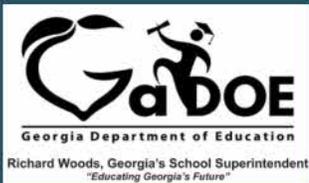
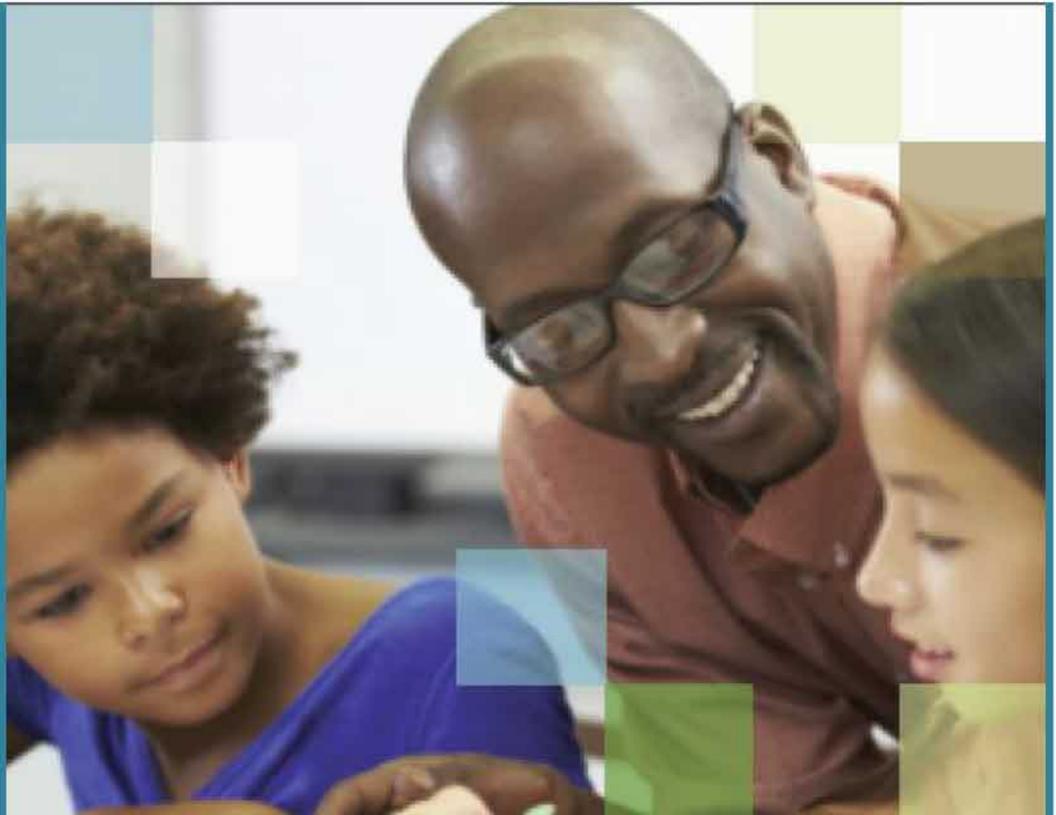


Equitable Access to Effective Educators

“Educating Georgia’s future by graduating students who are ready to learn, ready to live, and ready to lead.”

*Georgia State Superintendent,
Richard Woods*



**Georgia Department of Education
September 14, 2015**

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Acknowledgments

Georgia's Equity Plan represents the hard work of many individuals who collaborated with the Georgia Department of Education (GaDOE) to draft a data-driven plan that will ensure *Equitable Access to Effective Educators* for all Georgia students. The ongoing stakeholder engagement process includes hundreds of Georgia citizens who have a vested interest in public education and have provided guidance and quality feedback from the inception of this draft. The GaDOE wishes to express our appreciation for their conscientious and insightful efforts....this is collaboration at its finest.

Additionally, the GaDOE Equity Plan was developed with the thoughtful contributions of the United States Department of Education (USED), Council of Chief State School Officers (CCSSO), Equitable Access Support Network, Center on Great Teachers & Leaders (GTL Center) and the Collaborative for Effective Educator Development, Accountability and Reform Center (CEEDAR). We wish to express our appreciation for the continued technical assistance and development of high-quality tools and resources to support this work.

GaDOE is pleased to submit to USED the following Equitable Access to Effective Educators Plan that has been developed by Georgia stakeholders to address the improvement of equitable access to effective teachers and leaders for all students in Georgia. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. Georgia's plan complies with : (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA as data indicates changes in the state's needs. Recognizing the importance of leadership, Georgia's plan also includes specific steps to ensure that teachers in high poverty, high minority schools are supported by effective leaders.

Our Responsibility

Georgia has over 1.7 million reasons for every citizen that has a vested interest in public education to unite in common purpose to ensure all students have access to effective educators. Collaboration is a common practice and is modeled by the Georgia Alliance of

Education Agency Heads at the state level. The Alliance has led collaborative initiatives that unite Georgia's education agencies, partners, and community and business leaders to create an integrated and seamless pathway for student success since 2006. Therefore, it is important to acknowledge that GaDOE has been engaged with numerous stakeholder groups from the beginning to inform and develop this plan. This work includes the review of profile data, equity gap conversations, root cause analyses, assessment of current practices, and brainstorming strategies. USED has provided Georgia an opportunity to identify equity gaps and to take action to eliminate these gaps.

In our country, research studies into the causes of gaps in student growth and achievement between low-income minority students and middle-income white students have been continuing since the 1966 publication of the report, "Equality of Educational Opportunity" (more widely known as the Coleman Report), commissioned by the USED. That research suggested that both in-school influences and home/community influences impact the academic growth and achievement of students and contribute to an achievement gap. Georgia concurs with USED's researcher David Berliner who reports that due to the increased time that students spend at home and in their communities compared to the amount of time spent in school, home/community factors are weighted more heavily. However, research also supports the positive impact effective teachers and effective leaders have on student learning and growth. That being said, how can Georgia ensure *Equitable Access to Effective Educators* for all Georgia students? Four common themes have emerged throughout the review of current data sources and stakeholder conversations:

1. Recruitment and teacher preparation,
2. Teacher and principal effectiveness,
3. Retention and professional growth, and
4. Factors that impact the learning and working environment

Each of these themes encompasses the intensive and extensive education reform that has evolved during the RT3 grant years. Georgia must now ensure the equity plan is aligned and strategically articulated for implementation, monitoring and reporting of progress.

Executive Summary

Improving student learning and growth begins by ensuring equitable access to effective educators for all Georgia students, regardless of income level, race, or location. Georgia's Equity Plan provides another opportunity to involve all stakeholders in the state's comprehensive data-driven system of school improvement and support. Through the Race to the Top initiative, Georgia has focused on a set of ambitious goals to address achievement gaps and ensure growth for students. Building on this work, the Georgia Department of Education GaDOE will continue to refine ways to examine equity challenges, and develop a set of new data metrics to evaluate the state's inequities. The GaDOE is committed to ensuring every classroom has an effective and innovative teacher and every school has an effective leader at the helm. Collaboration is a common practice and is modeled statewide. Therefore, it is important to acknowledge that GaDOE involved all stakeholders with a vested interest in public education to inform and develop this plan from the very beginning.

Research confirms that students with highest rate of achievement are those enrolled in highly effective schools taught by the most effective teachers within those schools (Marzano, 2003). Additionally, research indicates that there is a direct correlation between leadership and student achievement (Waters, Marzano, McNulty, 2003; and Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004). GaDOE is committed to building and sustaining the capacity to support an educational system that provides equal access to a high standard of instruction for all students. In doing so, it is our belief that: all students will receive a quality education; an effective teacher will be present in every classroom; those in leadership positions will focus on optimizing student learning and achievement for all students.

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.

Increasing Student Growth through Equitable Access to Effective Educators (EAEE) Theory of Action

IF powerful P-20 partnerships are formalized and focused on continuous school improvement and student learning and growth through professional development,

THEN every Educator Preparation Provider (EPP) and Local Educational Agency (LEA) will have regularly scheduled times for P-20 partners to discuss their work.

And IF P-20 partners regularly share their work and results with each other,

THEN they will be able to learn from each other's successes and draw upon the expertise of their P-20 partners to resolve common challenges.

And IF P-20 partners draw upon the expertise and successes of their colleagues around common challenges,

THEN P-20 partners will be able to identify and incorporate new and successful strategies into their practice with support from their colleagues.

And IF P-20 partners incorporate successful strategies into their practice,

THEN more effective educators will be available to work in Georgia's schools,

And if all Georgia students have equitable access to effective educators, they will benefit from more effective teaching and learning,

THEN all Georgia students will experience growth each academic year and student learning and growth will increase.

P-20 Collaboratives

GaDOE in collaboration with the Georgia Professional Standards Commission (GaPSC), and the University System of Georgia (USG) created nine regional P-20 partnerships that focus on continuous school improvement and student learning and growth through the preparation of candidates and professional development of P-20 educators. During fall 2014 the nine collaboratives convened to discuss current high-stake initiatives, identify regional resources and needs and network. Regional Spring 2015 collaboratives provided interactive presentations around requested topics with P-20 partners. Currently, core planning teams for each region are scheduling locations and dates as well as planning the agenda for fall 2015 collaboratives. The core planning teams will ensure sustainability and transfer the State Education Agencies (SEA's) role from facilitating to advisement.

Appendix (P-20 Collaboratives Flyer)

Current Landscape

Within Georgia's Race to the Top (RT3) grant, the Great Teachers and Leaders Project focuses on increasing the overall effectiveness of Georgia's teachers and leaders to ensure all students....regardless of income level, race, or location.... have access to effective teachers and leaders. The New Teacher Center (NTC) notes, when districts and schools organize to accelerate new teacher and leader development, they break the cycle of inequity and provide children who are most in need of a quality education with teachers capable of helping them (Moir, E. 2009). An equitable distribution of effective teacher and leaders is essential for Georgia to increase the level of student growth and achievement.

During the four years (2011-2015) of the RT3 grant, GaDOE worked with other agencies and numerous partners to implement systemic P-20 reforms. The following is a summary of the steps taken to assist with in ensuring students have access to effective teachers and leaders.

- Developed and implemented new teacher and leader evaluation systems that include student growth.
- Developed and implemented in RT3 districts Teacher and Induction Guidance to ensure effective induction programs were developed and implemented to support induction phase educators.
- Increased the rigor of teacher and leader preparation programs, both at traditional colleges and universities and non-traditional certification programs.
- Developed an effectiveness rating of teacher and leader preparation programs.
- Strengthened the quality and quantity of professional learning opportunities for teachers.
- Supported alternative programs to increase the quality of teachers in hard to staff areas and subjects.

- Developed a statewide longitudinal data system accessible to teachers, principals, education leaders, and parents to improve instructional practices.
- Developed protocol to retrieve equity data through, Equity Technical Assistance (ETA). Technical assistance for LEA Equity Plans, from the Title IIA Specialist. Each school provides data annually for information on minority and economically disadvantaged enrollment, average experience of teachers, the percentage of low, mid, and high level teacher experience, an experience continuity ratio, and the percentage of highly qualified teachers.

With the sunset of RT3, it is essential that Georgia continue the implementation and work to sustain these reform initiatives designed to ensure all students have access to effective teachers and leaders. Through this work Georgia will reach toward its vision of “Educating Georgia’s future by graduating students who are ready to learn, ready to live, and ready to lead.”

Teacher and Leader Effectiveness System

Georgia has focused on great teachers and leaders as a cornerstone of the state’s education reform efforts.

Georgia is committed to:

1. Improving teacher and principal effectiveness based on performance,
2. Improving the effectiveness of teacher preparation programs,
3. Providing high-quality pathways for new teachers and principals, and
4. Ensuring an equitable distribution of effective teachers and principals.

Georgia has been a leader in developing and implementing new teacher and leader evaluation systems. To support the state’s goals of retaining and rewarding great teachers and leaders, the RT3 grant included four main tasks:

1. Establish a clear approach for measuring student growth;
2. Develop a rigorous, transparent, and fair evaluation system for districts, principals, and teachers;
3. Conduct annual evaluations of teachers and principals that provide constructive feedback and provide teachers and principals with data on student growth; and
4. Use annual evaluations to inform talent development and management decisions.

The goal of this work was to develop rigorous and transparent teacher and leader evaluation instruments to help ensure an effective teacher in every classroom and an effective leader in every school. GaDOE developed both teacher and leader effectiveness systems that incorporated student growth to meet this purpose. In Georgia, these new systems are known as the Teacher Keys Effectiveness System (TKES) for teachers and the corresponding Leader Keys Effectiveness System (LKES) for school leaders, primarily principals and assistant principals. These new systems are one of Georgia’s primary accomplishments under the RT3 grant. In addition to distinguishing good teachers/leaders, great teachers/leaders, and ineffective ones,

the primary purpose of TKES and LKES is to improve classroom instruction and school leadership and provide professional development activities to support teacher and leader performance. TKES generates a final rating referred to as a Teacher Effectiveness Measure (TEM) consisting of two primary components, and LKES generates a final rating referred to as a Leader Effectiveness Measure (LEM).

Teacher Keys Effectiveness System

TKES consists of two components: (1) Teacher Assessment on Performance Standards (TAPS), and (2) Student Growth. As required by state law, the final TEM score is made up of the observations of teacher's assessment on performance standards TAPS (50 percent) and student growth (50 percent). The surveys of instructional practice are used to inform the ratings on TAPS and do not carry weight in calculating the final score. Student growth is measured through student growth percentiles in tested grades and courses and by student performance on student learning objectives (SLOs) in non-tested grades and courses. The final TEM rating will categorize teachers as exemplary, proficient, needs development, or ineffective. An effective teacher will receive a rating of exemplary or proficient.

Leader Keys Effectiveness System

Georgia has developed and implemented the Leader Keys Effectiveness System (LKES). LKES consists of two components: the Leader Assessment on Performance Standards (LAPS) and student growth and academic achievement, including achievement gap reduction. The system also includes school climate surveys, student attendance data, and the retention of effective teachers. The leader effectiveness measure (LEM) is a combination of LAPS (30 percent) and the student growth and academic achievement (70 percent) measures. As required by state law, the LEM consists of three components: (1) Leader Assessment on Performance Standards (LAPS), (2) Student Growth, and (3) Achievement Gap Reduction. These three components contribute to the overall LEM for each leader. The final LEM rating will categorize leaders as exemplary, proficient, needs development, or ineffective. An effective leader will receive a rating of exemplary or proficient.

Georgia law mandated implementation of TKES/LKES in 2014-2015. Due to the fact the growth data are lagging, the first official TEM and LEM ratings for non-RT3 teachers and leaders will be determined at the end of the 2015-2016 school year. Georgia has requested a waiver delaying the use of growth for high stakes decisions. Upon approval of the waiver, there will be a delay in the use of TEM and LEM. As a result, for the purposes of this plan, Georgia will use the mean growth percentile for each district until TEM and LEM are available for use.

Stakeholder Engagement

A successful state plan for teacher and leader equity in Georgia cannot be developed in isolation. The plan's success depends on long-term involvement and ownership of various stakeholders. These stakeholders include parents, teachers, leaders, professional organizations, higher education, the business community, civil rights organizations, and other community members. Collaboration is an accepted practice with respect to education in Georgia and is modeled statewide. It is important to acknowledge that GaDOE has involved stakeholders from the outset to inform and develop this plan and will continue to do so through the Internal Team and Equity Advisory Committee. This group will oversee long-term implementation of the plan guided by continuous improvement. To document the engagement process a list of diverse individuals was compiled by GaDOE to invite and engage in the equity conversation. Meetings were held in a physical location and recorded through a webinar for further viewing. Monthly updates and resources will be accessible on the GaDOE (Title IIA) website also.

Representatives from state agencies and professional organizations have convened and will continue to convene as the work progresses. This work is being cooperatively facilitated by CCSSO and the GaDOE Teacher and Leader Effectiveness Division (TLE). The first meeting included an overview of the equity planning process including sample data, requirements of the plan, and a review of the Equity Plan Quick Guide. The Equity Plan Quick Guide was developed to ensure communication of a single message across the state. A review of a potential data set to inform the plan and discussion on potential causes and strategies completed the initial work. Future meetings were scheduled to ensure on-going feedback throughout the planning process.

(Appendix: Georgia's Virtual Equity Advisory Team)

(Appendix: EQ Plan State Internal Team)

TLE facilitated an advisory team for the implementation of Teacher and Leader Effectiveness System. The agenda mirrored the initial convening of the SEA Internal Team. Additionally, these stakeholders considered root causes for the identified inequities. After exploring root causes, the group discussed possible strategies for consideration. The group also discussed additional stakeholders to include in subsequent conversations. These will include focus groups in school districts where the data suggests an equity gap. The participants accepted the responsibility of continued collaboration with their respective constituents and agreed to bring feedback to the next meeting. The agenda for this meeting is offered in Appendix: (TLE Advisory and Implementation meeting). Members of the TLE Implementation advisory group who have agreed to serve on the Georgia Equity Plan Advisory Team. This group will continue to review and provide ongoing feedback.

The second work session of the SEA Internal Team was facilitated by the GaDOE TLE. Seven equity gap scenarios were reviewed by participants. Participants then reviewed the identified equity gaps and used a fishbone protocol to conduct a root cause analysis and identify contributing factors for each gap. (Appendix: Examples of Fishbone Activities)

The GaDOE Internal team supported the planning of 16 large public stakeholder meetings in each Regional Education Service Agency (RESA). Each RESA is comprised of 16 regional educational service agencies strategically located in service districts throughout the state. The agencies were established for the purpose of sharing services designed to improve the effectiveness of the educational programs of member school systems. In addition, the RESAs assist the State Department of Education in promoting its initiatives. List of stakeholders is available at (Appendix: Regional Feedback Session Flyer)

The purpose of the 16 regional meetings is for stakeholders to:

- Review data and serve as advisors on identifying root causes of the equity gaps
- Identify and prioritize root causes of inequities
- Review and provide feedback on the draft plan

Stakeholders engaged in the work during these meetings include: teachers, parents, school board members, community organizations, advocacy group leaders, business representatives, and other interested citizens in the community. Stakeholder feedback was captured, reviewed, and discussed. Conversations were guided with discussion protocols to ensure the focus remained on the equity gap work. In addition webinars were conducted to ensure feedback from all viewpoints. All communications were added to the compilation of stakeholder feedback.

GEORGIA'S STAKEHOLDER ENGAGEMENT



Groups that participated in initial meetings and are included in the development of Georgia's Educator Equity Plan (EPP) include:

- **Committee of Practitioners** - The State Committee of practitioners advises the state in carrying out its responsibilities. Committee includes: administrators, teachers, vocational educators, parents, school board members, private school representatives, and pupil services. This committee provided feedback concerning strategies/root causes analysis based on data.
- **Georgia Professional Standards Commission (GaPSC)** - This commission was created by the Georgia General Assembly on July 1, 1991, to assume full responsibility for the preparation, certification, and professional conduct of education personnel in public schools. GaPSC staff serves on the Equity Plan Internal Team and on the virtual advisory team.

- **Regional Educational Service Agency (RESA)** – These regional educational service agencies are strategically located in sixteen service districts throughout the State of Georgia. The agencies were established for the purpose of sharing services designed to improve the effectiveness of the educational programs of member school systems. In addition, the RESAs assist the Georgia Department of Education in promoting its initiatives. Each RESA is governed by a Board of Control which functions much like a local board of education. Sixteen RESA directors are involved with the Equity Plan.
- **Professional Association of Georgia Educators (PAGE)** – PAGE, founded in 1975, is the state's largest education association serving more than 86,000 educators, administrators and school personnel; PAGE fosters exceptional levels of professionalism in the classroom and within administrative ranks. In addition to unmatched legislative advocacy and legal protection, PAGE provides professional learning to enhance competence and confidence, build leadership and increase student achievement.
- **United Way of Georgia** - United Way is the world's largest privately-funded nonprofit. This organization engages people from all walks of life in nearly 1,800 communities across more than 40 countries and territories worldwide. Their partners include global, national and local businesses, nonprofits, civic and faith organizations, as well as educators, labor, health organizations, government and more. They believe every child in every country should have a quality education and each local United Way is managed by a volunteer Board of Directors.
- **National Association of Advancement of Colored People (NAACP)** - Founded in 1909, the NAACP is the nation's oldest and largest civil rights organization. From the ballot box to the classroom, the thousands of dedicated workers, organizers, leaders and members who make up the NAACP continue to fight for social justice for all Americans.
- **Georgia Budget and Policy Institute (GBPI)** - GBPI Seeks to build a more prosperous Georgia by rigorously analyzing budget and tax policies and providing education to inspire informed debate and responsible decision-making, advancing our vision of a state in which economic opportunity and well-being are widely shared among all. GBPI is an independent, nonprofit, nonpartisan organization founded in 2004.
- **Georgia Partnership for Education (GPEE)** - Founded in 1992 by the Georgia Chamber of Commerce and the Georgia Economic Developers Association, the Partnership consists of business, education, community and government leaders who share a vision of improved education in our state. The organization is an independent, nonpartisan, nonprofit working tirelessly to be Georgia's foremost change agent in K-12 public education.

