



FY17 Local Education Agency (LEA) Equity Action Plan

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|-------------|---|----------|--|-----------------|
| Fiscal Year | <small>Education Department</small> | LEA Name | | LEA Coordinator |
|-------------|---|----------|--|-----------------|

Using the Equity Data Profile provided by the Georgia Department of Education and the LEA comprehensive needs assessment, correlate equity action strategies with the LEA's equity needs. In the right hand column select only TWO Equity Interventions as a priority focus for improvement which will be for monitoring and reporting purposes. Both selections should be based on the LEAs equity needs and at least one selection must be based on the LEA's Equity Data Profile.

| Program Component | SECTION 2: Choosing Equity Interventions Corresponding Equity Interventions to Support Equitable Access to an Excellent Education | Two Equity Interventions for Monitoring |
|--|---|--|
| Professional Learning | PL-1. Provide Targeted School Personnel Training on Student Supports and Interventions PL-2. Provide Targeted Teacher Development on Content and Pedagogy PL-3. Provide Targeted School Leader Development PL-4. Offer Professional Growth Opportunities Designed to Produce Teachers and/ or School Leaders Prepared to Promote the Success of All Students | <input type="checkbox"/> PL-1 <input checked="" type="checkbox"/> PL-2 <input type="checkbox"/> PL-3 <input type="checkbox"/> PL-4 |
| Personnel | P-1. Identify & Recruit Effective Teachers & School Leaders P-2. Support the Retention of Effective Teachers P-3. Support the Retention of Effective School Leaders P-4. Equitably Distribute Effective Teachers in High Needs Schools P-5. Equitably Distribute Effective Leaders in High Needs Schools P-6. Schedule Teachers for In-field Assignments | <input type="checkbox"/> P-1 <input type="checkbox"/> P-2 <input type="checkbox"/> P-3 <input type="checkbox"/> P-4 <input type="checkbox"/> P-5 <input type="checkbox"/> P-6 |
| Factors that Impact the Learning and Working Environment | E-1. Schedule Class Size Reduction Teachers at a Level That is Evidence Based E-2. Provide Equitable Access to Student Support Programs and Interventions E-3. Promote the Engagement and Education of Parents, Families, Community and Business Partners E-4. Evaluate and Monitor the Working Environment in Support of a Positive School Climate | <input checked="" type="checkbox"/> E-1 <input type="checkbox"/> E-2 <input type="checkbox"/> E-3 <input type="checkbox"/> E-4 |
| Title II, Part A Administration | A-1. Include a Cross- Representation of Stakeholders for Equitable Involvement in the Needs Assessment A-2. Implement and Follow Protocols that Support Practices which Promote Equitable Access to Excellent Educators A-3. Prioritize the Distribution and Coordination of Federal Funds to Promote Equitable Educational Opportunities | <input type="checkbox"/> A-1 <input type="checkbox"/> A-2 <input type="checkbox"/> A-3 |

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SECTION 3: Equity Interventions for Reducing LEA Equity Gaps

Equity Gap #1

(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)

Mean Percentile Growth (MGP) for Teachers

Equity Intervention Selected to Address Equity Gap #1

Provide Targeted Teacher Development on Content and Pedagogy.

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness.

| | Personnel Responsible | Timeline |
|--|--|---|
| Implementation | | |
| School leadership and all certified staff will participate in job embedded yearlong professional development with content specialists' consultants and co-teaching consultant to address teaching strategies, common assessments, & differentiation to increase success for minority and diverse learners. | Central office curriculum & PL Director School level administration | August, 2016- May, 2017 |
| Monitoring Implementation | | |
| Consultant reports progress/barriers in implementing action plans to central office leadership. School level administration observes monthly and meets with system level leadership to discuss consultant reports and progress/barriers and school level observations. | Superintendent, Assistant Superintendent, School level leadership, Consultant | Monthly at central office staff meetings with school administration |
| Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap | | |
| Data surveys following trainings and implementation, comparison of student discipline data from last year to this year | Curriculum and school level leadership will collect and analyze discipline data and exit surveys | Survey and discipline data reports are due to Title II, Part A Director by June 9, 2017 |

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Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention

- Title II, Part A funds-Professional Learning and professional books required for training
- State funds-Stipends for teachers/leaders off contract during July professional development.
- Striving Readers Grant-Provide professional development for content areas specifically to address minority and diverse learners

Equity Gap #2

(LEAs must select an Equity Gap that addresses the needs of poverty and minority students.)

