in math achievement with more limited gains in ELA.

The analysis of 4-year high school graduation rates shows steady and meaningful improvement for Latino students across Georgia alongside a significant rise in the number of Latino graduates, reflecting the major Latino growth. The college enrollment rates of high school graduates reveal a clear statewide decline in the share of high school graduates who transition directly into postsecondary education. Moreover, White high school graduates consistently enroll in college at higher rates than Latino graduates, contributing to a persistent racial/ethnic gap in college-going

behavior. Only 31% of districts improved their Latino college enrollment rates between 2015 and 2022, while most districts saw declines. The data show a critical transition point: even as Latino high school graduation rates rise, the pathway into college is weakening, particularly for Latino males.

3. K-12 Female Students Outperforming Males on Most Academic Measures

Female students and in particular Latinas outperforming their male counterparts on most academic outcomes especially in English Language Arts. The only educational outcome where males slightly outperformed females is in EOG Math proficiency rates during elementary/middle school years. However, this Math advantage does not continue into high school—females outperform males in EOC Math. Unfortunately, we do not have data for high school graduation rates to compare males and females, but EOC and college enrollment data suggest that Latinas would have a higher graduation rate.

Female students significantly outperform their male peers in high school graduate enrollment rates. This pattern is especially pronounced among Latino students, where rising college enrollment numbers are driven largely by Latina graduates and the overall growth of the Latino college going student population. The data also show that male enrollment rates suffered notable declines during COVID-19 and have not recovered, indicating ongoing challenges in re-engaging male students in postsecondary pathways.

4. No Clear “Model” or “Beating the Odds” K-12 School District

Unfortunately, the EOG/EOC (ELA/Math) data show that there is no clear “model” or “beating the odds” district across the State of Georgia. However, there are a few “promising districts” such as Effingham, Bryan and Camden districts using EOG as a measure and Camden, Lowndes and Bryan districts using EOC as a measure. An important caveat is that all these “promising” districts are small. Moreover, none of Georgia’s districts are close to “beating the odds”. Districts with a high ratio or enrollment of Latino students failed to even reach 40% proficiency rates. This is especially meaningful since about 50% of all Latino students are enrolled in six highly impacted districts.

As a reminder, we define a “model district” as one that has high Latino achievement (above 66% proficiency rate) and a low Latino-White achievement gap (less than 10%). Moreover, we define a “beating the odds district” as one that has high Latino achievement (above 66% proficiency rate) and a high ratio of Latino students (over 33%) or high Latino enrollment (over 5,000). We define a “promising model district” as having 50% or higher proficiency rate and a Latino-White achievement gap less than 15%.

Implications

The report finding provokes many important questions and implications—too many to include them all here. However, we provide a few research and policy implications to contemplate.

Research

1. Conduct Research in “Promising Districts”

It may be useful to conduct case study research in a few of the “promising districts” such as Camden, Bryan, Effingham, and Lowndes to understand how they have begun to obtain some promising academic outcomes with Latino students.

2. Conduct Research to Understand School Level K-12 Academic Outcomes

We only conducted state and district level analysis. It may be beneficial to conduct empirical longitudinal school level analysis to see if there are different patterns in Latino achievement that emerge across schools both within and across districts.

3. Conduct Research to Understand the Educational Opportunity Gaps

This report does not examine the opportunities or lack of opportunities afforded to Latino children that impact their educational outcomes. This type of analysis is important to understand why so many districts are struggling with their Latino students.

Policy

1. Improve K-12 Educational Opportunity

K-12 educational policies should urgently and structurally be designed, centering Latino students, to improve educational opportunities (i.e., resources; programs) and academic outcomes in public schools, especially for male students.

2. Improve Access to Post-Secondary Education

Fewer high school graduates are enrolling in college. Policy makers should design better policies to recruit and retain Latino students and to make higher education more accessible to all. Higher education institutions need to be ready to provide support services for the influx of Latino students.

Recommendations

Although the report findings show that districts are struggling to meet the needs of Latino students especially as it compares to their White peers, Georgia school districts have an opportunity to (re)center their efforts to support Latino students. We posit general recommendations for school districts to improve Latino academic outcomes.

1. Build upon Students' and Families' Assets

School districts should value and build upon students' language, culture, and family as assets instead of viewing them as liabilities. Too often Latino students and their families are seen from a deficit perspective dismissing all the valuable assets they bring to school.

2. Hold High Expectations

School districts should hold high expectations for Latino students regardless of socio-economic status, parental educational level, and/or primary language. Too often schools' low expectations for Latino students become a self-fulfilling prophecy. This is what former U.S. Secretary of Education Rod Page called the "soft bigotry of low expectations".

3. Provide Rigorous, High Quality PreK-12 Programs

School districts should expand opportunities for high quality early childhood education, K-12 dual language programs, and access to rigorous high school courses such as advanced placement and dual course enrollment. Too often Latino students are provided a remedial education that helps institutional low achievement.

4. Provide High Quality Professional Learning Opportunities

School districts should provide high quality professional learning opportunities for teachers, leaders, and staff to develop a positive mindset about Latino culture and language(s), learn effective strategies to engage families and innovative pedagogies.

5. Support the Emotional and Mental Well-Being

School districts should support the emotional and mental well-being of students especially of vulnerable immigrant and undocumented students. Before any learning can happen, Latino students need to feel safe, welcomed and cared for. Schools have an important and enabling role to play to combat perceived and real discrimination and deportation threats.

6. Collaborate with Invested Stakeholders

School districts should collaborate with invested stakeholders such as families, community organizations, higher education institutions, and businesses to improve education. This is one of the most important and effective practices districts can implement to leverage the capacity, resources and time of these stakeholders to support Latino students.

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