- **Georgia Association of Educators (GAE)** – GAE is a 501 (c) (6) non-profit professional association, for teachers, administrators, and associated educational personnel within Georgia's public schools. GAE is an affiliate of the National Education Association.
- **Southern Education Foundation (SEF)** – Their mission is to advance equity and excellence in education for all students in the South, particularly low income students and students of color. SEF uses collaboration, advocacy, and research to improve outcomes from early childhood to adulthood. Their core belief is that education is the vehicle by which all students get fair chances to develop their talents and contribute to the common good. The program director serves on the State Equity Team. The SEF organized a roundtable equity talk to review root cause and possible strategies with a diverse group of non-educators.
(Appendix: SEF Equity Round Table Agenda)
- **Title IIA Specialists** - GaDOE employees who are field based and work directly with districts to monitor and provide technical assistance to ensure compliance with Title IIA regulations.
(Appendix: Title IIA Specialist PL Assessment)

Ongoing Stakeholder Engagement

SEA Internal Leadership Team comprised of members from Prep for GA, NAACP, Teacher of the Year, Education Reform, GBPI, USG, GPEE, GaDOE, and PAGE moving forward this group will convene to review the plan and progress toward achieving equitable access. Meetings will be scheduled after receipt of reviewed equity plan from USED.

State Equity Team comprised of members from GaDOE, GaPSC, GOSA, and Professional Organizations will convene to review the plan and progress toward achieving equitable access. Meetings will be scheduled after the internal SEA Leadership team identifies next steps based on the feedback from USED.

Equity Advisory comprised of members of the TLE Team, RESA consultants, and SI specialists. This group will be provided updates and will provide GaDOE with school district progress data throughout the monitoring process.

P-20 regional Collaboratives comprised of SEAs, RESAs, P12s (building and district leaders) and Institutes of Higher Education (IHEs) faculty members convene twice a year. Updates and feedback will be solicited from their work inside P-12.

Equity Virtual Advisory comprised of SEA, P12, IHE's, Community Stakeholders, RESA Virtual Equity Advisory team meetings will be ongoing for solicitation of feedback and to provide members with updates.

Direct Focus Teams will schedule periodic meetings with selected districts to provide additional support. Districts were identified through a data driven multi-step process which included the GaDOE Executive leadership, SI Division Leadership, Field based evaluation system specialists, and RESA consultants. Additionally, business rules were written to determine the districts with the greatest needs with regard to equitable access to effective educators. District focus teams will consist of superintendents, principals, teachers, Title II Part A specialists, and others to be determined.

Equity Gap Exploration and Data Analysis

The SEA Internal Equity Team ensured Georgia's plan is data driven by incorporating multiple data sources. Numerous stakeholder groups have reviewed the data and provided feedback and recommendations which helped to clarify the equity gaps.

Data Sources and Methodology:

Georgia acknowledges that a *highly qualified teacher* is not a strong indicator of educator effectiveness and the need to focus efforts towards equitable access is a priority. A variety of data sources were identified compiled and analyzed by two GaDOE Data Specialists. To ensure accuracy the data have been calculated by using the business rules stated below. Data sources used for 2013-2014 educator equity profile include GaPSC certified/classified personnel information (CPI), GaDOE data collections, GaDOE special education division, College and Career Ready Performance Index (CCRPI), and the TLE Data Division. Data validation was a priority. The data specialists independently analyzed the data used in the educator equity profile and cross-checked results. In doing so, they ensured the data presented here are accurate and that any complications were resolved in a systematic manner. They also engaged in routine data checks and sought additional assistance as needed. Several preliminary equity data profile analyses were conducted. Initially, USED 2011-2012 Educator Equity Profile was reviewed. Following this review and utilizing the same format, the data specialists created an updated profile using 2013-2014 data. After receiving stakeholder feedback, the decision was made to add additional data variables: Principal and Teacher Turnover Rate, Mean Growth Percentile (MGP), and TEM/LEM. After the compilation of all variables, the data were reviewed for equity gaps using numerous metrics and the focus moved to the high-minority and low-income locales for each variable. The "highest poverty" quartile and the "lowest poverty" quartile were determined. The data specialists applied National Center for Education Statistics' locale codes to the schools and identified the locations of the highest poverty and lowest poverty schools. The majority of Georgia's high poverty schools are in rural districts. The percent of schools in each district was reviewed to determine greatest need.

The metrics were further examined to identify the districts of greatest need. The same process was used to determine the high minority quartiles. The application of growth data (mean growth percentiles) revealed the districts with the most significant equity gaps. Georgia will engage the identified districts, provide the necessary support, and monitor the development and implementation of targeted plans to address the identified equity gaps.

Definitions and Metrics

As part of the educator equity plan, the U.S. Department of Education requires the state to clearly define three groups of teachers: inexperienced, not highly qualified, and out-of-field. GaDOE defines these groups of teachers in the following ways:

Inexperienced teachers are teachers in their first year of teaching.

Not highly qualified teachers are teachers who are not highly qualified. A teacher who is highly qualified must hold a valid Georgia teaching certificate, hold a bachelor's degree from a Georgia Professional Standards Commission accepted and accredited institution of higher education, have evidence of subject matter competence in the subjects they teach, and have a teaching assignment that is appropriate for the field(s) listed on their Georgia teaching certificate.

Out-of-field teachers: Those teachers who are not teaching in their field(s) of certification and are not considered highly qualified.

Number of schools: The profile includes data from 2,263 schools in the state of Georgia.

Number of districts: The data used are from 181 public school districts.

Total Student Enrollment: This is the "total student enrollment" counts in the free-and-reduced lunch file and the race, ethnicity, and gender files. (This count includes Pre-K students.)

Total Number of Teachers: Total number of teachers comes from the Teacher_totalheadcount" in the "School Level Cert Personnel Data" file. It includes both part-time and full-time, since the other variables in the file do not differentiate between the two.

Percent of teachers in first year: This variable shows the percent of teachers with less than one year of teaching experience for each of the demographic groups. The "School Level Cert Personnel Data 1314" file, specifically variable "Teacher_Exp< 1year" was used to calculate all, LPQ, HPQ, LMQ, and HMQ quartiles, and LPQ and HPQ school-level data, divided the respective sums by the respective totals. "Teacher_totalheadcount" 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 for each of the demographic groups. The "School Level Cert Personnel Data 1314" file, specifically the variable "Teacher_AvgYrsExp" was used. The mean of each respective group (all, the quartiles, then top HPQ and HMQ schools) was also used.

Percent of teachers “out-of-field”: This variable indicates the percent of teachers who are not teaching in their field of certification. (Note: 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.”)

Percent of classes taught by teachers who are not highly qualified: This variable indicates the percent of classes taught by not highly qualified teachers (i.e., teachers who do not meet the criteria for “highly qualified” described above and required by GaDOE). The Data Collections file, “HQ report from 13-14” consists of the district name, school code, school name, and the number of classes taught by either a highly qualified teacher or a not highly qualified teacher.

Average number of days absent: This variable indicates the average number of sick, vacation, personal, and “other” days taken per teacher. This data comes from the file “cpi2014-3_teacher-leave-tally_sys.” The data came with the following variables: Total Teacher Count, Total Teacher Sick Leave Days, Total Teacher Staff Dev. Days, Total Teacher Vacation Days, and Total Teacher Other Days. The USED definition includes both days taken for sick leave and days taken for personal leave (which includes voluntary absences for reasons other than sick leave). It does not include professional development, field trips, or other off-campus activities with students. For these purposes, sick, vacation, and other leave were combined. GaDOE is collaborating with GaPSC to identify additional measures to disaggregate the total days absent.

Adjusted average teacher salary: This variable indicates the average teacher salary by school and adjusted for cost-of-living. This file came from the “School Level Cert Personnel Data 1314.” The Comparable Wage Index (CWI) essentially accounts for cost of living differences between districts. Note: USED report uses the 2011 CWI data, and most likely used the same file (GaDOE, 2013-14 CWI). The National Center for Education Statistics contacted the CWI to adjust teacher salaries. While not a true cost-of-living adjustment, the basic premise of the CWI is that all types of workers—including teachers—demand higher wages in areas with a higher cost of living; by measuring systematic differences in the cost of labor, the CWI therefore accounts for much of the uncontrollable variation in education expenditures, such as teacher salaries.

Effective District Induction Program: An effective district induction program is comprehensive, coherent and sustainable. The GaDOE teacher and principal induction guidance domains collectively provide districts an effective induction model. GaDOE guidance provides specific information, induction tools and resources. These are available at <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines.aspx> (Principal and Teacher Mentor Modules are accessible at this link).

Induction Phase Teacher/Principal: The induction phase teacher/principal is defined as any teacher/principal who has been hired into a new permanent position in any Georgia school. Teachers/Principals are considered to be “induction phase” until they successfully complete the district induction program. The district induction program will be tiered to provide differentiated support based on the individual’s needs. ([GaDOE Induction Guidance](#))

Links:

<http://nces.ed.gov/edfin/adjustments.asp>

http://bush.tamu.edu/research/faculty/taylor_CWI/

<http://nces.ed.gov/pubs2006/2006865.pdf>

Percent of Teacher/Principal Turnover rate: These variables show the percent of teachers or leaders who were present at the fall 2012 data collections count and were NOT present in the fall 2013 data collections count, as reported to GaDOE. The data collection will be disaggregated to determine those leaving the profession or moving to another district. Accurate TEM and LEM data is forthcoming. TEM and LEM data will differentiate between the turnover of Effective or Ineffective educators.

Mean Growth Percentile (MGP): The mean growth percentile is the average student growth percentile for all students in 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 are from the 2012-13 academic school year.

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. GaDOE defines an effective leader as a leader who receives an Exemplary or Proficient LEM rating. 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.

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. GaDOE defines an effective teacher as a teacher who receives an Exemplary or Proficient TEM rating.

Poverty/Low-Income Quartile: Poverty/low-income students are defined as the percentages of students who are eligible for free- or- reduced-price lunch were identified using the file Free and reduced lunch (FRL) "FRL per school 1314." Schools in the highest poverty quartile have more than 89.9% of students eligible for free or reduced-price lunch compared to the lowest poverty schools, where less than 49% of students are eligible for the program.

Minority Quartile: Minority students are defined as students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more races. Schools in the highest minority quartile have more than 88.5% minority students compared to schools in the lowest minority quartile that have only 32% minority students.

Locale: The following definitions are based on the National Center for Education Statistics' urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a US Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

Educator Equity Profile, by state and poverty and minority quartiles¹

Equity Gap Analysis

Current data reveals an equity gap for every metric included in the analysis for both subgroups (low-income students and minority students). The low-income gap varies from 0.6 percent for “out of field” to 9.8 percent teacher turnover with 1-10 years’ experience. The minority gap varies from 1.3 percent for “out of field” to 15.3 percent principal turnover rate in rural minority students.

School Type	% of teachers in first year	Average Years Experience	% of teachers “out-of-field”	% of classes taught by teachers not Highly Qualified (N classes=300,000)	Average days absent ³	Adjusted Average Teacher Salary ⁴	% teacher turnover, fall 2012-fall 2013	% principal turnover, fall 2012-fall-2013 (N=2,300)	Graduation Rate for SWD at district level, 2014 ⁵	Mean Growth Percentile 2012-13 ⁶	TEM	LEM
All Schools N ² teachers=112,000	5.6% (N=6,200)	13.5	1.6% (N=1,800)	1.1% (N=3,300)	9.5	\$56,235	17.1% (N=19,000)	18.7% (N=400)	36.5	49.1		
Schools in the highest poverty quartile N teachers=23,000	7.7% (N=1,800)	12.6	2.1% (N=500)	1.4% (N=800)	N/A	\$55,260	20.9% (N=4,800)	23.1% (N=100)	N/A	47.5		
Schools in the lowest poverty quartile N teachers=33,000	4.4% (N=1,400)	14.0	1.5% (N=500)	0.6% (N=600)	N/A	\$55,452	14.3% (N=4,700)	15.5% (N=100)	N/A	51.5		
Poverty equity gap	3.4%	1.4	0.6%	0.8%	N/A	\$192	6.5%	7.6%	N/A	3.9		
Schools in the highest minority quartile N teachers=26,000	9.2% (N=2,400)	11.8	2.2% (N=600)	2.2% (N=1,500)	N/A	\$52,995	23.1% (N=5,900)	22.4% (N=100)	N/A	48.0		
Schools in the lowest minority quartile N teachers=27,000	3.5% (N=900)	14.9	0.9% (N=200)	0.4% (N=300)	N/A	\$58,654	13.4% (N=3,600)	16.5% (N=100)	N/A	50.4		
Minority equity gap	5.7%	3.1	1.3%	1.8%	N/A	\$5,659	9.7%	5.9%	N/A	2.3		

¹The chart reads as follows: In the quartile of schools with the highest percentage of students in poverty, 7.7% of teachers were in their first year of teaching, compared to 4.4% of teachers in the quartile of schools with the lowest percentage of poverty.

²N values denote the number of teachers, principals, or classes, rounded to the nearest hundred.

³Average teacher absence data are only available at the state and district level. See the high-poverty and high-minority district breakdowns for more information.

⁴Average teacher salary data was adjusted using the 2013 Comparable Wage Index, which accounts for regional cost of living differences as measured by differences in salaries of other graduates who are not educators.

⁵N sizes for graduation rates for students with disabilities were too small at the high- and low-poverty quartile levels and the high- and low-minority quartile levels to be included in this analysis. Graduation rates for students with disabilities will be presented at the state and district levels instead.

⁶The Mean Growth Percentile (MGP) is the average Student Growth Percentile aggregated to the state, poverty and minority quartiles, and locale levels. Note that data from the 2012-13 school year was used for this analysis, since full academic year (FAY) data has not yet been applied to the 2013-14 school year dataset.

Percent of teachers who did not return to the same school, by years of experience¹

School Type	< 1 year experience	1-10 years experience	11-20 years experience	21-30 years experience	More than 30 years experience
All Schools N ² teachers=19,000	6.3% (N=1,200)	41.9% (N=8,000)	28.0% (N=5,300)	15.0% (N=2,900)	8.8% (N=1,700)
Schools in the highest poverty quartile N teachers=4,800	6.3% (N=300)	44.3% (N=2,100)	26.9% (N=1,300)	14.5% (N=700)	8.0% (N=400)
Schools in the lowest poverty quartile N teachers=4,700	6.4% (N=300)	39.6% (N=1,900)	29.1% (N=1,400)	16.3% (N=800)	8.7% (N=400)
Poverty equity gap	-0.1%	9.8%	-2.2%	-1.8%	-0.7%
Schools in the highest minority quartile N teachers=6,000	7.7% (N=500)	47.5% (N=2,800)	26.7% (N=1,600)	11.6% (N=700)	6.6% (N=400)
Schools in the lowest minority quartile N teachers=3,600	5.0% (N=200)	34.5% (N=1,200)	30.4% (N=1,100)	18.7% (N=700)	11.4% (N=400)
Minority equity gap	2.7%	13.0%	-3.8%	-7.1%	-4.9%

¹This chart reads as follows: In the quartile of schools with the highest percentage of students in poverty, 6.3% of teachers who were not employed at the same school from October 2012 to October 2013 were in their first year of teaching, compared to 6.4% of first-year teachers who did not return to the same school in schools with the lowest percentage of students in poverty, etc.

²The N sizes for this chart reflect the number of teachers who did not return in 2013 to the same school at which they were employed in 2012. They are rounded to the nearest hundred.

Georgia's Highest Poverty Quartile (HPQ) Schools, Top 15 Districts

District	N schools in highest poverty quartile (2013-14)	Total schools in district (2013-14)	% highest poverty schools (2013-14)	% of teachers in first year (2013-14)	Average years experience (2013-14)	% of teachers "out-of-field" (2013-14)	% of classes taught by teachers not Highly Qualified (2013-14)	Average days absent (2013-14) ¹	Adjusted average teacher salary (2013-14) ²	% teacher turnover, (fall 2012-fall 2013)	% principal turnover, (fall 2012-fall 2013)	Graduation rate for SWD, 2014 ³	Mean Growth Percentile (2012-13)	TEM	LEM
			72%	9.6%	11.6	3.7%	2.7%	9.3	\$57,050	29.4%	35.1%	18.9%	47.7		
			100%	7.9%	11.8	3.7%	0.6%	11.4	\$49,375	18.5%	11.5%	23.8%	50.1		
			100%	8.4%	13.0	1.7%	3.3%	10.2	\$53,574	20.0%	14.3%	25.3%	49.2		
			37%	12.0%	12.6	1.5%	1.3%	10.4	\$49,659	25.7%	20.0%	24.5%	45.0		
			50%	6.5%	13.7	1.7%	1.5%	17.7	\$61,252	19.9%	33.3%	35.6%	49.0		
			100%	1.9%	14.2	3.4%	1.5%	7.4	\$54,008	20.7%	60.9%	25.0%	45.8		
			21%	11.9%	9.5	0.0%	2.6%	8.8	\$48,373	25.2%	19.0%	42.4%	45.9		
			51%	8.3%	12.4	1.4%	0.4%	9.5	\$53,550	22.9%	23.8%	18.9%	48.0		
			26%	6.6%	12.8	0.8%	0.1%	8.8	\$49,704	22.6%	35.7%	28.6%	44.9		
			93%	7.0%	13.8	1.0%	0.0%	8.7	\$64,378	15.6%	38.5%	44.3%	42.4		
			10%	10.6%	10.9	3.2%	0.0%	8.0	\$48,945	21.6%	15.4%	38.8%	52.2		
			100%	5.8%	13.8	0.9%	0.0%	9.0	\$64,523	20.4%	9.1%	33.3%	49.9		
			9%	7.9%	10.0	2.1%	0.7%	9.8	\$49,969	19.2%	10.0%	51.7%	47.2		
			27%	6.3%	13.6	1.5%	0.0%	13.2	\$58,550	12.8%	20.0%	46.2%	49.7		
			43%	7.4%	10.9	1.1%	0.0%	12.3	\$59,985	24.7%	0.0%	23.8%	48.0		
LPQ ⁴				4.4%	14.0	1.5%	0.6%		\$55,452	14.3%	15.5%		51.5		

¹Average days absent data was available at the district level only; as such, data points in this chart show the average number of days absent for districts in which the highest poverty quartile schools are located.

²The average teacher salary data was adjusted using the 2013 Comparable Wage Index, which accounts for regional cost of living differences as measured by differences in salaries of other graduates who are not educators.

³N sizes for graduation rates for students with disabilities were too small at the high- and low-poverty quartile levels and the high- and low-minority quartile levels to be included in this analysis. The graduation rates reflected in the chart show the rates for districts in which the highest poverty quartile schools are located.

⁴LPQ data is included for comparison purposes; these data points show the percentages or averages in the lowest poverty quartile schools for the respective variables.

⁵Green font indicates that Georgia's highest poverty schools in that district have equal or lower percentages for each characteristic (or higher salary or years of experience), on average, than the lowest poverty schools across the entire state. Red font indicates the highest two values (or lowest two, for salary and years of experience) for each indicator among Georgia's highest poverty schools..

Georgia's Highest Minority Quartile (HMQ) Schools, Top [REDACTED]¹

[REDACTED] 5 schools in the highest minority quartile.

²Average days absent data was available at the district level only; as such, data points in this chart show the average number of days absent for districts in which the highest minority quartile schools are located.

³The average teacher salary data was adjusted using the 2013 Comparable Wage Index, which accounts for regional cost of living differences as measured by differences in salaries of other graduates who are not educators.

⁴N sizes for graduation rates for students with disabilities were too small at the high- and low-poverty quartile levels and the high- and low-minority quartile levels to be included in this analysis. The graduation rates reflected in the chart show the rates for districts in which the highest minority quartile schools are located.

⁵LMQ data is included for comparison purposes; these data points show the percentages or averages in the lowest minority quartile schools for the respective variables.