College and Career Performance Indicators (CCRPI)

Equity Intervention Selected to Address Equity Gap #2

Schedule Class Size Reduction Teachers at a Level That is Evidence Based

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness.

| | Personnel Responsible | Timeline |
|---|---|--|
| Implementation | | August, 2016 |
| School and system level administration will review master schedules and follow federal guidelines using the CSR formula to reduce class size | Principals, Title II, Part A Director | |
| Monitoring Implementation | | August & December of 2016 & March & May of 2017 |
| School and system administration will observe classroom instruction throughout the year for effectiveness and discuss effectiveness of reduction in class size. | Assistant Superintendent for Curriculum, Assessment & Instruction, Special Education Instructional Facilitator, school level administration | |



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| | | |
|--|------------------------------|-------------------------------|
| Measuring for Effectiveness of Implementation and Ability to Reduce Equity Gap | Title II, Part A Director | August & December of |
| Review of student discipline data, student grades, benchmark assessments, GMAS, Title I Comparability. | School Principals | 2016 & March & May of 2017 |
| Allocation of Resources and/ or Coordination of Funds Required to Implement Equity Intervention | | |
| <ul style="list-style-type: none">• Title I-Fund class size reduction teachers• Title II, Part A-Fund class size reduction teachers | | |



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SECTION 4: Using Title II, Part A Funding to Support Equity Gap Reduction

Which, if any, of the following programs and activities authorized by Title II, Part A Section 2103 Local Use of Funds is the LEA using to support the selected Equity Interventions?

Developing and Implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, that provide:

- new teacher, principal, or other school leader induction and training programs that are designed to improve classroom instruction and student learning
- new teacher, principal, or other school leader retention programs that are designed to increase the retention of teachers, principals, or other school leaders
- the development of evaluation systems for teachers, principals, or other school leaders on how accurately they assess student learning, provide useful feedback, and use evaluation results to inform professional development, improvement strategies, and personnel decisions
- expert help in screening candidates and enabling early hiring
- teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation
- differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems
- a system for auditing the quality of evaluation and support systems

**This page does not need to be submitted in FY17.
It will be effective in FY18.**

SECTION 5: Authority

The following pages do not need to be included in formal submission of LEA Equity Action Plan.

Every Student Succeeds Act of 2015

1111(g)(1)(B) – Title I, Part A SEA Plan

Each State plan shall describe how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.

1112(b)(2) – Title I, Part A LEA Plan

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local education agency plan shall describe

- (1) how the local educational agency will monitor students' progress in meeting the challenging State academic standards by—
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
- (2) how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
- (3) how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d);
- (4) the poverty criteria that will be used to select school attendance areas under section 1113;
- (5) in general, the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
- (6) the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.);
- (7) the strategy the local educational agency will use to implement effective parent and family engagement under section 1116;
- (8) if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;
- (9) how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part;
- (10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
 - (A) through coordination with institutions of higher education, employers, and other local partners; and
 - (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;



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- (11) how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2);
- (12) if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate—
 - (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
- (13) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will—
 - (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

2101(d)(2)(E) – Title II, Part A SEA Application

- (1) In order to receive an allotment under this section for any fiscal year, a State shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.
- (2) CONTENTS.—Each application described under paragraph (1) shall include the following:
 - (E) If a State educational agency plans to use funds under this part to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), a description of how such funds will be used for such purpose.

2103(b)(3)(B) – Title II, Part A LEA Use of Funds

- (b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—
 - (1) shall be in accordance with the purpose of this title;
 - (2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and
 - (3) may include, among other programs and activities—
 - (B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—
 - (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
 - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
 - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - (I) improve classroom instruction and student learning and achievement; and
 - (II) increase the retention of effective teachers, principals, or other school leaders;
 - (v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
 - (vi) a system for auditing the quality of evaluation and support systems;

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Georgia Department of Education Equitable Access to Effective Educators State Plan 2015

Theory of Action

Our Vision for 2020 is that all Georgia students will have equitable access to effective educators supported through:

- Preparation programs that produce learner ready teachers and school ready leaders who have the knowledge and ability to promote the success of all students;
- High quality, relevant, and job-embedded professional learning focused on improving student learning consistently provided for all teachers and leaders from the induction phase to the professional phase and beyond;
- Effective induction programs implemented in every Georgia school district to support induction phase teachers and leaders; and
- Effective teachers assigned to every classroom and effective leaders assigned to every Georgia public school.

Theme 2: Improve Teacher and Principal Effectiveness

Strategy 3

Review and collect state level data to develop a needs assessment to assist the LEA

- The SEA Equity Plan Internal Team and Equity Advisory team are committed to research equity in schools and develop a state model. The data will be used to guide systems in the development of local policy, practice, and procedures aimed at the identification of effective teachers and placement of students at the beginning of each school year. The purpose is to ensure equitable distribution of effective teachers and that no student is assigned an ineffective teacher for two consecutive years. Appendix (Title IIA LEA Equity Plans Needs Assessment Survey)

Strategy 4

Provide professional learning to support knowledge and skills needed by teachers and system school level leaders as they work with minority students and students in poverty

- Monitor specific uses of local systems' budgeted Title II Part A funds to address the professional learning required to meet the diverse needs of local students (refers to the Title II, Part A Budget Review Guidelines).