⁶Green font indicates that Georgia's highest minority schools in that district have equal or lower percentages for each characteristic (or higher salary or years of experience), on average, than the lowest minority schools across the entire state. Red font indicates the highest two values (or lowest two, for salary and years of experience) for each indicator among Georgia's highest minority schools.

Georgia's Highest Poverty Quartile (HPQ) Schools, by Locale

Locale ¹	N schools in HPQ (2013-14)	Total schools in locale (2013-14)	% HPQ schools (2013-14)	% of teachers in first year (2013-14)	Average years experience (2013-14)	% of teachers "out-of-field" (2013-14)	% of classes taught by teachers not Highly Qualified (2013-14)	Average days absent (2013-14) ²	Adjusted average teacher salary (2013-14) ³	% teacher turnover, (fall 2012-fall 2013)	% principal turnover, (fall 2012-fall 2013)	Graduation rate for SWD, 2014 ⁴	Mean Growth Percentile (2012-13)	TEM	LEM
City	223	368	61%	7.6%	12.7	2.2%	2.1%	N/A	\$56,315	22.4%	28.3%	N/A	47.9		
Suburb	168	714	24%	9.4%	11.6	2.3%	1.0%	N/A	\$49,870	21.3%	17.3%	N/A	47.8		
Town	59	237	25%	4.7%	14.0	1.5%	0.7%	N/A	\$61,211	18.4%	22.0%	N/A	46.5		
Rural	101	892	11%	5.6%	13.4	1.9%	1.0%	N/A	\$58,255	18.0%	22.0%	N/A	46.9		
LPQ				4.4%	14.0	1.5%	0.6%	N/A	\$55,452	14.3%	15.5%	N/A	51.5		

Georgia's Highest Minority Quartile (HMQ) Schools, by Locale

Locale ¹	N schools in HMQ (2013-14)	Total schools in locale (2013-14)	% HMQ schools (2013-14)	% of teachers in first year (2013-14)	Average years experience (2013-14)	% of teachers "out-of-field" (2013-14)	% of classes taught by teachers not Highly Qualified (2013-14)	Average days absent (2013-14) ²	Adjusted average teacher salary (2013-14) ³	% teacher turnover, (fall 2012-fall 2013)	% principal turnover, (fall 2012-fall 2013)	Graduation rate for SWD, 2014 ⁴	Mean Growth Percentile (2012-13)	TEM	LEM
City	201	368	54.6%	8.8%	12.2	2.2%	2.3%	N/A	\$55,984	24.2%	27.8%	N/A	48.0		
Suburb	266	714	37.3%	9.5%	11.5	2.4%	1.8%	N/A	\$49,827	22.6%	16.2%	N/A	48.4		
Town	20	237	8.4%	7.3%	13.0	2.0%	3.6%	N/A	\$59,782	21.7%	20.0%	N/A	45.0		
Rural	65	892	7.3%	8.6%	12.4	1.1%	3.1%	N/A	\$54,674	22.9%	31.8%	N/A	47.6		
LMQ				3.5%	14.9	0.9%	0.4%	N/A	\$58,654	13.4%	16.5%	N/A	50.4		

¹Locale is based on National Center for Education Statistics urban-centric locale code.

City is a territory inside an urbanized area and inside a principal city.

Suburb is a territory outside a principal city and inside an urbanized area.

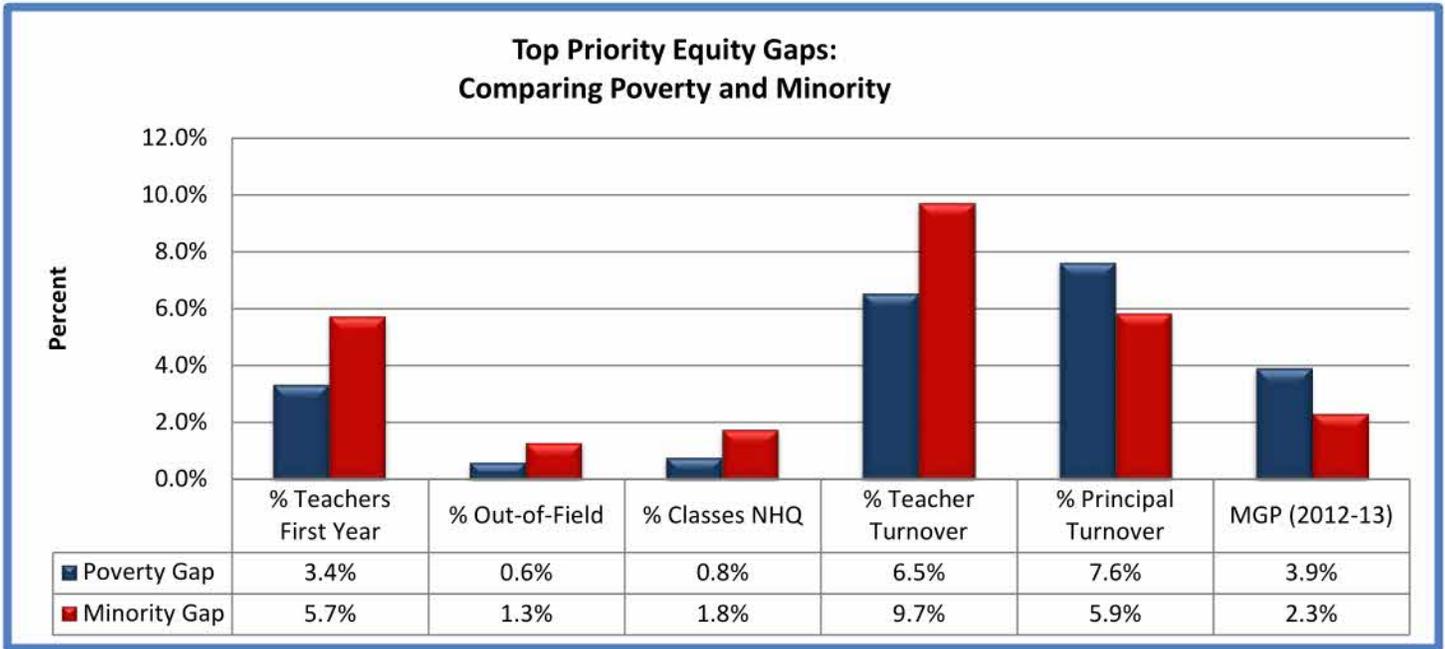
Town is a territory inside an urban cluster that is not inside an urbanized area.

Rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

²Average days absent data was available at the district level only; as such, data points in this chart show the average number of days absent for districts in which the highest poverty and minority quartile schools are located.

³The average teacher salary data was adjusted using the 2013 Comparable Wage Index, which accounts for regional cost of living differences as measured by differences in salaries of other graduates who are not educators.

Table: Equity Gaps Comparison graph of Poverty/Minority



Equity Gap 1:

First year teachers (Inexperienced teachers) in the highest poverty quartile (HPQ) is percentage 7.7% and the lowest poverty quartile is 4.4%, therefore the first year teachers’ equity gap is 3.4 percentage points in regard to low-income students.

First year teachers (Inexperienced teachers) in the highest minority quartile (HMQ) percentage 9.2% and the lowest minority quartile is 3.5%, therefore the first year teachers’ equity gap is 5.7 percentage points equity gaps in regard to minority students.

Equity Gap 2:

Average years’ experience in the HPQ is 12.6 years and the lowest quartile is 14 years, therefore the average years’ experience equity gap is a difference of 1.4 years in regard to low-income students.

Average years’ experience in the HMQ is 11.8 years and the lowest minority quartile is 14.9, therefore the average years’ experience equity gap is a difference of 3.1 years in regard to the minority students.

Equity Gap 3:

Percent of teachers “out-of-field” in the HPQ is 2.1% and in the lowest poverty quartile is 1.5% therefore the percent of teachers out-of-field equity gap is 0.6 percentage points in regard to low-income students.

Percent of teaches “out-of-field” in the HMQ is percentage is 2.2% and in the lowest minority quartile is 0.9% therefore the percent of teachers “out-of-field” equity gap is 1.3 percentage points in regard to minority students.

Equity Gap 4:

Percent of classes taught by teachers not Highly Qualified in the *HPQ* is 1.4% and in the lowest poverty quartile is 0.6% therefore the percent of classes taught by teachers not Highly Qualified equity gap is 0.8 percentage points in regard to low-income students.

Percent of classes taught by teachers not Highly Qualified in the *HMQ* is 2.2% and in the lowest minority quartile is 0.4% therefore the percent of classes taught by teachers not Highly Qualified equity gap is 1.8 percentage points in regard to minority students.

Equity Gap 5:

Adjusted average teacher salary in the *HPQ* is \$55,250 and in the lowest poverty quartile is \$55,452, therefore the equity gap is \$192 in regard to the low-income students.

Adjusted average teacher salary in the *HMQ* is \$52,995 and in the lowest minority quartile is \$58,654, therefore the equity gap is \$5,658 in regard to the minority students.

Equity Gap 6:

Teacher turnover rate in the *HPQ* is 20.9% and in the lowest poverty quartile is 14.3% therefore the percent of teacher turnover rate equity gap is 6.5 percentage points in regard to low-income students.

Teacher turnover rate in the *HMQ* is 23.1% and in the lowest minority quartile is 13.4% therefore the percent of teacher turnover rate equity gap is 9.7 percentage points in regard to minority students.

NOTE: Table – Percent of Teacher turnover rate per years' experience.

- Years' experience –1-10 Years: HPQ is 44.3% and lowest poverty quartile (LPQ) is 39.6% therefore the equity gap for 1-10 Years teacher turnover rate is 9.8 percentage points in regard to teachers years' experience (1-10 Years) with low-income students.
- Years' experience –1-10 Years: HMQ is 47.5% and lowest minority quartile is 30.4% therefore the equity gap for 1-10 Years teacher turnover rate is 13 percentage points in regard to teachers years' experience (1-10 years) with minority students

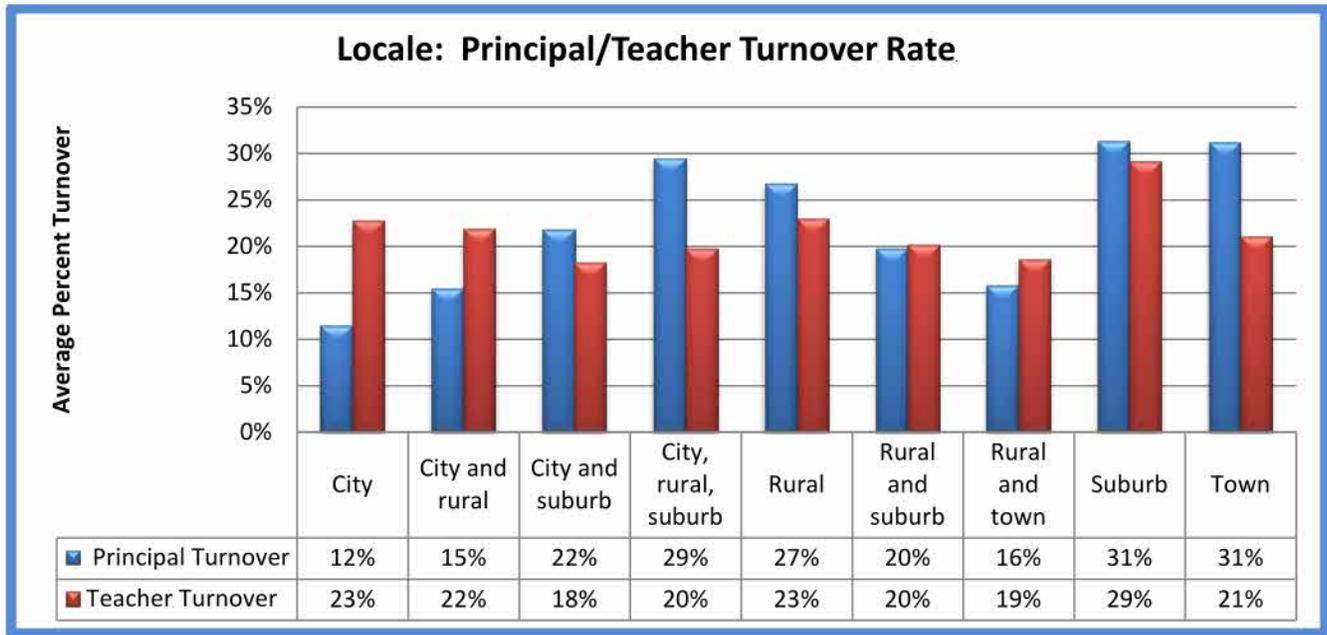
Equity Gap 7:

Principal turnover rate in the *HPQ* is 23.1% and in the lowest poverty quartile is 15.5% therefore the percent of principal turnover rate equity gap is 7.6 percentage points in regard to low-income students.

Principal turnover rate in the *HMQ* is 22.4% and in the lowest minority quartile is 16.5% therefore the percent of principal turnover rate equity gap is 5.9 percentage points in regard to minority students.

- Principal turnover rate in the *HMQ* in rural locale is 31.8% and in the *LMQ* is 16.5%. Therefore the percent of principal turnover rate in rural local equity gap is 15.3 percentage points in regard to rural minority students.

The graph below indicates principal and teacher turnover rate in the specific locales. Districts in Georgia that are identified in the HPQ and HMQ may have more than one locale.



Equity Gap 8:

Mean Growth Percentile in the *HPQ* is 47.5 and in the lowest poverty quartile is 51.5 therefore the *MGP* equity gap is a difference of 3.9 in regard to low-income students

Mean Growth Percentile in the *HMQ* is 48 and in the lowest minority quartile is 50.4 therefore the *MGP* equity gap is a difference of 2.3 in regard to minority students.

MGP in the highest poverty quartile in *RURAL* locale is 46.9 and in the Lowest poverty quartile is 51.5 therefore the *RURAL* equity gap is a difference of 4.6 in regard to the rural low-income students

District Data Analysis:

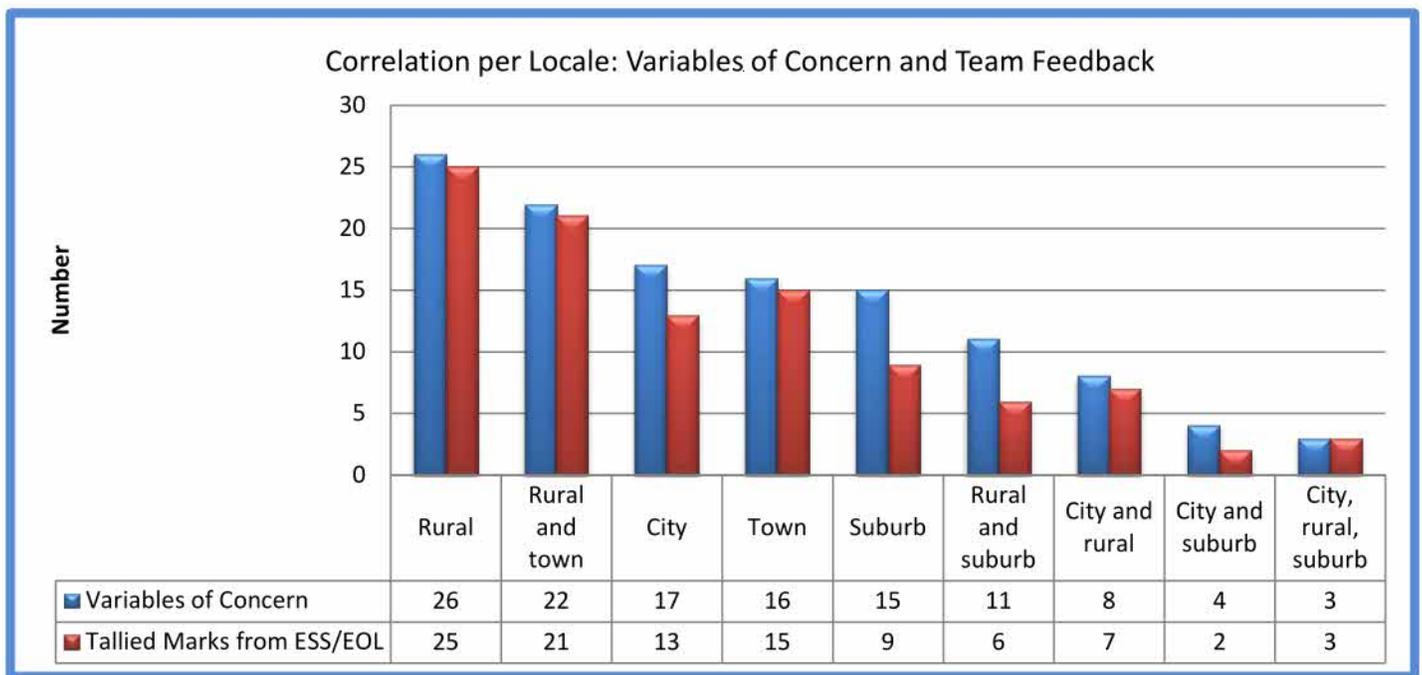
SEA Internal Team, Equity Advisory Team, Evaluation System Specialists and RESA consultants have analyzed district data to determine focus areas for support. Business rules are applied to the variables listed in the Equity Data profile, the rules provide insight to the districts with the greatest concern. The team reviewed all district data and established protocol to select districts of highest need. Data collected from the process was used to generate the below graph.

Variables of concern – the number of listed variables based on the business rules for each district in the HMQ/HPQ.

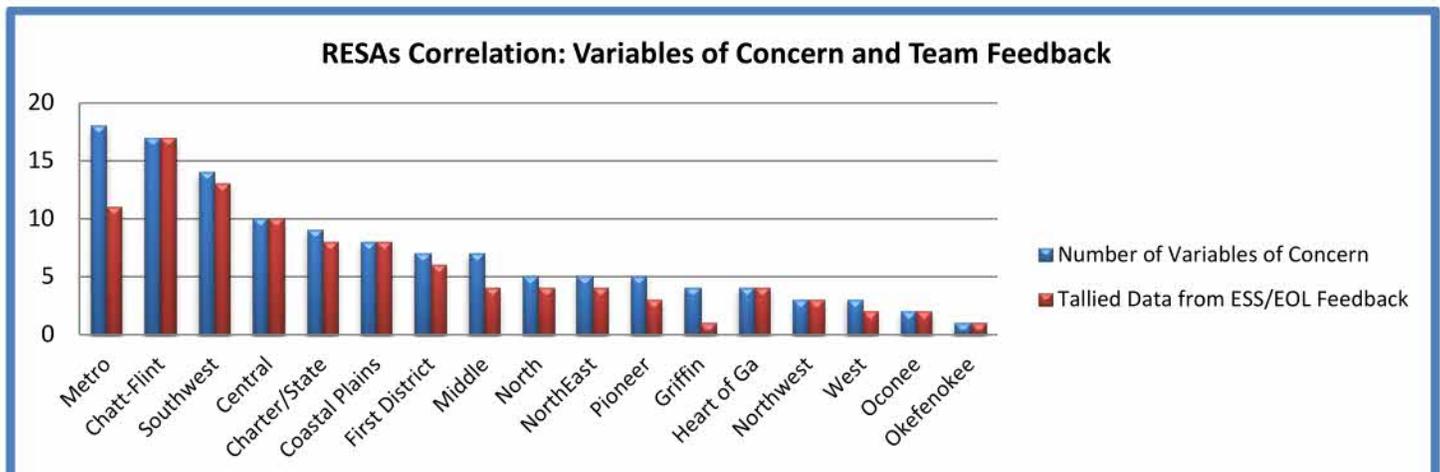
Feedback – Number of tally marks the team indicated for each district.

Graph indicates the correlation from the established data and feedback from the team. Rural areas based on data and feedback will receive focused support.

Appendix: Regional Equity Profile Map



Graph below indicates the RESA correlation with variables of concern and feedback. Data confirmed our areas of district focus support.



Root Cause Analysis

Step 1. Identify Relevant and Available Data

The SEA Internal Team met with a CCSSO consultant to review 2013-2014 data. A plan was developed to collect feedback from multiple divisions across GaDOE. Data was compiled from GaPSC, Data Collections, TLE, and Public Resources (civil rights data). The team requested additional variables: Mean Growth Percentile, SWD Graduation rate, TEM and LEM to be included in the data profile.

Step 2. Analyze Data and Identify Equity Gaps

Equity gaps were identified using all data variables. Stakeholder groups included TLE Evaluation System Specialists, RESA consultants, and the SEA Internal Team. The groups reviewed the data profile and discussed the equity gaps. During this step additional equity gaps with regard to locale were identified.

Step 3. Analyzing Root Causes Stakeholders

The SEA Internal Team, community, RESAs, LEAs, Evaluation Specialists and state Equity Team reviewed the identified equity gaps, brainstormed a list of root-causes and categorized the list into overarching themes. Groups were asked to brainstorm root-causes under equity gap scenarios placed on chart paper around the room. Stakeholders participated in a gallery walk sharing thoughts around each scenario. After all scenarios were discussed and addressed the results were organized into a fishbone diagram.

Step 4. Mapping Strategies to Root-Causes

Strategies were identified to address root-causes. The SEA Internal Team met prior to the stakeholder meeting, to prioritize next steps for determining strategies. The team agreed to incorporate community stakeholders. The community stakeholders reviewed the fishbone diagram that was generated to organize root-causes. Root-cause posters from root-cause meetings were posted around the room. Participants used posters to brainstorm possible strategies to address each root-cause per equity gap. Stakeholders groups included in this step were the SEA Internal Team and community stakeholders.

Step 5. Review and Discuss Compiled Feedback

The SEA Internal team collaborated with Evaluation Specialists to determine next steps. Feedback from the group indicated a need for further discussion with districts in the HMP and HPQ. A decision to use current established meetings throughout the RESAs was made. Stakeholders groups also included SEA Internal Team and other GaDOE colleagues.

Step 6. Engage RESAs in Feedback Concerning Root-Causes

Data documents were individualized for each RESA to review and provide feedback specific to the region. Sixteen meetings were conducted through webinar and/or face-to-face.

Stakeholders received completed fishbone diagrams and data for their region. Participants were asked, “What are possible strategies to address the regional needs in the area of HMQ and HPQ”? Lists were generated with each regional stakeholder group. Stakeholders groups included community, evaluation specialist, RESA Consultants, and GA DOE TLE team.

After careful examination of the identified equity gaps, Georgia acknowledges comprehensive district-level root-cause analysis is critical as there are likely common root causes across the districts. Districts will be provided their equity gap profiles; the data will be analyzed at the district level to inform the LEA Equity Plan.

During stakeholder sessions, participants engaged in root-cause analysis work resulting in the identification of four common themes.

Common Themes established from Root-Cause analysis:

1. Recruitment and Teacher Preparation
2. Teacher and Principal Effectiveness
3. Retention and Professional Growth
4. Factors that impact the learning and working environment

The following tables provide each of the required components: strategy, root-cause findings, relevant metrics, stakeholder feedback, sub-strategies, and performance objectives that address the four common themes.

Identified equity gaps Percent of teachers out-of-field, Teacher turnover rate, Principal turnover rate, and percent of classes taught by teachers not Highly Qualified, 1st year teachers (Refer to Equity Data Profile Table)

Theme 1: Improve Recruitment and Teacher/Leader Preparation Programs

Establish programs and support existing programs of higher education to increase the number of effective teachers in Georgia and to provide a larger and more diverse recruitment pool in the state.

The National Center for Education Statistics recently released a study stating among teachers who were new in 2007-8, 17 percent were not teaching five years later - a far lower level of attrition than previously estimated.

However, new teachers continue to report that their teacher preparation programs did not prepare them for the classroom. Moreover, university institutions and alternative certification programs have not received adequate feedback to enable the identification of strengths and weaknesses to inform targeted improvement efforts. Nor have these institutions received any information about their program graduates – teaching assignment, length of tenure, or classroom performance data. To address these issues, Georgia’s goals for the teacher and leader preparation programs (both university-based schools of education programs and alternative certification programs) center on the use of teacher/leader effectiveness data of program completers to indicate preparation program effectiveness. This data will then be used for targeted improvements in lower performing programs and expansion of the highest

performing programs. To accomplish this, the RT3 grant outlined two primary strategies for reform: 1) link teachers' and principals' student achievement/student growth data to preparation programs, and 2) expand successful preparation programs.

Root-Cause Analysis Findings: Improve Recruitment and Teacher/Leader Preparation Programs

- Lack of Professional Learning for Administrators.
- Lack of support – high principal/teacher turnover rate, parent engagement, parent education level, and/or fewer role models.
- Lack of preparation in teacher/leader prep programs – Low expectations, few advance courses offered, lack of readiness, lack of enrichment, no early learning experiences, and/or no mentor.
- Inappropriate teacher placement
- Lack of leader and teacher effectiveness – struggle with how to engage students, bias regarding families.

Relevant metrics: Improve Recruitment and Teacher/Leader Preparation Programs

- Percentage of teachers and leaders receiving state certification
- Number of preparation programs
- Retention rate for teachers
- Program graduate statistics (GaPSC data)
- Professional Learning Plans for 1st year teachers

Stakeholder Feedback: Improve Recruitment and Teacher/Leader Preparation Programs

Stakeholder feedback:

- Strong induction for new teachers
- Shared leadership with teachers
- Targeted professional learning for those teaching low-income students
- Increase opportunities for teacher leaders
- Mentor program
- Create peer learning groups for administrators (job-alike training in remote areas through webinars).

Assets and Strategies: Improve Recruitment and Teacher/Leader Preparation Programs

Strategy 1:

Link Teacher and Principal Performance Data to Preparation Programs

- Continue task force implementation with Georgia's Professional Standards Commission (GaPSC), the University System of Georgia (USG), and GaDOE to develop and implement indicators of program effectiveness. Programs are defined as any program that trains/prepares teachers for the classroom. Most of these programs are based and reside in schools of education within colleges and universities. There are also alternative certification programs such as Teach for America (TFA) or The New Teacher Project (TNTF) that train college graduates for the classroom. The GaPSC must approve all educator preparation programs in Georgia, both traditional university-based and

alternative ones. To strengthen accountability for these programs, the task force developed and implemented new standards for assessing program effectiveness and incorporated them into the GaPSC approval process. These new standards will now use a Preparation Program Effectiveness Measure (PPEM). This single metric will be used to classify educator preparation programs in one of four performance levels: exemplary, effective, at risk of low performing, or low performing. There will be one indicator for teacher preparation and another for leader preparation.

The teacher measure will consist of:

- Preparation Program Effectiveness Measure (PPEM)
This single metric will be used to classify educator preparation programs in one of four performance levels: exemplary, effective, at risk of low performing, or low performing. There will be one indicator for teacher preparation and another for leader preparation. The teacher measure will consist of:
 - Performance of program graduates as measured by TKES, 50 percent;
 - Results of the content knowledge and subject-specific performance assessments of current students, 30 percent;
 - Success of induction based on the percentage of program graduates that move from the induction certificate to the professional certificate, 10 percent; and,
 - Multiple indicators of annual performance such as retention within the profession, timely completion rates, the yield rate, which is the percentage of students that gain employment in the specific field they were trained in, and surveys of employers and program completers, 10 percent.

The leader measure will consist of:

- Performance of program graduates as measured by LKES, 50 percent;
- Results of the content knowledge, 20 percent;
- Success of induction based on the percentage of program graduates that move from the induction certificate to the professional certificate, 10 percent; and
- Multiple indicators of annual performance such as retention within the profession, timely completion rates, the yield rate, and surveys of employers and program completers, 10 percent.

Based on their final score, programs that are rated low-performing will get two years of support from the GaPSC and/or peers from exemplary performing programs to improve their ratings. If they receive a low-performing rating for a third year, that program will likely be closed. Effective and exemplary programs will receive a streamlined renewal process.

To implement the Preparation Program Effectiveness Measure (PPEM), GaPSC conducted a pilot study of some of the metrics using 2013-2014 data from a sample of providers of teacher training on content knowledge indicators. GaPSC also piloted the inductee and employer surveys in 2014 and conducted a series of validation studies during the summer of 2014. A comprehensive pilot of all components of the PPEM is

scheduled for the 2014-2015 school year. The first year of full implementation with reporting to program providers, state agencies, and the public is 2015–2016. Expansion of effective programs will increase the number of well-prepared teacher candidates thereby increasing the pool of available teachers. The first step in that process is to identify the successful programs. The newly created Preparation Program Effectiveness Measures are designed to assess program effectiveness. To ensure the quality distinctions are reliable, at least two years of program data (PPEM scores) will be required. The earliest the data will be available is at the end of the 2015-2016 school year. The TKES and LKES indicators represent 50% of PPEM scores. Through the cooperation all three agencies (GaPSC, USG, and GaDOE), Georgia made significant reforms to its teacher preparation programs.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • % of Teachers out of field: Minority • Teacher Turnover Rate: Poor and Minority • Principal Turnover Rate: Poor and Minority 	<ul style="list-style-type: none"> • Lack of preparation teacher/leader prep programs – Low expectations. No Mentor 	<ul style="list-style-type: none"> • PPEM • Professional Learning Plans for Induction Teachers. 	<ul style="list-style-type: none"> • Strong Induction for 1st/New teachers. • Mentor Program

Strategy 2

Strengthen induction and provide a professional development pathway

The newly initiated tiered certification rule consists of four levels of certification that provide five different certification levels. The first two levels of licensure pertain to student teachers and those new to the profession.

- **Pre-Service** – This certificate is designated for teaching candidates from a university or alternative certification program. Requirements include a content knowledge exam, Georgia Assessment for the Certification of Educators (GACE), a subject-specific performance assessment, edTPA, an ethics assessment, and a background check prior to field placement in P–12 schools.
- **Induction** – The induction certificate spans the first three years of employment. During this time the teacher must be rated proficient or exemplary on two out of three TKES summative assessments. Professional learning needs and other required support will be identified through the TKES assessments. The responsibility for strengthening induction support for new teachers rests with school systems. Education program providers are expected to offer additional support via partnerships and professional learning.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> 1st year teachers: Minority 	<ul style="list-style-type: none"> Lack of preparation in teacher/leader prep program Inappropriate teacher placement 	<ul style="list-style-type: none"> Professional Learning Plans for Teachers Mentor Feedback and evaluation 	<ul style="list-style-type: none"> Strong teacher induction Targeted professional learning for those teachers teaching low-income students Strong mentor program

Strategy 3: Alternative Preparation Programs

Support alternative preparation programs to increase the availability of effective teachers

- Teach for America (TFA), is an alternative preparation program that recruits recent college graduates to teach for two years in an urban or rural school system. TFA provides intensive training and support for its teachers as they move into the classroom.
- The New Teacher Project (TNP) is an alternative certification program that offers intensive education training to college graduates and provides ongoing support to its teachers during their first years in the classroom. According to the Georgia office of Student Achievement (GOSA) evaluation, TNP uses an assessment of classroom effectiveness to evaluate its teachers. This measure produces five levels of teacher effectiveness: ineffective, minimally effective, developing, proficient, and skillful. The teachers met performance expectations of the program for first-year teachers, which would be in the medium to high developing range.
- The UTeach Institute was established in 2006 at University of Texas–Austin to support teacher preparation programs in STEM (science, technology, engineering, and math) fields. Currently, 39 universities across the country are implementing the UTeach program. In the spring of 2012, three Georgia universities – Columbus State University, Southern Polytechnic State University, and the University of West Georgia – began implementing the UTeach program. Each of the participating institutions committed to a funding model that ensures they are gradually building in-house capacity to sustain the program beyond the grant period.

Strategy 4

Continued RESA Support

- The RESAs provide shared services to improve the effectiveness of educational programs and services of LEAs and to provide direct instructional programs to selected

public school students. Georgia is geographically divided into sixteen RESA districts with the state and LEAs collaborating for funding and needed services based upon an annual regional needs analysis.

- RESAs work closely with GaDOE, GaPSC, institutions of higher education and numerous other entities to work with all member school systems. The RESAs provide training leading to teacher endorsements in ESOL, gifted, and reading, as well as providing training on various equity issues;

Strategy 5

IE2 Strategic Waiver and Charter status districts select flexibility through waivers

- *Improve recruitment practices and increase more diverse recruitment pool*
- Apply flexibility waivers to address district needs; Georgia statute and Georgia State Board rule allows local school districts to operate under the terms of a contract between the State Board of Education and the local board of education where the school district receives flexibility in the form of waivers of certain state laws, rules and guidelines in exchange for greater accountability for increased student performance. Examples of waivers: Class size, funding (salaries) and number of school days.

(Charter and Strategic Waiver IE2) Maximum waiver flexibility

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • % of Teachers out of field: Minority • Principal turnover rate: Poor and Minority • Teacher turnover rate: Poor and Minority 	<ul style="list-style-type: none"> • Restrictions on districts for certification in hard to staff areas 	<ul style="list-style-type: none"> • District waiver data • Retention rate from LEA EQ Plan • TEM/LEM Data • Monitor/Needs Assessment Report 	<ul style="list-style-type: none"> • Need flexibility for placement of HiQ teachers • Redistribute Title IIA Funds for GACE and PL in the field of need

Performance Objectives: Improve Recruitment and Teacher/Leader Preparation Programs

- PPEM data and reports- by 2018 principal/teacher turnover rate will be reduced (GaPSC Report).
- District Waivers for Flexibility
- Teacher Retention Rate from (PSC)
- TEM and LEM Measure report
- Title IIA Needs Assessment report
- LEA's (Charter/IE2): Will have flexibility to adjust class size, length of school days, and salary schedule.

Identified equity gaps: Teacher turnover rate, Principal turnover rate, and Mean growth percentile (Refer to Equity Data Profile Table)

Theme 2: Improve Teacher and Principal Effectiveness

Provide a rigorous and transparent teacher and leader evaluation system.

The data and root-cause analyses indicate a need for rigorous and transparent teacher and leader evaluation systems. The goal of this work is to ensure an effective teacher is in every classroom and an effective leader in every school. GaDOE developed both teacher and leader effectiveness systems that incorporate student growth, observations and perception data. TKES differentiates great teachers, good teachers and ineffective teachers. The primary focus of the teacher effectiveness system is to help improve instruction and to provide professional development activities to meet teacher needs. The primary focus of LKES is to improve leader performance by addressing professional growth, student growth and school climate. LKES clearly identified effective leadership and ineffective leadership. School leaders receive training and support in research-based instructional strategies and leadership skills. This professional learning promotes the use of data to foster an environment that values and ensures academic success. Georgia has been a leader in developing and implementing new teacher and leader evaluation systems that support the state's goals of retaining and rewarding great teachers and leaders through four main tasks:

1. Establish a clear approach for measuring student growth;
2. Develop a rigorous, transparent, and fair evaluation system for districts, school leaders, and teachers;
3. Conduct annual evaluations of school leaders, and teachers that provide constructive feedback and address student growth data; and
4. Use annual evaluations to inform talent development and management decisions.

Root-Cause Analysis Findings: Improve Teacher and Principal Effectiveness

- Lack of content knowledge
- Lack of common vision
- Professional learning not aligned to teachers needs
- Teacher assignments not aligned to teacher strengths
- Leaders provide ineffective feedback to assistant principals and teachers
- Inability to use data to make decisions
- Not able to diagnose needs of students
- Ineffective Communication skills
- Ineffective Teachers/Leaders

Relevant Metrics : Improve Teacher and Principal Effectiveness

- MGP equity gaps minority students 2.3, low-income 3.9, and low-income rural is 4.6 percentage points.
- Surveys of Instructional Practice Student correlate with TAPS data; Standards of concern- differentiated instruction, instructional strategies, and academically challenging environment.
- TKES/LKES Survey: 29,000 teachers participated in feedback survey for TKES. Teachers need effective feedback for professional growth.

<ul style="list-style-type: none"> • CCRPI Climate Data beginning 2015-2016
<ul style="list-style-type: none"> • TEM/LEM measure when available
<ul style="list-style-type: none"> • Title II, Part A Equity Plan Feedback indicates through the “needs assessment form” continued Professional Learning. Data results show three areas for continued focus are Instructional strategies, differentiated instruction, and professional learning for leaders. (Table: Title IIA LEA Equity Plan Needs)
<ul style="list-style-type: none"> • TKES – Self Assessment survey indicates greatest need for professional learning in standards: Differentiation, Academic Rigor and Instructional Strategies. LEA/Schools and state level generate report “Self-Assessment”.
<ul style="list-style-type: none"> • TKES: TAPS Ratings: The expectation for performance on each teacher standard is proficient. However teacher leaders should be rated on the exemplary level for TAPS. TAPS is 50% and Student growth is 50% of the TEM measure.
<ul style="list-style-type: none"> • Professional Learning reports
<ul style="list-style-type: none"> • Training and Implementation Advisory reports
<ul style="list-style-type: none"> • LKES: LAPS RATINGS: The expectation for performance on the leader standards is proficient. Exemplary rating on the LAPS would indicate role model in leadership per standard
<p>Stakeholder Feedback : Improve Teacher and Principal Effectiveness</p>
<ul style="list-style-type: none"> • The SEA Internal Team and Equity Advisory team which consisted of Georgia educators expressed agreement that leadership is an area of weakness throughout all equity gap scenarios. Each group identified leadership as a primary issue with high principal/teacher turnover and lack of student growth. In addition the team noted that administrators lack skills to effectively communicate with teachers and community.
<ul style="list-style-type: none"> • Evaluation System Specialist expressed agreement that lack of leadership especially in rural area effects principal/teacher turnover rate and student academic growth. ESS noted teachers don’t receive effective feedback for professional growth.
<ul style="list-style-type: none"> • Administrators expressed a need for continued Professional Learning in evaluating standards on the TKES. Leaders are adjusting to the new evaluation system, with regard to time management.
<ul style="list-style-type: none"> • Districts only focused PL as one day workshops, lack of follow-up and applying the practice.
<ul style="list-style-type: none"> • The TLE Implementation Advisory Team consists of superintendents, principals, teachers and GaDOE staff. This advisory recommended that the evaluation systems continue to be implemented as developed, and that TLE continue to analyze data and monitor progress. The team will continue to meet on a monthly basis to discuss the progress with the full implementation of TKES/LKES for 2015-2016.

Assets and Strategies: Improve Teacher and Principal Effectiveness

Strategy 1:

Continue to develop professional learning modules to support teacher and leader performance

- Increase the number of TKES and LKES Professional Learning Modules available in the electronic platform. Currently there are 139 PL modules available. PL courses are designed to support teacher and leader performance standards.
- Provide professional leaning in a variety of ways - face-to-face modules, Quick Guides, Quick References, Fact Sheets, Handbooks, Flow Charts, Online Training Modules, Video Tutorials, Webinars, and FAQs.
- Leaders will monitor and supervise PL through the Electronic Platform.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • 1st year teachers: Minority • Teacher/Principal turnover rate: Minority and Poor 	<ul style="list-style-type: none"> • Professional learning not aligned to teacher needs • Teacher assignments not aligned to strengths 	<ul style="list-style-type: none"> • Survey of Instructional Practice Results (Student Feedback) • TAPS: Self-Assessment Data • Professional Learning Plans/Goals for every teacher 	<ul style="list-style-type: none"> • Professional Learning Focus based on data • Develop strong Professional Growth Plans.

Strategy 2:

Continue training and support

- Evaluation Specialist provides training and support for implementation of the TKES/LKES system throughout the state. For sustainability, Educators on Loan are employed in each RESA. ESS and EOL's provide specific training for all components of the evaluation system [TKES/LKES/SLO's/Platform/Professional Learning].

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)
- Review Equity Data Profile with the SEA Equity Team to develop a plan that will assist the LEA's with scheduling practices. District focus groups will work with LEA's

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> Principal turnover rate: Minority and Poor TEM/LEM 	<ul style="list-style-type: none"> Lack of common vision Not able to diagnose needs of students Ineffective communication skills 	<ul style="list-style-type: none"> LEA Equity Plan: Monitor each gap District Data profile (Extensive LEA data) 	<ul style="list-style-type: none"> Administrators need effective communication skills Effective feedback with teachers/leaders Depth in understanding TAPS/LAPS standards

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

- Promote calibration training to strengthen evaluation practices leading to better instruction.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> Principal turnover rate: Minority and Poor TEM/LEM 	<ul style="list-style-type: none"> Leaders provide ineffective feedback Ineffective teacher/leaders 	<ul style="list-style-type: none"> Calibration report TAPS/LAPS rating PL reports 	<ul style="list-style-type: none"> Administrators need for continued professional learning Time management skills

- 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).
- Ensure that LEAs assess and address the quality of instruction as related to teacher quality, class size, and ability of the teacher to address the diverse needs of students.
- Communicate the GaDOE SI Division-designed system for support. The SI Division prioritized statewide support by analyzing school performance and reform efforts. The GaDOE SI Division offers assistance to LEAs for the following services: analysis and planning, collaborative implementation, professional learning, quality assurance, leader quality, and secondary redesign. By providing LEAs and their schools with tools, resources and intensive technical support and assistance. Six regional support teams, including School Improvement, Title I and Curriculum and Instruction GaDOE personnel, RESA School Improvement Specialists, GaPSC, Title IIA Specialist, Georgia Learning Resource System (GLRS) Regional Representatives, Education Technology Training Centers (ETC) regional representatives, and college and university representatives have been formed to provide regional support and improvement process training across the state.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • 1st year teachers • Average years' experience: Poor and Minority 	<ul style="list-style-type: none"> • Inability to use data for effective decisions • Not able to diagnose needs of students 	<ul style="list-style-type: none"> • Placement and distribution of 1st year teachers • Retention rate of teachers in High minority schools • Community/Stakeholder feedback • Monthly review of data to assist districts with diagnose of student needs 	<ul style="list-style-type: none"> • Effective data practices to meet needs of students • Increase collaboration across the departments: (Special Education, School Improvement, ESOL, Migrant, Food and Nutrition, etc.)