Theme 3: Improve Retention and Professional Growth

Performance Objectives

- The conditions and resources necessary for teacher retention in the profession and professional growth at each career stage are identified, valued, and provided through individualized, ongoing, and collaboratively designed and delivered professional learning focused on the common goal of improving student learning

Theme 4: Factors that Impact the Learning and Working Environment

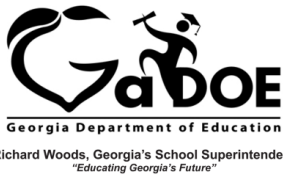
Strategy 1

Equity Action Plans

- LEAs will submit Equity Action Plans aligned with the SEA Equity Plan. Electronic submission has been redesigned to capture accurate and detailed data.

Title II, Part A implementation and monitoring

- LEAs are required to budget Title II, Part A funds to support the action plan if funding is necessary to support the plan.
- LEAs submit self-evaluations addressing the status of the LEA equity plans.
- SEA monitors implementation of Title II, Part A implementation in LEAs. (GaDOE Title II, Part A Monitoring and Technical Assistance checklist located in the Title IIA handbook).
- Monitor school system LEA equity plans for development and implementation of effective procedures for the identification of effective teachers and placement of low income and minority students. Title IIA Specialists annual monitoring process.



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SECTION 6: Equity Data Profile Definitions

High Poverty and High Minority Schools: In alignment with both NCLB and ESSA reauthorizations of ESEA, Georgia LEAs should prioritize funding for high poverty and high minority schools in order to reduce equity gaps impacting at-risk students. In Georgia, for the purposes of the LEA Equity Action Plan, Title I Schools will be considered high poverty schools and schools with a minority population of 60% and above will be considered high minority.

College and Career Performance Readiness Index (CCPRI): CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

Percent of first year teachers: This variable shows the percent of teachers with less than one year of teaching. The "School Level Cert Personnel Data 2014-2015" file, specifically variable "Teacher Exp. < 1year" was used to calculate. "Teacher total headcount" variable and all other teacher variables in this file that DO NOT specify part-time include full-time and part-time teachers.

Average years of experience: This variable is an average of the number of years of experience per teacher. The "School Level Cert Personnel Data 2014-2015" file, specifically the variable "Teacher Avg. Yrs. Exp." was used.

Percent of teachers "out-of-field": This variable indicates the percent of teachers who are not teaching in their field of certification. Note that USED's variable is named "Percent of teachers without certification or licensure," and is defined as "the total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate."

Average number of days absent: This variable indicates the average number of sick, vacation, personal, and professional days taken per teacher. Total Teacher Count, Total Teacher Sick Leave Days, Total Teacher Staff Dev. Days, Total Teacher Vacation Days, and Total Teacher Other Days. It does include professional development, field trips, or other off-campus activities with students. GaDOE is collaborating with GaPSC to identify additional measures to disaggregate the total days absent. This data is collected and self-reported. All districts do not report in all areas.

Percent of Teacher/Principal Retention rates: These variables show the percent of teachers or leaders who were present 2013-2014 data collections count and were NOT present in 2014-2015 data collections count, as reported to the GaDOE. The data does not represent teachers or leaders leaving the profession, moving to another district or moving to another position in the building or within the same district.

Graduation Rate: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, - to another country, or dies during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (i)-(iv).



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Discipline: According to the *Improved Student Learning Environment and Discipline Act of 1999*, Discipline "shall be designed to create the expectation that the process of disciplining students will include due consideration, as appropriate in light of the severity of the behavioral problem, of student support services that may help the student address behavioral problems and that may be available through the school, the school system, other public entities, or community organizations."

Mean Growth Percentile (MGP): The mean growth percentile is the average student growth percentile for all students at a school. The student growth percentile describes a student's growth relative to his/her academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth. The data shown is from the 2014-2015 academic school year. (Averaged at the school level and then averaged at the district level)

FY18 - Teacher Effectiveness Measure, (TEM): AS REQUIRED BY STATE LAW: TEM consists of two components: (1) TAPS, and (2) Student Growth. These two components contribute to the overall TEM for each teacher. The categorical or rating score for the TEM is as follows: Exemplary, Proficient, Needs Development, Ineffective. The GaDOE defines an effective teacher as a teacher who receives an Exemplary or Proficient on the TEM.

FY18 - Leader Effectiveness Measure, (LEM): AS REQUIRED BY STATE LAW: LEM consists of three components: (1) LAPS, (2) Student Growth, and (3) Achievement Gap Reduction. These three components contribute to the overall LEM for each leader. The categorical or rating scale for the LEM is as follows: Exemplary, Proficient, Needs Development, Ineffective. The GaDOE defines an effective leader as a leader who receives an Exemplary or Proficient on the LEM. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of the teachers under their supervision, and consistently take leadership actions necessary to improve outcomes for students.