Strategy 5

Leverage statewide longitudinal data system(SLDS)

- Ensure the data is accessible and used to inform and engage stakeholders, and support decision-makers and overall instructional effectiveness.
- Provide Education Specialist (TLE Division) training and support for the SLDS
- Monitor teacher use of SLDS through district level reports.

Strategy 6

Utilize the LEA comparative analysis of observation ratings and student growth (uniformity report)

- Review of district level data
- Collaboration and review school level data
- Administrators will share teachers results

The process will lead to :

- Implementation of Calibration training and ongoing support for LEA administrators. (Evaluation specialist, RESA education consultants, and district focus team.

Performance Objectives: Improve Teacher and Principal Effectiveness

- Use annual evaluations to inform talent development and management decisions. (TAPS Ratings)
- The TEM and LEM will be used for high stakes personnel decisions.
- All teachers and leaders will receive effective feedback that is documented in the electronic platform.

- Beginning in 2015, annual evaluations will be used to inform talent development and management decisions.
- Tiered certification will be implemented. Appendix Tiered Certification
- Two thousand administrators will participate in Calibration Training. This will close the gap between Level III TAPS ratings (93%) and TEM ratings (43%).
- LEA Equity Plan review of Gaps
- Calibration report/data
- Placement and distribution 1st year teacher

Notes: for Theme 2: Improve Teacher and Principal Effectiveness

Closing the teacher and leader effectiveness equity gaps is a priority in Georgia schools and communities at all economic levels, and in urban, rural, and suburban settings. Many factors contribute to these gaps as noted in the root cause analysis findings. Some are within the purview of Georgia educators individually, and collectively, to influence. However, applying any major initiative in schools requires deep study and commitment to a shared vision of what that initiative will look like once implemented. Professional learning resources and opportunities that lead to effective teaching practices, supportive leadership, and improved student learning and growth are the vehicle that will accelerate educator effectiveness. Continuous school improvement requires not only development and implementation but effective monitoring and evaluation. This requires the engagement and investment of many stakeholders. Establishing a collaborative culture and providing quality PL that includes reflection and is directly aligned to the needs of teachers and leaders are essential to closing the educator effectiveness gaps.

Identified equity gaps Percent of teachers out-of-field, Teacher turnover rate, Principal turnover rate, and percent of classes taught by teachers not Highly Qualified (Refer to Equity Data Profile Table)

Theme 3: Improve Retention and Professional Growth

As Georgia is focusing on increased accountability and increased rigor of teacher and leader preparation programs, it is also aiming to increase the rigor of the professional development process for new and currently practicing teachers.

To help ensure new teachers are successful in the classroom, the state has made significant changes to teacher credentialing by establishing a tiered certification system that requires student teachers to demonstrate proficiency before they can obtain a teaching certificate. The system will also establish a pathway for teachers to advance within the profession while still remaining in the classroom and allow for the recognition of excellent teachers.

Root-Cause Analysis Findings: Improve Retention and Professional Growth

- Lack of mentor
- Lack of support
- Lack of resources
- Limited access to resources
- Lack of enrichment
- Inadequate resources

- Lack of support – high principal/teacher turnover rate, parent engagement, parent education level, and/or fewer role models.

Relevant metrics: Improve Retention and Professional Growth

- Pre-service candidates will successful complete EdTPA requirements.
- Pre-service candidates will score at the state cut score or higher.
- The TEM and LEM will be available.
- Track and monitor tiered certification
- Quality mentor programs to support induction phased teachers and leaders will be aligned to the Georgia Department of Education induction guidelines and evaluated by districts.

Assets and Strategies: Improve Retention and Professional Growth

Strategy 1

Teachers should convert the induction certificate to the professional certificate.

- **Professional** – The professional certification is a five-year renewable certification. To renew, a teacher must show a proficient or exemplary TKES rating for four out of five years. Appropriate and necessary professional learning will be identified by through implementation of TKES.

Teachers holding a professional certificate, who wish to further their careers while staying in the classroom, have the opportunity to earn additional certificate levels.

- **Advanced Professional** – This certificate requires five years of experience and is designed to recognize classroom excellence in student achievement. During those five years, a teacher must have at least one TKES rating of exemplary and no ratings below proficient. They must also have an advanced degree in their certification field or in Curriculum Instruction or Instructional Technology, or be National Board Certified.
- **Lead Professional** – This certificate is for teachers who positively impact other teachers and adults. This certificate requires at least five years of experience, at least one TKES rating of exemplary, and no ratings below proficient. Teachers must either be certified in Teacher Leadership or have an advanced degree in their certification field, Curriculum and Instruction, or Instructional Technology, AND a Teacher Leadership Endorsement, a Coaching Endorsement, or Teacher Support Specialist Endorsement. A teacher must also demonstrate through a rigorous performance assessment the ability to work with his/her colleagues in ways that improve student learning.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • % of teachers out of field • % not HiQ Poor and Minority 	<ul style="list-style-type: none"> • Lack of support • Lack of enrichment 	<ul style="list-style-type: none"> • EdTPA results • Tiered certification • Mentor program results 	<ul style="list-style-type: none"> • Provide support and feedback through TAPS process • Provide collaboration opportunities

Strategy 2*Capitalize on P-20 partnerships, professional learning resources, and mentoring*

- Sustain P-20 partnerships that are established to focus on continuous school improvement and student learning and growth.
- Ensure PL is aligned and addresses the needs of pre-service to in-service teachers to support teacher effectiveness in all Georgia classrooms.
- Ensure quality mentoring is consistent in districts to provide support for ineffective teachers.

Strategy 3*Continue partnerships to positively impact the development of leadership capacity*

- Continued partnership and collaboration with GaDOE and the GaPSC to serve as advisors to the Georgia Leadership Institute for School Improvement (GLISI) and RESA which provides training to school district personnel seeking to develop effective school improvement plans and leadership training to current administrators;

Strategy 4*Increase leadership development opportunities*

- Create a statewide leadership development continuum with GaPSC and GaDOE . A cross-disciplinary team will convene the summer of 2015 to discuss, identify needs and plan next steps.

Strategy 5*Increase the availability of professional learning opportunities for special education staff*

- Provide professional learning for teachers of exceptional students through Georgia Learning Resource Services (GLRS) network. There are seventeen GLRS centers within the state that collaborate with LEAs to provide ongoing professional development initiatives designed to improve educators' practices and the performance of students;

Strategy 6*Title IIA funding to address lack of highly qualified status*

- GaDOE works closely with LEAs to ensure that Title II, Part A funds are budgeted to support teachers and paraprofessionals who are not highly qualified through test fee reimbursement and assistance with course fees when appropriate;

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • % Not HiQ • % of Teachers out of field 	<ul style="list-style-type: none"> • Lack of content knowledge 	<ul style="list-style-type: none"> • Title IIA HiQ reports 	<ul style="list-style-type: none"> • Increase teacher request for high need areas

Performance Objectives: Improve Retention and Professional Growth

- Educators are focused on the academic growth of their students by focusing on their own professional growth;
- 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;

- Expert teachers who can contribute to the learning of their peers are provided instructional leadership opportunities to mentor and coach.
- EdTPA Results/Data
- Tiered Certification Statistics from PSC
- Leadership Team Feedback and monitored success of new leadership team

Notes: Theme 3: Improve Retention and Professional Growth

The Great Teachers and Leaders Project focuses on increasing the overall effectiveness of Georgia's teachers and leaders, a critical factor in increasing student learning and growth. One aspect of this project is the development and implementation of LEA induction programs that focuses on recruiting, retaining, and supporting induction phase teachers, principals, and their mentors. The domains of the GaDOE Induction Guidance provide an effective district induction program model to support induction phase teacher and principal learning and retention, as well as student growth and learning. RT3 Districts are in year three implementation of effective (comprehensive, coherent, sustained) teacher and principal induction programs. As a result, 100% of Georgia's 26 RT3 districts have developed effective teacher and principal induction programs that are implemented, monitored and evaluated. These districts reported as of September 30, 2014, 100% of Georgia's, 625 induction phase teachers and 181 induction phased principals are receiving quality induction support as outlined in the GaDOE induction guidance. The remaining Georgia districts are being encouraged to use the GaDOE induction guidance. The GaDOE induction specialist provides technical assistance for all Georgia districts to support district development, implementation, monitoring and evaluation of effective induction programs.

Georgia's tiered certification rules were approved in April 2014 and became effective in July 2014. Included in these changes is the role of professional learning. Traditionally Georgia educators were required to accumulate 10 professional learning units every five years to renew their certificates. There were no specific requirements for those units. Certificate renewal requirements currently under development move the focus to job embedded sustainable professional learning based on the demonstrated strengths and weaknesses identified through the evaluation process (TKES/LKES). The certificate renewal rule requires educators to demonstrate participation in continual professional development and professional learning communities. Additional tiered certification information is accessible at http://www.gapsc.com/GaEducationReform/Tiered_Certification/Tiered_Certification.aspx.

Identified equity gaps Percent of teacher’s out-of-field, teacher turnover rate, principal turnover rate, and percent of classes taught by teachers not highly qualified. (Refer to Equity Data Profile Table)

Theme 4: Factors that impact the learning and working environment

Ensure that all Georgia students regardless of income level, race, or where they live – have access to the great teachers and leaders

To accomplish this, Georgia must commit to:

1. Ensuring equitable access to highly effective teachers and principals, and
2. Increasing the pipeline of effective teachers to high need schools and hard-to-staff subject areas.

Root-Cause Analysis Findings: Factors that impact the learning and working environment

- Ineffective Leadership
- Expectations too high
- Ineffective hiring practices
- Shallow pool of effective teachers
- Effective teachers not assigned to strengths
- Inadequate resources – Access to resources limited, access to effective teachers, transportation, funding issues, lack of engagement tie into future success (isolation) fewer resources
- Lack of opportunities- Access to higher level courses, life factors, health and bad habits

Relevant metrics: Factors that impact the learning and working environment

- Teacher retention data (PSC)
- Principal retention data (PSC)
- Discipline data reviews
- CCRPI: School Climate Star Results
- Per Pupil Expenditure : Instruction
- LEM Measure

Stakeholder Feedback: Factors that impact the learning and working environment

Community and education members addressed issues concerning high minority and high poverty schools with high principal/teacher turnover rate.

- Increased school personnel engagement
- Increase their pay
- Increase and encourage diversity of teacher/principal candidates
- Build larger school community
- Mentor program for new teachers and leaders
- Support engagement with community and school councils
- Collaborate with LEA’s that are doing a great job retraining and recruiting hard to staff schools
- Increase teacher involvement with students outside the classroom: Clubs, community groups, athletics
- Look for non-salary rewards and incentives

- Rethink the redistribution of funding and resources. Find LEAs that are creative with their resources and share
- Incorporate social workers and guidance counselors to assist with emotional and social issues
- More recruitment and support for principals of color
- Late hiring

Assets and Strategies: 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 IIA 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.

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • % Not HiQ • % of Teachers out of field 	<ul style="list-style-type: none"> • Ineffective hiring practices • Effective teachers not assigned to strengths 	<ul style="list-style-type: none"> • Title IIA Project EQ report. Needs Assessment, • Prioritized Professional Learning topics • Align the LEA Equity Plan with SEA EQ plan. • Effectiveness Plan 	<ul style="list-style-type: none"> • Recruitment and support of teachers/leader • Redistribution of Title IIA funds.

Strategy 2

Promote PBIS to address school climate challenges

- GaDOE promotes a research-validated, school-based framework for improving school climate, called Positive Behavioral Interventions & Supports – or PBIS. PBIS creates and sustains school-wide, classroom and individual-level supports that promote appropriate behavior while preventing inappropriate behavior. The primary goal of PBIS is to help schools design positive school climates that provide an environment to make effective teaching possible and student academic performance more likely. The PBIS framework utilizes a problem-solving approach that improves the entire school climate by using data to identify the reasons negative behaviors are occurring and implementing changes

and interventions that address those reasons. PBIS is a preventative and proactive system of addressing inappropriate behavior through fair and consistent discipline practices, unlike traditional discipline methods that focus on reactive and punitive measures. Outcomes in Georgia and research in diverse school settings support the use of PBIS as the most effective framework for improving school climate. Appendix (PBIS Flyer)

EQ Gap	Root Cause	Relevant Metrics	Stakeholder Feedback
<ul style="list-style-type: none"> • % Teacher turnover rate • Principal turnover rate • MGP rate 	<ul style="list-style-type: none"> • Ineffective Leadership 	<ul style="list-style-type: none"> • Discipline Data • Teacher/Principal retention rate • CCRPI: Climate Data 	<ul style="list-style-type: none"> • Support community engagement • Increase teacher involvement with students outside the classroom • Collaborate with LEA's that are successful • Encourage diversity PL.

Performance Objectives: Factors that impact the learning and working environment

- LEA's (Charter/IE2): Will have flexibility to adjust class size, length of school days, and salary schedule. Moved to theme 1
- LEA's will monitor the use of Title I and IIA funds to support student learning.
- By 2018, building level leaders will review student placement procedures to ensure students are placed with more effective teachers.
- By 2018, District level leaders will monitor building level leaders to ensure placement of effective teachers in highest need situations.
- Discipline Data
- CCRPI: Climate Data
- PBIS Feedback

Notes: Theme 4: Factors that impact the learning and working environment

Through the support of SEA/LEAS and RESAs, school leaders will gain the knowledge and skills necessary to implement effective recruiting strategies. These practices will promote equitable distribution of effective teachers. Additionally, district and building level leaders will ensure quality mentor support for induction phase teachers and leaders.

Ongoing Monitoring and Support

GaDOE acknowledges Georgia LEAs have different needs, therefore effective strategies and supports cannot be the same for all. The purpose of this plan is to ensure equitable access to effective educators for all students through the examination and refinement of current data to identify equity gaps. This process will provide a variety of strategies and supports to meet LEA needs. Georgia's data reveals that the specific challenges facing LEAs differ across the state. The state will assess existing support structures, assist with LEA plan development, monitor specific indicators, and provide data in a transparent manner.

Data transparency at the state and district levels is essential. At the state level, stakeholder groups will be provided updates on current data and implemented strategies. These updates will allow for even greater public awareness the state's progress in addressing issues of inequitable access. The GaDOE SI and TLE division will play integral roles in supporting districts with specific equity gaps.

At the district level, the primary mechanism for continual monitoring is through the work of the Title IIA specialists. The specialists will support LEAs through the following:

- LEA Equity Plans as a component of the comprehensive district plan (CLIP) based on multiple data sources including annual district goals and the coordination of resources,
- Data analysis and planning supported through equity planning webinars,
- Administration of a comprehensive cross-program needs assessment that includes equity components, and
- Technical assistance to high need districts through cross program teams

Plan Requirements/Purpose
LEA Title II, Part A Equity Plan

Purpose of the LEA Title II, Part A Equity Plan (ESEA Sec.2122(b))

No Child Left Behind (NCLB) places significant emphasis on teacher quality as a major factor in improving student learning (Title I Section 1119). Title II, Part A requirements exist in order to improve student achievement and meet Title I goals. Teacher quality goals require that all teachers teaching core academic subjects are "highly qualified" by the end of the 2005-06 school year. Each year, LEAs should strive to (a) increase percentage of "highly qualified" teachers teaching core subjects and (b) increase the number of teachers receiving "high quality professional development."

Beginning in 2007 Title II, Part A portion of NCLB required that all students, including poor and minority students, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. LEAs must assess the extent to which it is providing equity for poor and minority students as part of annual improvement processes. In Georgia, the equity portion of the

Consolidated LEA Improvement Plan (CLIP) is completed by addressing equity indicators in the HiQ Website and later published publicly on Project EQ.

Project EQ is Georgia’s on-line resource for sharing and collaborating on the development and implementation of initiatives to ensure access to equitable educational opportunities for ALL students in the State regardless of economic status, gender, race or ethnicity. Project EQ was created by the Georgia Professional Standards Commission (GaPSC) to provide policy makers and LEAs with a library of effective equity initiatives as well as a forum for discussions among LEAs and state agencies as they each implement, improve upon and realize results from their equity programs. As each local education agency (LEA) in Georgia responds to the requirements of the eight areas of equity required by the Federal government, an equity plan is developed and submitted through Project EQ. This plan must address the LEAs progress in meeting the challenge of each equity indicator, actions that have been taken or will be taken to assure that ALL students are receiving the best possible educational opportunities available in order to affect student achievement. Effective 2007-2008, Title II, Part A funds must be applied to support equity needs.

8 Equity Indicators LEAs Must Address

1. Annual needs assessment
2. Stakeholder involvement
3. Recruitment and placement of highly qualified, effective teachers
4. Retention of highly qualified, effective teachers
5. Teacher preparation and skills to meet the diverse needs of students
6. Highly qualified status of teachers
7. Teacher experience and effectiveness
8. Class Size

Aligning Needs to Equity Indicators

Program Component	Corresponding Equity Indicator(s)
Program Implementation	<ul style="list-style-type: none"> ▪ Annual needs assessment Including required equity components ▪ Stakeholder Involvement
Recruitment	<ul style="list-style-type: none"> ▪ Recruitment and placement of highly qualified, effective teachers
Retention	<ul style="list-style-type: none"> ▪ Retention of highly qualified, effective teachers ▪ Teacher preparation and skills to meet the diverse needs of students*
Highly Qualified	<ul style="list-style-type: none"> ▪ Highly qualified status of teachers (If your LEA is not 100% HiQ this equity indicator must be selected as a focus for improvement and funds must be

	budgeted.)
Professional Learning	<ul style="list-style-type: none"> ▪ Teacher preparation and skills to meet diverse needs of students*
Equity <ul style="list-style-type: none"> ○ Teacher Quality and Experience ○ Meeting Needs of Diverse Learners ○ Class Size 	<ul style="list-style-type: none"> ▪ Teacher experience and effectiveness ▪ Teacher preparation and skills to meet diverse needs of students* ▪ Class size

Additionally, areas that are being explored with the SI Division include:

- Host internal GaDOE Cross-Program Summit addressing how programs can increase equity (Title I, Title II, Title III, SIG, Special Ed, C&I, PL) (possibly expand to include GaPSC, SCSC of GA)
- Host Cross-Program Training Summit for HPQ/ HMQ LEAs with high #'s of variables for concern on topics such as:
 - Leveraging Funds Across Programs to Support Equity
 - Conducting Root Cause Analyses
 - Strategies to Increase Equity
 - Leadership Training (Climate and Retention)

Conclusion

Georgia’s plan to ensure equitable access builds on the state’s existing foundation of policies and initiatives aimed at increasing student learning and growth. With new efforts to address challenges of inequitable access, this plan will become a critical part of Georgia’s efforts to improve human capital management and move the state toward its vision of “Educating Georgia’s future by graduating students who are ready to learn, ready to live, and ready to lead.”

Learn	Live	Lead
<p>Each child will have the opportunity to continue learning at:</p> <ul style="list-style-type: none"> • a university level institution • a technical college institution • a branch of the military • an apprenticeship setting • their place of employment <p>All children will graduate with the knowledge that learning is a lifelong process and experience. Reading/Literacy grade level proficiency must be obtained by 3rd grade. Basic math grade level proficiency must be obtained by 5th grade. Effective communication skills are essential.</p>	<ul style="list-style-type: none"> • Obtain and sustain gainful employment • Possess a readiness for multiple employment options • Display sound personal finance skills • Identify and discuss key historical events and personalities • Make wise parental decisions • Avoid governmental assistance dependency • Function as an informed citizen within our constitutional system of government at the national, state, and local levels. • Demonstrate soft skills • Fulfill potential for life time happiness and wellness. 	<ul style="list-style-type: none"> • Communicate an informed position • Establish a clear agenda/plan • Engage others in shared leadership • Mentor future leaders • Identify challenges, opportunities, and innovations • Lead through serving communities • Lead a strong ethical, moral, and value focused life • Be accountable

Guaranteed and Viable Standards	Challenging Goals and Effective Feedback	Collegiality and Professionalism	Safe and Orderly Environment	Education Family Involvement
<ul style="list-style-type: none"> Identify essential content necessary for postsecondary opportunities(3L) Ensure that the content can be addressed in the amount of time available for instruction Sequence and organize essential content in such a way that students have ample opportunity to learn Ensure that teachers will/can address the essential content 	<ul style="list-style-type: none"> Establish Academic Goals Monitor for Feedback Implement an assessment system that provides timely feedback on specific knowledge and skills for specific students Establish specific, challenging achievement goals for the state/school as a whole 	<ul style="list-style-type: none"> Establish norms of conduct and behavior that engender collegiality and professionalism Establish governance structures that allow for teacher involvement in decisions and policies Engage teachers in meaningful staff development 	<ul style="list-style-type: none"> Provide district and school- level support that promotes the evaluation and measurement of school culture and climate. Avoid time-wasters Avoid gaming the system Establish a program that teaches self-discipline and responsibility (soft skills, ethics, civics) 	<ul style="list-style-type: none"> Establish vehicles for communication between schools and parents and the community Establish multiple ways for parents and community to be involved in the day-to-day running of the school Establish governance vehicles of parents and community members

Georgia has carefully analyzed multiple sources of data that reveal a significant discrepancy in the percentage of highly effective educators employed in LEAs across the state, as well as in the type and size of equity gaps. This data highlights the need to focus on current initiatives that will leverage the supply and improve access to effective teachers. LEAs will be encouraged to conduct root cause analyses and develop LEA-specific strategies. **GaDOE will continue to refine this plan in collaboration with all stakeholders specifically seeking the input of district and school level leaders.**

Ongoing Feedback (Current):

As part of the stakeholder engagement feedback, GaDOE will continue to revise our plan based on feedback.

Stakeholder feedback indicates a need to address school climate issues.

School Climate

The National School Climate Center defines school climate as “the quality and character of school life” that is based on the “patterns of students’, parents’, and school personnel’s experiences of school life.” School climate can be influenced by the norms, goals, values, interpersonal relationships, instructional practices, and organizational structures within a school. Research has found that schools with positive school climates tend to have better test scores and graduation rates; in contrast, schools with negative school climates as a result of unsafe or hostile environments tend to have lower academic performance.

A sustainable, positive school climate supports people feeling socially, emotionally and physically safe. In a positive school climate people are engaged and respected. By contrast, disruptive and aggressive behavior such as threats, bullying, teasing and harassment creates a hostile school that interferes with academic performance. Also, school climates that do not foster student connectedness and relationships are contrary to what students need to fully develop their potential. A negative school climate results in increased absenteeism and contributes to teachers leaving the profession. If students and teachers are not engaged, connected, and feel a sense of belonging and safety at school then teaching and learning will not be as effective as necessary for student success.

GaDOE promotes a research-validated, school-based framework for improving school climate, called Positive Behavioral Interventions & Supports (PBIS.) PBIS creates and sustains school-wide, classroom and individual-level supports that promote appropriate behavior while preventing inappropriate behavior. The primary goal of PBIS is to help schools design positive school climates that provide an environment to make effective teaching possible and student academic performance more likely. The PBIS framework utilizes a problem-solving approach that improves the entire school climate by using data to identify the reasons negative behaviors are occurring and implementing changes and interventions that address those reasons. PBIS is a preventative and proactive system of addressing inappropriate behavior through fair and consistent discipline practices, unlike traditional discipline methods that focus on reactive and punitive measures. Outcomes in Georgia and research in diverse school settings support the use of PBIS as the most effective framework for improving school climate.

Flexibility

Georgia statute and Georgia State Board rule allows local school districts to operate under the terms of a contract between the State Board of Education and the local board of education where the school district receives flexibility in the form of waivers of certain state laws, rules and guidelines in exchange for greater accountability for increased student performance. Ensuring the financial stability of school districts despite the unstable and unpredictable revenue growth flexibility from rule and law allows them to align all spending priorities with the districts' strategic plans to improve student achievement. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore school districts can with flexibility leverage the reduction in spending constraints to support the core business of teaching and learning.

Ensuring that schools can increasingly personalize the learning experience and environment for all students and advance student learning as indicated by student achievement measures schools can utilize flexibility from rule and law to create innovative course designs that account for varied paces of student learning and unique student interests. Through the increased use of digital resources, embedded courses, innovative instructional models, and advanced learning opportunities, school districts can facilitate new thinking about engaging instructional experiences and positive school climates for students' learning needs today.

Ensuring that schools can attract and retain effective teachers, leaders, and professional personnel to meet the projected student growth for schools, the aging workforce, and current staffing deficits school districts through flexibility from rule and law can add to classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as technology, science and engineering, and child support roles. Additionally with flexibility school districts can ensure that all employees are compensated at competitive rates while valuing prior non-teaching responsibilities associated with an employee's teaching or support assignment. School districts value the unique strengths and specific needs of each of their schools and can leverage flexibility in order to best advance teaching and learning at every school in order to meet the unique academic, resource, and support needs of all schools and students.



THE JOURNEY CONTINUES

WINTER 2015

**TRANSFORMING EDUCATOR PREPARATION AND
ENTRY INTO THE PROFESSION**

Dr. Laveda Pullens, USG facilitates a discussion on preparing pre-service candidates for success on the Teacher Assessment on Performance Standards (TAPS) at the West Georgia Winter P-20 collaborative.

Contact Information for the Georgia NTEP Team

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Dr. Karen J. Wyler, GaDOE
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Georgia Regional Winter P-20 Collaboratives convene—Through a collaborative effort GaDOE, GaPSC and USG are providing support for Georgia's nine regional P-20 partnerships. The overarching goal of this work is to establish and maintain P-20 partnerships that focus on continuous school improvement and student learning and growth through the preparation of candidates and professional development of P-20 educators. This is a requirement of all GaPSC approved program providers. (PSC Rule 505.03.01)

The initial regional collaboratives were held in the spring/fall 2014. Over 300 participants statewide engaged in discussions to identify: a common language to develop a common understanding of their work; identify regional needs and resources; begin the process of developing a structure that will assist with sustainability and plan next steps.

Winter P-20 collaboratives are scheduled regionally January–March 2015, the roundtable discussion format will be differentiated based on identified needs by participants in evaluations received electronically at the end of each fall collaborative. Team time is structured in the agenda to allow time for P-20 partners to work on their next steps.

GEORGIA NTEP UPDATES

- **Intern Keys Validation Study**

The Georgia Network for Transforming Educator Preparation (NTEP) State Implementation Team is pleased to announce the support of a project designed to engage P-12 partners and Georgia educator preparation providers (EPPs) in the validation of the Intern Keys assessment instrument for use with pre-service teachers in the final stages of their clinical practice. The NTEP-funded validation project will provide the validity and reliability of Intern Keys as a summative assessment of teacher candidates' clinical experience, which will allow it to serve, along with the edTPA, as a key assessment for accreditation and continuous improvement.

Upon completion of the validation project, Intern Keys will be available as a valid and reliable instrument EPPs can use in tandem with the edTPA for a comprehensive, summative assessment of pre-service teacher candidates. The edTPA is a nationally scored performance assessment that will be an integral part of teacher preparation. Intern Keys will give EPP faculty and school mentors a validated instrument for their local use in assessing candidates. All assessments (Intern Keys, edTPA, and TAPS), as well as the InTASC standards, are aligned and a crosswalk is available for EPPs.

University of Georgia Director of Assessment and Accreditation, Mrs. Tracy Elder, will serve as Principal Investigator and UGA Senior Academic Professional, Dr. Stephen Cramer, will serve as validation expert.

- **Georgia Statewide Induction Model (SWIM)**

A diverse group of Georgia educators recently convened to begin work on a pre-service to in-service induction continuum and the identification of resources that are currently available in Georgia to support this work.

The overarching goal of this work is to provide quality professional learning that support pre-service candidate, induction phase teacher and principal learning, retention, and student growth and achievement. One identified pre-service need is focusing on the development of induction phase teacher resiliency strategies. These materials will be included in all GA educator preparation programs.

- **The Ties that Bind: Educational Partnerships in Georgia - CCSSO host national webinar on Georgia's P-20 Collaborative work**

Collaboration is a way of doing business with respect to education in Georgia and is modeled statewide. Significant policy changes have recently occurred in the preparation and licensure of educators. Structures have been developed and implemented to support these changes; these structures are being accelerated by Georgia's P-20 Partnership Collaboratives. These collaboratives are focused on continuous school improvement, student learning and growth, and the improved preparation of teachers and leaders.

- **Georgia's Story: Attaining New Heights in Professional Development through P-20 Partnerships-NTEP presents at National Association of Professional Development Schools Conference**

While PDSs focus, in part, on the preparation of new teachers, they also provide a venue for professional development of educators already in the field. Thus, continuous learning focused on an engaged community of learners is a critical feature of a PDS.

This presentation provides participants with lessons learned, successes and challenges as Georgia embarks on this exciting work and provides examples of P-20 partnerships that have chosen to utilize the Professional Development School Model as their response to accelerating the professional development of pre-service candidates, induction phase teachers, veteran teachers and their supervisors. It is all about the learning... learning for all and ultimately, Georgia students will be the winners!

- **Forming, Storming, Norming, and Performing: The Evolution of Partnerships in Georgia-AACTE National Meeting invites Georgia NTEP to share their P-20 Partnership work.**

The Georgia team will share successful practices, initiatives, and strategies that accelerate the establishment and sustainability of *Powerful P-20 Partnerships* beyond the expectations set forth in the CAEP Standards. In the interactive major forum examples of no-cost initiatives will be highlighted.



An engaged community of learners at Georgia Southern University focused on continuous school improvement and the improved preparation of teachers and leaders.

Additionally, the Georgia NTEP team has presented and served on panels at the national and state level and continue to provide support to other states.



“Partnerships that make a difference take *time* to start, *time* to create a vision, *time* to gather data, and *time* to decide on and implement change.”

— Fletcher, Watkins, Gless (2011)



Richard Woods, Georgia's School Superintendent

*"Educating Georgia's Future"
Georgia's Equity Plan Internal Team*

Title	Department	Equity Team Member
Deputy Superintendent	School Improvement	Avis King
SIS Induction Specialist	School Improvement/	Karen Wylar
Director	Curriculum and Instruction	Pam Smith
Ed Program Specialist	School Improvement/ Title IIA	Julie Noland
Ed Program Specialist	School Improvement/ Title IIA	Elizabeth Zipperer
District Effectiveness Specialist	District Effectiveness	Darrell May
Program Manager	Assessment and Accountability Growth Model.	Allison Timberlake
Operations Analyst 3 Federal Programs	School Improvement	Nicholas Handville
Research & Evaluation Specialist	School Improvement/ Teacher and Leader Effectiveness	Carrie Matthews
	Early Learning	Susan Adams
Compliance Reviews Program Manager	Curriculum, Instruction, and Assessment	Kachelle White
Special Ed Assistant Director	Curriculum, Instruction, and Assessment	Zelphine Smith Dixon
Program Manager, Career, Technical & Agricultural Education	Georgia Professional Standards Commission	Phyllis Payne
Chief Information Officer.	Georgia Professional Standards Commission	Chuck McCampbell
Development/Transition Program Manager	Career, Technical and Agricultural Education	Emily Spann
Parent Engagement Program Manager	School Improvement/Parent Involvement and Community Outreach	Nathan Schult
State Level Projects Program Specialist	Curriculum, Instruction, and Assessment/ Special Ed Services and Support	Anne Ladd
Executive Director	Government of Student Achievement	Martha Ann Todd
Special Projects Director	Communications	Harold Logsdon
Assistant Director	Policy Division	Allen Meyer
Program Manager, Title I, Part A	School Improvement/ Federal Title Programs	Jennifer Davenport
Program Manager, Title III	Curriculum, Instruction, and Assessment/ Curriculum and Instructional Services	Cori Alston
Director	Communication	Matt Cordoza
Associate Superintendent	School Improvement/ Teacher and Leader Effectiveness	Cindy Saxon
Associate Superintendent	School Improvement	Barbara Lunsford
Chief Officer of Governmental Affairs	Chief Office of Governmental Affairs	Cindy Morley
Chief Officer of Academics	Chief Office of Academics	Matt Jones
Southern Education	Program Director	Vanessa Meyer
Dir. of Legislative Affairs	PAGE	Margaret Ciccarelli
Director of School Improvement	School Improvement	Will Rumbaugh

Lack of Support

Lack of Experience/Preparation

Lack of PL resources for Principal

Additional duties on New Hire

District/building level leaderships different visions

Toxic culture

Inexperienced or Lack of a Mentor

Unrealistic Expectations

Ineffective PTO

Ineffective Teachers

Lack of vision

Lack are a manager vs instructional leader

Lack of knowledge

Time management

Not able to diagnose needs

No Higher Ed in area

No opportunity for Advancement

Not able to separate personal and professional role

Ineffective communications skills

Principal Turnover Gap: Rural Minority

Limited Pool of candidates

Poor recruiting practices

Lack of knowledge school culture

Hard to staff

Lack of understanding the community/school needs

Culture

Ineffective PTO

Seen as an outcast/outsider

Ineffective stakeholder relationships

Political Dynamics

Living Situation

Ineffective School Board

Language Barrier

Change occupation

Retirement

Released from Job

Health Issues

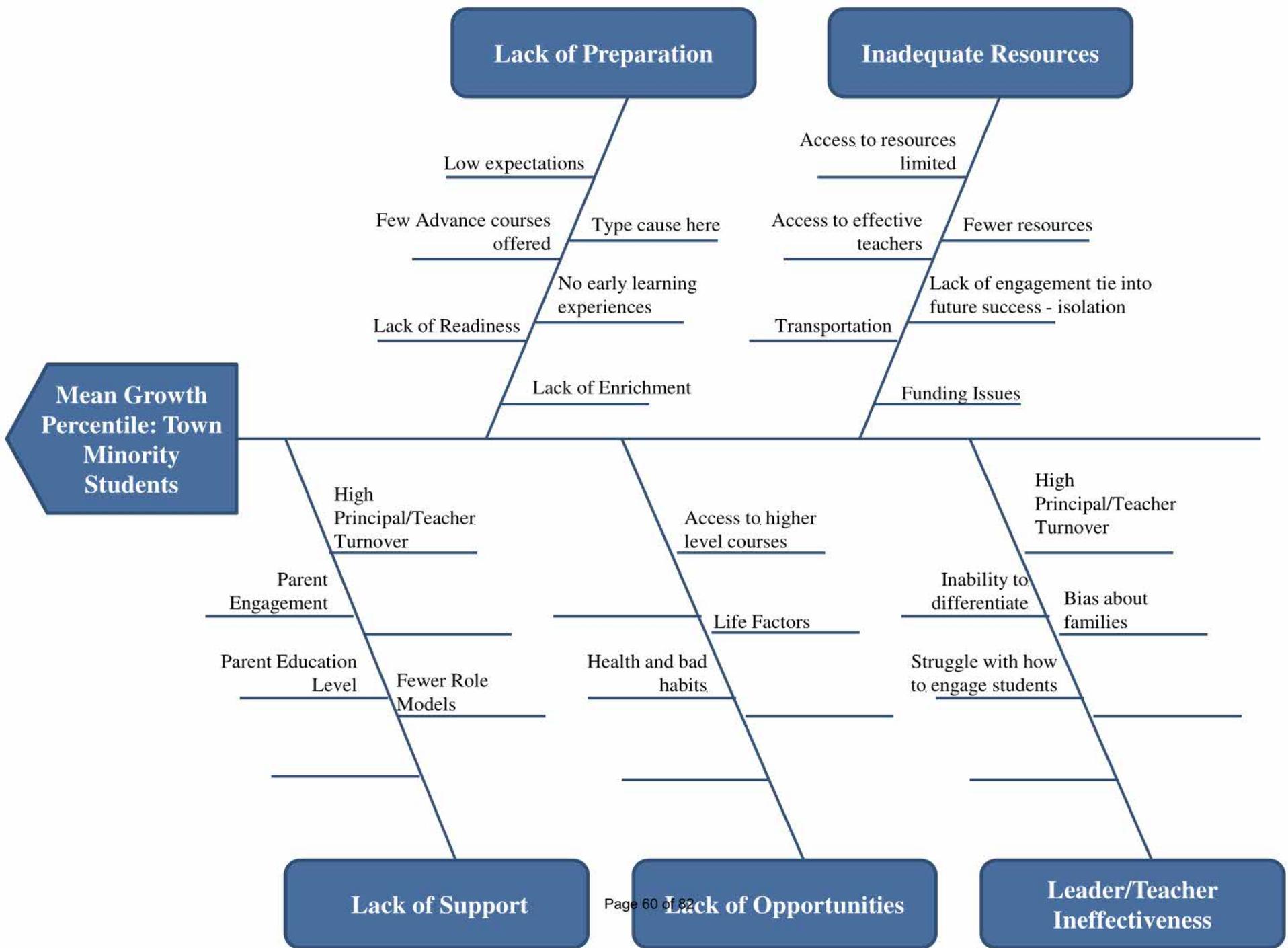
Frequent transfers within the district

Too many demands

Ineffective Hiring Practices

Relationships/Social/Community

Reasons for leaving



Lack of Preparation

Lack of Resources

Not able to diagnose needs

Lack of Content knowledge

Infective Feedback/Evaluation

Inability to use data

Lack of Mentor

Effective Teachers assigned to school

Lack of Technology

No Administrative PL opportunities

Principal Turnover with Low-Income Students: North RESA

Shallow pool of effective teachers

Effective Teachers assigned to school

Lack of Community Support

School Board Support

Lack of Central office support

Ineffective Asst. Principals

Lack of Parent Support

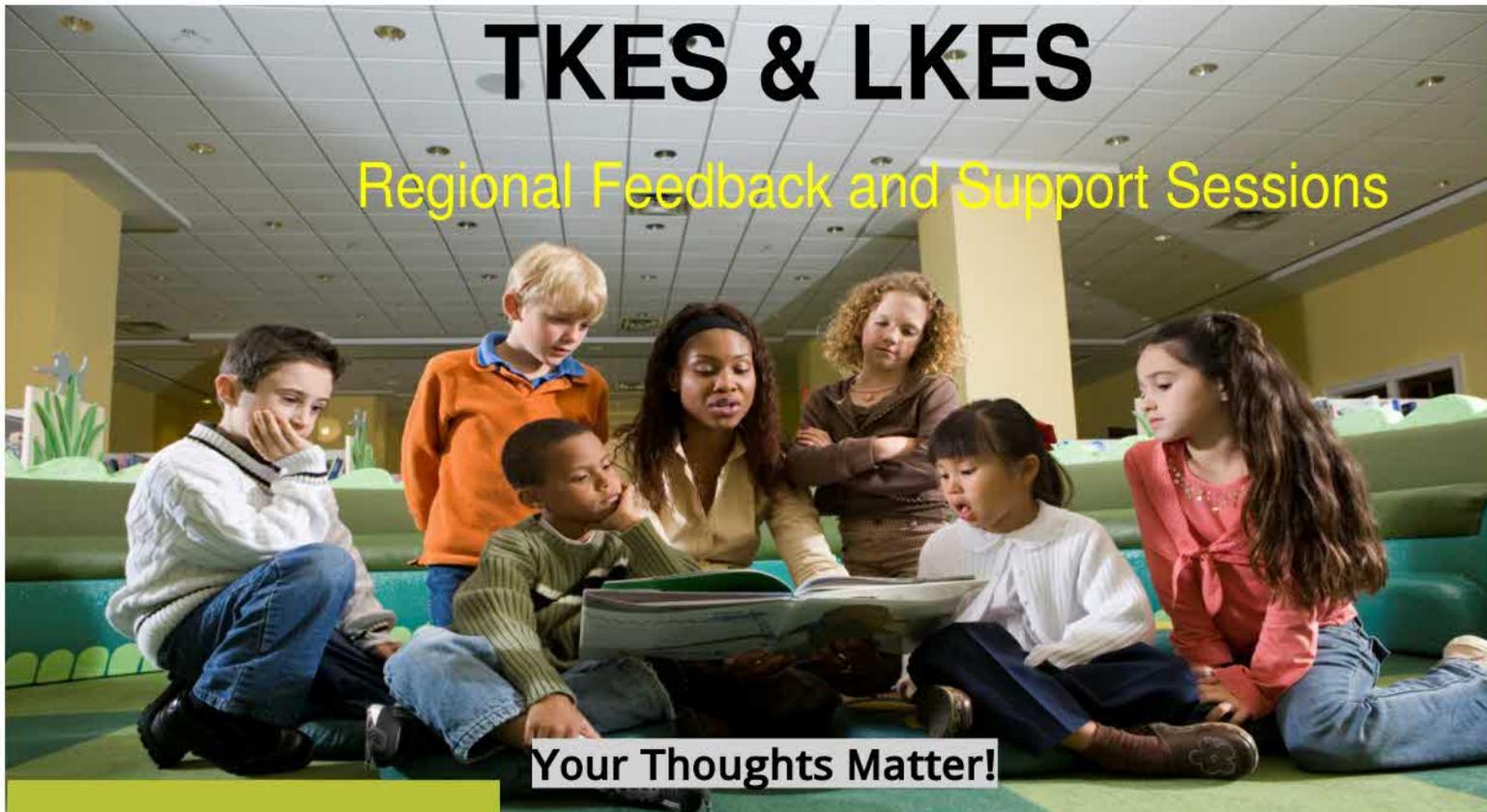
Expectations too high

Ineffective Hiring Practices

Lack of Support

TKES & LKES

Regional Feedback and Support Sessions



Your Thoughts Matter!

Times & Locations

Leaders: (Principals/AP's/District)

9:00-10:30 Feedback

10:30-12:00 Support

Teachers:

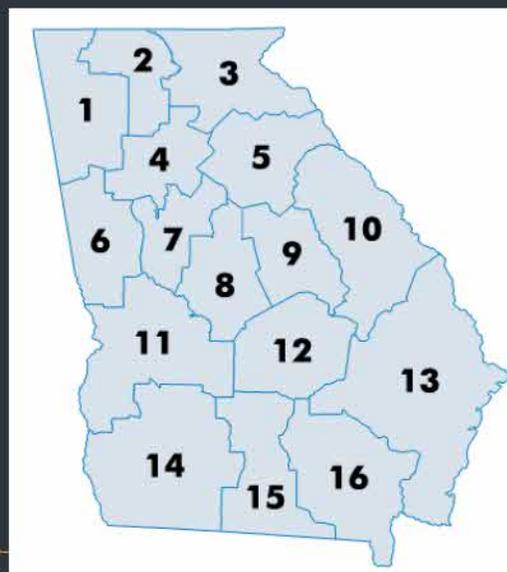
1:30-3:00 Feedback

3:00-4:30 Support

EACH RESA will handle REGISTRATION

Teachers, building leaders, and district leaders are invited to attend Regional Feedback/Support Sessions that will be held throughout Georgia, thanks to the partnership with all of the RESAs. There will be two separate sessions to share open and honest feedback on the implementation and processes used with TKES/LKES. Each session is for a designated target audience. TLE Division from GaDOE will be there to listen to your thoughts and ideas.

1- Northwest GA RESA November 6, 2014 / April 20, 2015	9- Oconee RESA January 6, 2015 / May 5, 2015
2- North GA RESA December 5, 2014 / April 21, 2015	10- Central Savannah River (CSRA) January 7, 2015 / May 6, 2015
3- Pioneer RESA December 1, 2014 / April 22, 2015	11- Chattahoochee-Flint December 10, 2014 / April 30, 2015
4- Metro RESA February 13, 2014 / April 23, 2015	12- Heart of Georgia January 12, 2015 / May 11, 2015
5- Northeast Georgia RESA January 5, 2015 / May 4, 2015	13- First District RESA January 8, 2015 / May 7, 2015
6- West Georgia November 17, 2014 / April 27, 2015	14- Southwest Georgia RESA January 15, 2015 / May 14, 2015
7- Griffin RESA December 3, 2014 / April 28, 2015	15- Coastal Plains RESA January 14, 2015 / May 15, 2015
8- Middle Georgia RESA November 21, 2014 / April 29, 2015	16- Okefenokee RESA January 13, 2015 / May 12, 2015



Teacher and Leader Effectiveness Division

For more information, contact Julie Noland, jnoland@doe.k12.ga.us

Southern Education Foundation

The meeting will be held at the Southern Education Foundation, located at 135 Auburn Ave NE, Atlanta, GA 30303, on **April 15, 2015 from 11 AM – 2 PM**. Lunch will be served. We invite you to bring 1-2 colleagues with you or to attend in your place.

Southern Education Foundation Meeting:

The [Partners-for Each and Every Child](#), with the Southern Education Foundation, invite you to attend a small convening of education advocacy organizations and state education leadership offices to broadly discuss the state's current waiver renewal process and the [state educator equity plans](#) that will be submitted to the US DOE in the coming months. This will be an opportunity to sit down together, address important aspects of both processes, and lay out a plan for stakeholder engagement.

Together with *Partners-for*, a project designed to build upon the work of the [National Equity and Excellence Commission](#), our primary goal is to provide critical pieces of the infrastructure necessary to create a broad, collaborative, multi-sector community that can see the commission's recommendations in the areas of finance, teaching and curriculum, early childhood, governance and accountability, and poverty become a reality.

AGENDA

11:00-11:15 AM

- Welcome by co-conveners and overview of the goals (*Partners for Each and Every Child & Southern Education Foundation*)

11:15-11:30 AM

- Introductions and opportunity for attendees to report out on their related work and their goals for the educator equity plans, where appropriate

11:30-12:45 PM

- Presentation by Georgia DOE on educator equity data in Georgia, the educator equity plan in development, and workgroup activities (*Georgia Department of Education*)

12:45-1:00 PM

- Grab lunch

1:00-1:30 PM

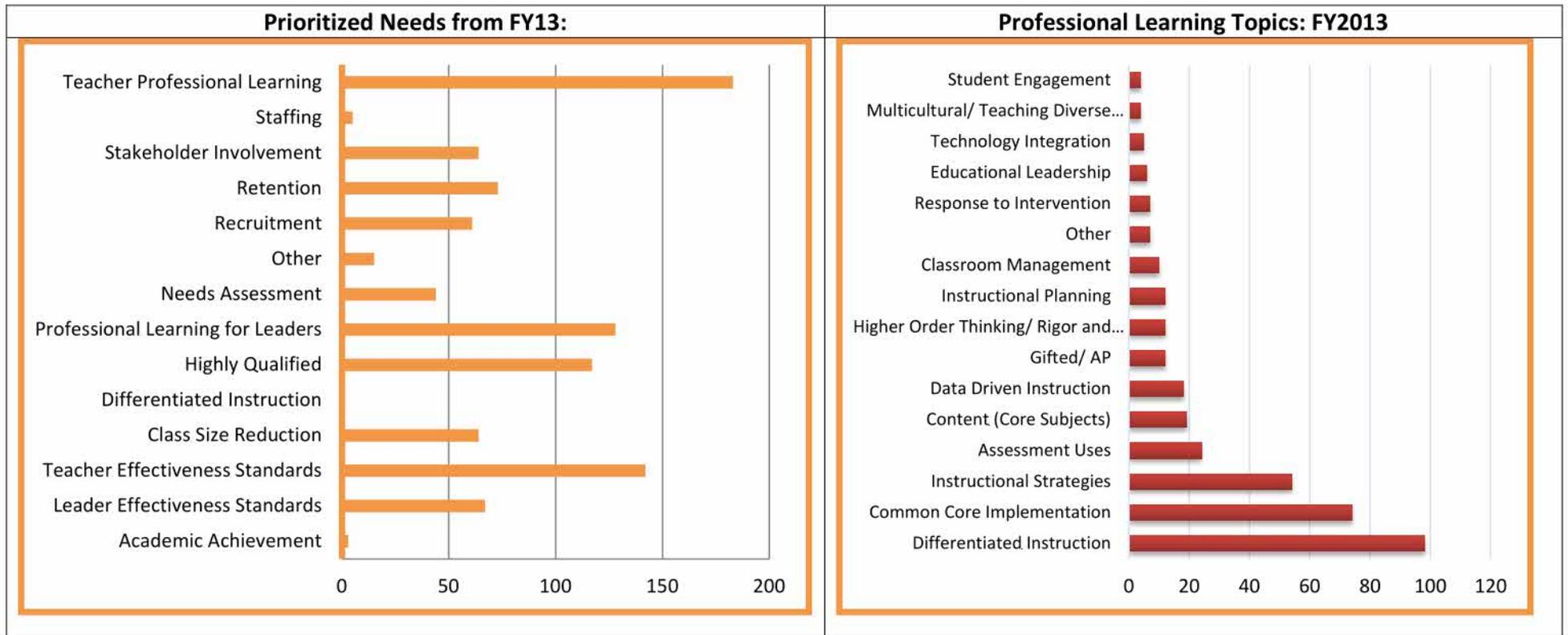
Reactions to GA DOE presentation and related issues below (*group discussion*)

- How the state will consult with key groups on the implementation of its Educator Equity Plan (and waiver, if we touch on this)
- State support for and monitoring of local districts' actions to address achievement/graduation gaps
- Current teacher evaluation and professional development policies

1:30-2:00 PM

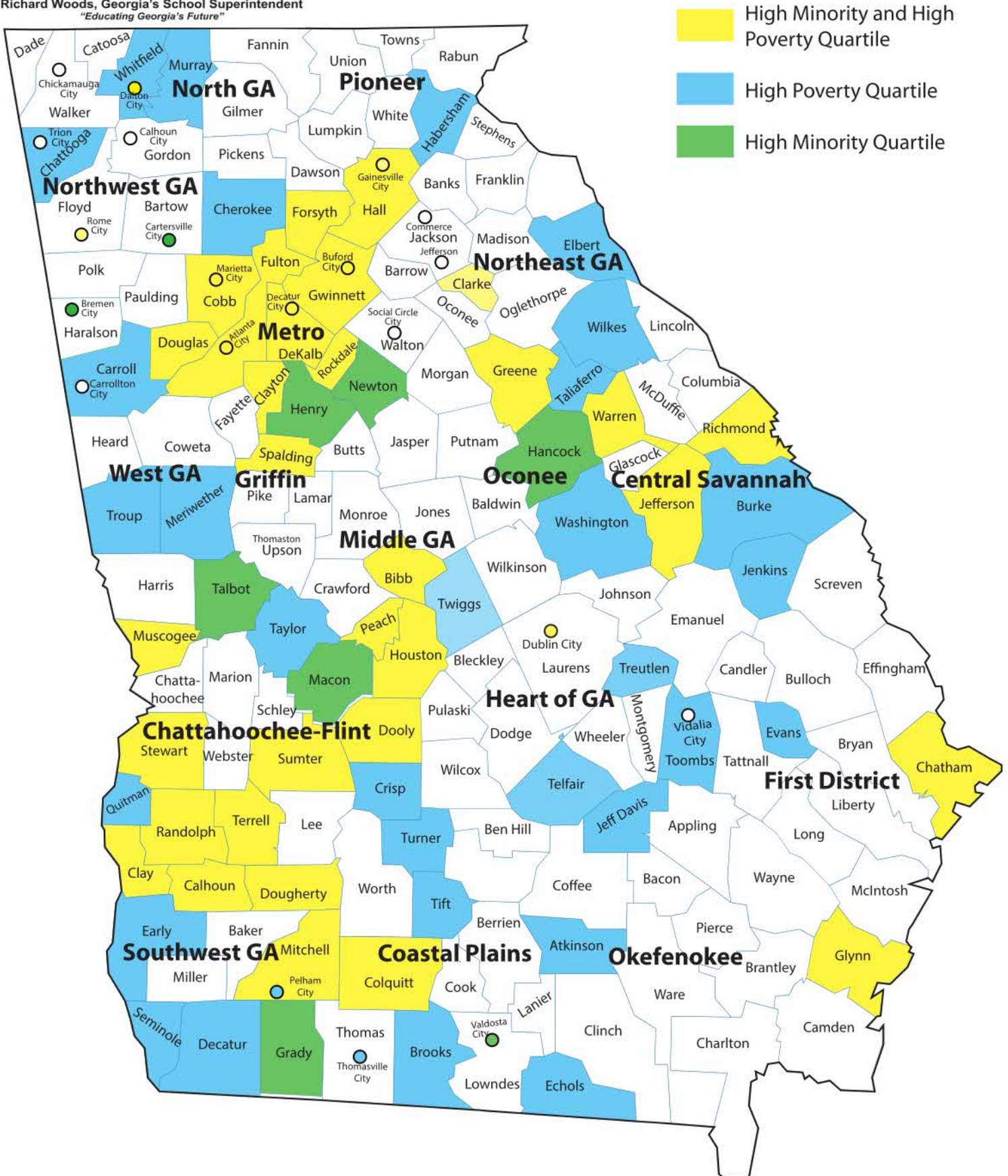
- Overview of Equity and Excellence Commission report and Partners for Each and Every Child infrastructure
- Next steps discussion

Table: Title IIA LEA Equity Plans Needs Assessment Survey



Location of High Minority/Poverty: based on Equity Profile Data 2014

D Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Educator Equity Profile, by state and poverty and minority quartiles¹

School Type	% of teachers in first year	Average Years Experience	% of teachers "out-of-field"	% of classes taught by teachers not Highly Qualified (N classes=300,000)	Average days absent³	Adjusted Average Teacher Salary⁴	% teacher turnover, fall 2012-fall 2013	% principal turnover, fall 2012-fall-2013 (N=2,300)	Graduation Rate for SWD at district level, 2014⁵	Mean Growth Percentile 2012-13⁶	Teacher Effectiveness Measure (TEM)	Leader Effectiveness Measure (LEM)
All Schools N ² teachers=112,000	5.6% (N=6,200)	13.5	1.6% (N=1,800)	1.1% (N=3,300)	9.5	\$56,235	17.1% (N=19,000)	18.7% (N=400)	36.5	49.1		
Schools in the highest poverty quartile N teachers=23,000	7.7% (N=1,800)	12.6	2.1% (N=500)	1.4% (N=800)	N/A	\$55,260	20.9% (N=4,800)	23.1% (N=100)	N/A	47.5		
Schools in the lowest poverty quartile N teachers=33,000	4.4% (N=1,400)	14.0	1.5% (N=500)	0.6% (N=600)	N/A	\$55,452	14.3% (N=4,700)	15.5% (N=100)	N/A	51.5		
Poverty equity gap	3.4%	1.4	0.6%	0.8%	N/A	\$192	6.5%	7.6%	N/A	3.9		
Schools in the highest minority quartile N teachers=26,000	9.2% (N=2,400)	11.8	2.2% (N=600)	2.2% (N=1,500)	N/A	\$52,995	23.1% (N=5,900)	22.4% (N=100)	N/A	48.0		
Schools in the lowest minority quartile N teachers=27,000	3.5% (N=900)	14.9	0.9% (N=200)	0.4% (N=300)	N/A	\$58,654	13.4% (N=3,600)	16.5% (N=100)	N/A	50.4		
Minority equity gap	5.7%	3.1	1.3%	1.8%	N/A	\$5,659	9.7%	5.9%	N/A	2.3		

¹The chart reads as follows: In the quartile of schools with the highest percentage of students in poverty, 7.7% of teachers were in their first year of teaching, compared to 4.4% of teachers in the quartile of schools with the lowest percentage of poverty.

²N values denote the number of teachers, principals, or classes, rounded to the nearest hundred.

³Average teacher absence data are only available at the state and district level. See the high-poverty and high-minority district breakdowns for more information.

⁴Average teacher salary data was adjusted using the 2013 Comparable Wage Index, which accounts for regional cost of living differences as measured by differences in salaries of other graduates who are not educators.

⁵N sizes for graduation rates for students with disabilities were too small at the high- and low-poverty quartile levels and the high- and low-minority quartile levels to be included in this analysis. Graduation rates for students with disabilities will be presented at the state and district levels instead.

⁶The Mean Growth Percentile (MGP) is the average Student Growth Percentile aggregated to the state, poverty and minority quartiles, and locale levels. Note that data from the 2012-13 school year was used for this analysis, since full academic year (FAY) data has not yet been applied to the 2013-14 school year dataset.

Percent of teachers who did not return to the same school, by years of experience¹

School Type	< 1 year experience	1-10 years experience	11-20 years experience	21-30 years experience	More than 30 years experience
All Schools N ² teachers=19,000	6.3% (N=1,200)	41.9% (N=8,000)	28.0% (N=5,300)	15.0% (N=2,900)	8.8% (N=1,700)
Schools in the highest poverty quartile N teachers=4,800	6.3% (N=300)	44.3% (N=2,100)	26.9% (N=1,300)	14.5% (N=700)	8.0% (N=400)
Schools in the lowest poverty quartile N teachers=4,700	6.4% (N=300)	39.6% (N=1,900)	29.1% (N=1,400)	16.3% (N=800)	8.7% (N=400)
Poverty equity gap	-0.1%	9.8%	-2.2%	-1.8%	-0.7%
Schools in the highest minority quartile N teachers=6,000	7.7% (N=500)	47.5% (N=2,800)	26.7% (N=1,600)	11.6% (N=700)	6.6% (N=400)
Schools in the lowest minority quartile N teachers=3,600	5.0% (N=200)	34.5% (N=1,200)	30.4% (N=1,100)	18.7% (N=700)	11.4% (N=400)
Minority equity gap	2.7%	13.0%	-3.8%	-7.1%	-4.9%

¹This chart reads as follows: In the quartile of schools with the highest percentage of students in poverty, 6.3% of teachers who were not employed at the same school from October 2012 to October 2013 were in their first year of teaching, compared to 6.4% of first-year teachers who did not return to the same school in schools with the lowest percentage of students in poverty, etc.

²The N sizes for this chart reflect the number of teachers who did not return in 2013 to the same school at which they were employed in 2012. They are rounded to the nearest hundred.

Georgia's Highest Poverty Quartile (HPQ) Schools, by Locale

Locale ¹	N schools in HPQ (2013-14)	Total schools in locale (2013-14)	% HPQ schools (2013-14)	% of teachers in first year (2013-14)	Average years experience (2013-14)	% of teachers "out-of-field" (2013-14)	% of classes taught by teachers not Highly Qualified (2013-14)	Average days absent (2013-14) ²	Adjusted average teacher salary (2013-14) ³	% teacher turnover, (fall 2012-fall 2013)	% principal turnover, (fall 2012-fall 2013)	Graduation rate for SWD, 2014 ⁴	Mean Growth Percentile (2012-13)	TEM	LEM
City	223	368	61%	7.6%	12.7	2.2%	2.1%	N/A	\$56,315	22.4%	28.3%	N/A	47.9		
Suburb	168	714	24%	9.4%	11.6	2.3%	1.0%	N/A	\$49,870	21.3%	17.3%	N/A	47.8		
Town	59	237	25%	4.7%	14.0	1.5%	0.7%	N/A	\$61,211	18.4%	22.0%	N/A	46.5		
Rural	101	892	11%	5.6%	13.4	1.9%	1.0%	N/A	\$58,255	18.0%	22.0%	N/A	46.9		
LPQ				4.4%	14.0	1.5%	0.6%	N/A	\$55,452	14.3%	15.5%	N/A	51.5		

Georgia's Highest Minority Quartile (HMQ) Schools, by Locale

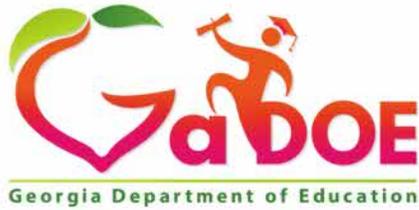
Locale ¹	N schools in HMQ (2013-14)	Total schools in locale (2013-14)	% HMQ schools (2013-14)	% of teachers in first year (2013-14)	Average years experience (2013-14)	% of teachers "out-of-field" (2013-14)	% of classes taught by teachers not Highly Qualified (2013-14)	Average days absent (2013-14) ²	Adjusted average teacher salary (2013-14) ³	% teacher turnover, (fall 2012-fall 2013)	% principal turnover, (fall 2012-fall 2013)	Graduation rate for SWD, 2014 ⁴	Mean Growth Percentile (2012-13)	TEM	LEM
City	201	368	54.6%	8.8%	12.2	2.2%	2.3%	N/A	\$55,984	24.2%	27.8%	N/A	48.0		
Suburb	266	714	37.3%	9.5%	11.5	2.4%	1.8%	N/A	\$49,827	22.6%	16.2%	N/A	48.4		
Town	20	237	8.4%	7.3%	13.0	2.0%	3.6%	N/A	\$59,782	21.7%	20.0%	N/A	45.0		
Rural	65	892	7.3%	8.6%	12.4	1.1%	3.1%	N/A	\$54,674	22.9%	31.8%	N/A	47.6		
LMQ				3.5%	14.9	0.9%	0.4%	N/A	\$58,654	13.4%	16.5%	N/A	50.4		

¹Locale is based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

²Average days absent data was available at the district level only; as such, data points in this chart show the average number of days absent for districts in which the highest poverty and minority quartile schools are located.

³The average teacher salary data was adjusted using the 2013 Comparable Wage Index, which accounts for regional cost of living differences as measured by differences in salaries of other graduates who are not educators.

⁴N sizes for graduation rates for students with disabilities were too small at the high- and low-poverty quartile levels and the high- and low-minority quartile levels to be included in this analysis. The graduation rates reflected in the chart show the rates for districts in which the highest poverty and minority quartile schools are located.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Our Vision

To give all students equitable access to effective educators.

Georgia Department of Education School Improvement Division's (SI) role is to support districts to:

- 1 Understand what equitable access means
- 2 Identify and utilize strategies to move districts toward the goal of ensuring that every student in every school has equitable access to effective educators
- 3 Implement state-level changes to support districts in this work
- 4 Monitor the progress towards equity

Equity Plan

- USED Educator Equity Profiles posted online December 19, 2014.
- State Equity Plans submission due to USED no later than June 1, 2015.
- State Equity Plan requires stakeholder engagement to assist in the development of the plan.



Data Sources Used for 2013-2014 Educator Equity Profile

- Data for teachers in their first year, teachers without certification or licensure, teachers' average days absent, out-of-field, adjusted average teacher salary, average years' experience.
- Data for classes taught by highly qualified teachers, principal and teacher turnover rate.
- Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale.

Data sources: Ga PSC, Certified/Classified Personnel Information (CPI), GaDOE Data Collections, GaDOE Special Education Division.

Equity Plan

The Georgia State Plan to Ensure Equitable Access to Effective Educators provides an opportunity to identify equity gaps, engage stakeholders, identify and implement strategies to eliminate equity gaps.

AS OUTLINED BY USED, THE PLAN MUST INCLUDE:

- Stakeholder Engagement
- Identification of Equity Gaps
- Root Cause Analysis of the Identified Equity Gaps
- Steps to Eliminate Identified Equity Gaps (including strategies, timeline and monitoring; strategies will be at state level, others at district level)
- Measures and Methodology for Evaluating Progress
- Public Reporting on the Progress

EQUITY GAP REQUIREMENTS

- USED requires states to calculate equity gaps between the rates of children from low-income families and minority backgrounds are taught by “inexperienced,” “unqualified,” or “out-of-field” teachers as compared to the rates at which other children are taught.
- USED encourages states to investigate mean percentile growth and equity gaps for other sub-groups, including students with disabilities.

Talking Points

WHAT: The Georgia State Equity Plan to Ensure Equitable Access to Effective Educators provides an opportunity to identify equity gaps, engage stakeholders, identify and implement strategies to eliminate equity gaps.

WHY: To give all students equitable access to effective educators.

HOW: Identifying equity gaps through utilizing multiple sources of current data to develop and implement strategies that will eliminate these gaps.

WHO: Parents, Students, Educators, and Georgia Citizens that have a vested interest in Georgia Public Education.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Definition

An Effective Teacher is defined by the GaDOE as a teacher who receives a Proficient or Exemplary on the Teacher Effectiveness Measure (TEM). An Effective Leader is defined by the GaDOE as a leader who receives a Proficient or Exemplary on the Leader Effectiveness Measure (LEM).





Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia's Equity Plan Implementation Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Submission of LEA Equity Plan for Review and Approval	District Level Title II A Directors	Title II A Specialist	June 1, 2015	Annually
Complete Consolidated Application	District Level Title II A Directors	Title II A Specialist	Summer 2015	Annually
Final Approval of LEA Equity Plan	District Level Title II A Directors	Title IIA Program Manager	Fall 2015	Annually
Regional Support Collaboration from ALL GaDOE divisions	School Improvement	Deputy. Supt. SI	Spring 2015	Quarterly
Organize Regional Team Meetings:	Title 1, Div of Leader/District Effectiveness, TLE,	Director of SI	Summer 2015	Quarterly
P-20 Collaborative/Induction	Higher Ed, K12, TLE	GaDOE IHE/Induction	Spring 2014	Ongoing
District Focus Group Meetings: Discuss EQ Gaps and progress	LEA/GaDOE	Assoc. Supt. TLE	Spring 2015	Quarterly
Stakeholder implementation feedback from each Locale	Community/LEA	Title IIA Program Manager	Fall 2015	Bi-Annually
SCEE Implementation of the New Leadership Development Initiative	PSC/TLE/GaDOE	SCEE Team	Spring 2015	Once
SCEE Implementation Monitor Progress	PSC/TLE/GaDOE	SCEE Team	Fall 2015	Ongoing
LEA Equity Plan Monitor: On-Site	Title IIA Specialist	Title IIA Program Manager	2015-2016	Annually
Publicly Report Equity Plan Progress (1st Year) and collect feedback from stakeholders	TLE Team	Title IIA Program Manager	Summer 2016	Yearly
Publicly Report Equity Plan Progress (2nd Year) and collect feedback from stakeholders	TLE Team	Title IIA Program Manager	Summer 2017	Yearly
Publicly Report Equity Plan Progress (3rd Year) and collect feedback from stakeholders	TLE Team	Title IIA Program Manager	Summer 2018	Yearly
Project EQ: Redesign	Title IIA Team	Title IIA Program Manager	October , 2015	Yearly
Needs Assessment Alignment: School Improvement/Title I and Title IIA	Title IIA Team	Title IIA Program Manager	December, 2015	Yearly



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
11/17/14	Equity Team	USED Webinar	State Plan to Ensure Equitable Access to Excellent Educators	Julie, Karen, and Nic
12/1/14	Equity Team	USED Webinar	Understanding Your Educator Equity Profile	Julie, Karen, and Nic
12/3/14	EQ Team Data Discussion	Process to compile data for profile	Debriefed on webinars, and began data conversation	
12/9/14	Equity TEAM	USED Webinar	Understanding your Data	Julie, Karen, Carrie and Nic
12/16/14	EQ Team	Review data profile	Team meeting	Julie, Karen, Carrie, Cindy and Nic
1/14/15	EQ Team	Review Data add variables	Team meeting	Julie, Karen, Carrie and Nic
1/20/15	EQ Team	Review profile	Team meeting	Julie, Karen, Carrie and Nic
1/29/15	EQ Team	Review Data	Team meeting	Julie, Karen, Carrie and Nic
2/1/15	San Diego	EQ TEAM	participated in the equity support provided by CGTL and CCSSO	Julie, Karen and Nick
2/2/15	San Diego	EQ TEAM	participated in the equity support provided by CGTL and CCSSO	Julie, Karen and Nick
2/3/15	San Diego	EQ TEAM	participated in the equity support provided by CGTL and CCSSO	Julie, Karen and Nick
2/4/15	San Diego	EQ TEAM	participated in the equity support provided by CGTL and CCSSO	Julie, Karen and Nick
2/18/15	EQ Team	EQ TEAM	Planning facilitated by Janice Poda	Julie, Karen and , Cindy
2/19/15	Equity Lead	Discuss Equity with Special Education Dept.	Lead meeting	TITLE II A specialist, Special Education Compliance Director
2/19/15	EQ Team with CCSSO	Equity Technical Assistance Webinar	CCSSO meeting	Julie, Karen, Carrie, Cindy and Nic
2/24/15	EQ Lead	Webinar EQ Stakeholder Engagement and Comm	Lead meeting	Julie and Karen
2/25/15	EQ Data Review	Review Data	Review meeting	Julie and Cindy S
3/3/15	EQ Lead	EASN Webinar State Experiences	Lead meeting	Julie
3/5/15	SEA Internal Equity Team LEAD members	Review Data for Districts	members meeting	Julie and Cindy S
3/6/15	SEA Internal Equity Team	Review EQ data profile	Team meeting	GA DOE, PSC, GOSA, and Professional Organizations



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
3/9/15	EQ Team	Meet with Advisory Council and Share EQ QG	Team meeting	GA DOE, PSC, GOSA, and Professional Organizations
3/11/15	EQ data review	Discuss Tables and Profile	Team meeting	Julie, Carrie, Nick
3/12/15	COP. Committee of Practitioners	Review and discuss data variable and make additions	Practitioners meeting	
3/19/15	COE Deans	Deans of COE received Equity QG	Deans' conference were some signed up for virtual team	105 IHEs faculty, SEAs
3/19/15	Assoc Supt Presents	Presents EQ talking points to RESA Directors	Presents meeting	Cindy
3/19/2015	GA. Assoc of Field Directors	Presents EQ talking points to IHEs Field Directors	some signed up for virtual team; QG distributed	35 IHEs
3/23/15	EQ Team	Discuss Data variables and reorder data; Select districts	Team meeting	Julie, Cindy and Carrie
3/23/15	TLE Leadership	Discuss Data variables and rearrange data	Leadership meeting	
3/25/2015	PSC Partnership Task Force	Presents EQ talking points to Metro Atl P-20 Partners	some signed up for virtual team; QG distributed	30 P-20 educators, SEAs
3/25/15	EQ Team	Meet with CCSO to review plans for stakeholder engagement	Team meeting	CCSSO, Julie , Cindy
3/26/15	SEA Internal Team Meeting	Review Equity Gap Scenarios	Review Equity Gap Scenarios: Develop Root-causes for each scenario, chart activity	SEA Internal Team
3/27/15	Metro P-20 Collaborative	Presents EQ talking points to Metro Atl P-20 Partners	some signed up for virtual team; QG distributed	IHEs, P12, SEAs, RESAs
3/30/2015	edTPA Summit	Presents EQ talking points	some signed up for virtual team; QG distributed	400 participants (P-20)
3/31/15	EQ Lead	Data use an Analysis Webinar	Lead meeting	Julie
4/7/15	EQ Lead	Plan with Special Ed. Equity summit	Lead meeting	Julie
4/13/15	EQ 1st External Review	CCSSO. SEA Lead Equity Team	Review meeting	Julie, Cindy, Karen, Carrie
4/14/15	EQ Team	SCEE	Team meeting	State SCEE team
4/15/15	EQ Team	SCEE	Team meeting	State SCEE team
4/15/15	EQ TEAM	SEA Community Stakeholder meeting	TEAM meeting	Southern Education Foundation (Civil Rights), United Way, Prep for GA, Teacher of the Year, Educational Reform, GBPI, USG, GPEE, GAE, and PAGE
4/16/15	EQ Team	SCEE	Team meeting	State SCEE team
4/17/15	EQ Team	ESS and EOL Review Data for all districts	Team meeting	
4/20/15	EQ Lead	Northwest RESA	Lead meeting	



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
4/21/15	North RESA/Educators	1. List possible reasons for Low mean growth percentile in high minority? 2. List possible solutions to close mean growth percentile growth in minority schools?	Lack of resources, leadership and knowledge of job area, effective placement of teachers,	HR Administrative assistant
4/22/15	Pioneer RESA/Educators/Community	1. List possible reasons for High Principal Turnover Rate in low income schools? 2. List possible reasons for below state average mean growth (49.1) in low income schools. (Mean growth percentile is State Standardized Test growth only).	Transient students, Parents not available, Lack of technology in the home, Lack of Resources, too many disciplinary issues	Parents, TLE Staff
4/23/15	Metro RESA/Educators	1. List possible reasons for <u>High Teacher Turnover Rate</u> in minority schools? 2. List possible solutions to prevent. High Teacher Turnover Rate in minority schools? Or Strategies you are currently using that are effective.	<p>1. Lack of funds, Economic challenges, Teachers don't have, parental support, Leadership turnover rate high, Additional responsibilities, Cultural challenges, Lack of Preparation to meet cultural needs, Opportunity for PL at the teacher level, Safety in neighborhoods, non: HS Graduates, need better understanding and preparation for minority students increased teacher prep for minority schools. cultural differences</p> <p>2. Effective strategies: Teacher prep CULTURAL RESPONSIVENESS program. (Clark County: NE RESA... Flexibility in teaching strategies, community engagement, Use technology to connect teachers with similar assignments, mentors with similar experience. ensure school safety,</p> <ul style="list-style-type: none"> • Translation for parent program... this would be great • Need specialty training for minority schools • Districts offer bonus • Effective Mentor program • Engage business partners to reward teachers. Ex. PTA, Teacher appreciation... • Community support for teachers 	Community members, parents
4/23/15	EQ Lead	Title IIA Specialist Discuss and review existing strategies	Reviewed EQ Plan strategies, Title IIA Specialist offered assistance with new current strategies	Julie, Carly, Elizabeth
4/27/15	EQ Team	Submit EQ For Review #2	Team meeting	



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
4/28/15	Griffin RESA/ Educators/Principals/District Office	1. List possible reasons for Low mean growth percentile in high poverty schools? 2. List possible solutions to close mean growth percentile growth in high poverty schools?	Answer to #1 • Parent education <ul style="list-style-type: none"> • Community involvement • No accountability • Income • Lack of Parent Involvement • Education is not a priority • Where is my next meal coming from? • Environment...tools, supplies • Transient • Kids raising themselves • Low teacher salary • Unmotivated • High number of absences • Professional learning • Teacher turnover • Discipline • Teacher/student relationships • Teacher/parent relationships • Lack of resources for teachers and students • Teacher demands and expectations exceeds requirements are not flexible • Limited technology resources • Discipline issues (administrators) parents don't want students in schools • #2 • Increase student accountability • Afterschool programs (successful ones) • Parent classes • Effective Mentor program • Never Be Absent program • Effective Leadership • Marzano Research Based instructional involvement strategies • Parental support • High Expectations • Build relationships • Never been absent program 	Educators/HR director/ RESA Directors/Superintendent/ Associate Superintendent
4/28/15	PSC 505.03.01 Task Force	Presents EQ talking points to Task Force members	some signed up for virtual team; QG distributed	IHEs, P12, SEAs, RESAs



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
4/28/15	Griffin RESA/ Parents and Business	1. List possible reasons for Low mean growth percentile in high poverty schools? 2. List possible solutions to close mean growth percentile growth in high poverty schools?	Business meeting	Federal Programs Director/Principal/HR Director/RESA Consultant
4/29/15	Middle Georgia RESA	1. 1. List possible reasons for High Principal Turnover rate in high poverty schools? 2. List possible solutions to decrease the High Principal turnover rate in high poverty schools, or current strategies that are effective.	RESA meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
4/29/15	EASN: Stakeholder Engagement Webinar: COP	National Webinar	Georgia's work highlighted	Julie and Karen
4/30/15	Chatt-Flint RESA	1. List possible reasons for High Principal/Teacher Turnover rate in rural areas? 2. List possible solutions to decrease the High Principal/Teacher turnover rate in rural areas, or current strategies that are effective.	RESA meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
5/1/15	Ga. Induction Summit 2015	Equity Quick Distributed to 200 Participants	An opportunity to serve on the Virtual Equity Advisory Team	4 RESAs, 22 districts, 11 IHEs, SEAs, New Teacher Center
5/4/15	Northeast RESA	1. Why is there high growth in some high poverty schools? 2. In high poverty schools, why is there less growth?	1. High growth contribute - Positive school leadership and school culture, Engaging parents, high expectations, collaborative scoring of student work with effective feedback, focus on academic achievement, integration across the content area. 2. Less growth in high poverty areas... discipline, school culture, adults connect with students, harder to attract quality staff, leaderships lack on knowledge, and weak leadership, lack of meaningful PL..2 EFFECTIVE strategies. Culturally Responsive Program, 10 Schools selected. Neighborhood Leaders - Our Neighborhood Leaders program provides training and support to bring parents and other caregivers to the table as full partners in working to improve outcomes for all children in the Athens community.	Educators and Parents



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
5/5/15	Oconee RESA	1. Why do we (Oconee RESA) have high teacher turnover rate in poverty rate? 2. What are some strategies to keep teachers in the high poverty schools.	1. Teachers with excessive student loans and depts. use poverty schools to secure student loan, use the school as a stepping stone, then move to school districts with less poverty. Leave after forgiveness loan to more affluent districts. Teachers leave because of leadership change, they are used to controlling the school and entitled to their position. Teachers move to the area where they grew up and to have more athletic opportunities. 2. High poverty areas offer more incentives for teachers.	Federal Programs Director/Principal/HR Director/RESA Consultant
5/6/15	EQ 2nd External Review	CCSSO. SEA Lead Equity Team	Review meeting	Julie and Karen
5/7/15	EQ Team	2nd Equity Plan Review: CCSSO	Team meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
5/7/15	First District RESA	No Participants	RESA meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
5/11/15	Heart of RESA	No Participants	RESA meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
5/12/15	CEEDAR Leadership team	Presents EQ talking points	some signed up for virtual team; QG distributed	Special Ed, 3 IHEs state teams, PSC
5/12/15	Okefenokee RESA		RESA meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
5/13/15	SEA Internal Equity Team	Review EQ plan	Team meeting	SEA TEAM
5/14/15	Virtual Equity Advisory Meeting		Meeting	Assoc Supt TLE, Title IIA Specialist, TLE Data Analyst, Induction Specialist
5/19/15	EQ Team	Special Ed Equity Summit	Team meeting	



Georgia's Equity Plan Meetings/Feedback

MEETING DATE	GROUP	ACTIVITY/QUESTIONS	FEEDBACK and Additional Notes	Participants
5/20/15	EQ Team/Superintendent Woods	Review EQ plan	Review 1st Draft of Equity Plan	EQ Team/ Superintendent Woods
5/26/15	P-20 regional strategic planning	Middle GA region meets to plan fall collaborative	How do we include equity plan in fall collaborative agenda?	GaDOE, PSC and P-20 partners
6/9/15	SDE (Macon)	Review Equity Data and Gaps for all districts	Breakout groups, to review data for HMQ and HPQ	Julie Noland
6/16/15	Equity Lead	Review Equity Plan make revisions	Small Meeting to review equity plan	Julie Noland, Matt Jones
6/18/15	Title IIA Conf	Discuss and review monitoring of EQ districts	Title IIA Team meeting	Julie Noland and Title IIA Spec.
6/29/15	Equity Plan Implmentation Webinar	Equity Plan implementation State Focus Group	Webinar	State
8/10/15	USED	Equity Plan discussion USED:	Phone Conference	Avis, Cindy, Eric, Jamilla
8/11/15	Equity Plan with Spec Ed	Equity team with Special Ed	Meeting: DOE	Equity Spec. Ed planning team
8/17/15	District Focus	Review EQ district focus process and implementation	Cindy office	Julie and Cindy
8/27/15	Title II A EQ	Review Project EQ for districts. Review current data for all HMQ and HPQ districts. District process and implementatin protocol	Title IIA Team meeting	Title II A Specialist Team
8/28/15	EQ probject with Spec. Ed	Review EQ project with Spec Ed. Conference Oct 9	Meeting DOE	Equity Spec. Ed planning team
9/3/15	Project EQ Review	Review Project EQ in the PSC data base. Additions for LEA's to implement their plan	Webinar	Title IIA Team
9/8/15	EQ Review of Plan	Review revisions and plan future monitoring	Cindy office	Avis, Cindy, Julie
9/15/15	EQ Data Review	Review EQ gaps per district. Develop district data profile	Julie office	Nick and Julie

What is Positive Behavioral Interventions and Supports?

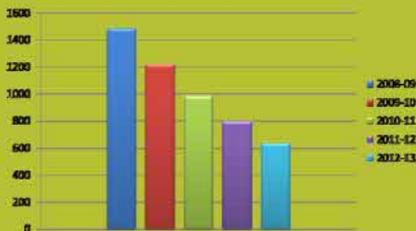
Georgia's PBIS Framework



Key Features of PBIS

Behavioral support is provided for **ALL** students school-wide. This system of support should offer all students:

- Social skills instruction
- Positive and proactive discipline
- Social behavior expectations
- Active supervision and monitoring
- Positive acknowledgement
- Fair and corrective discipline
- Parent training and collaboration



Office Discipline Referrals
Georgia PBIS Middle School

Addressing Discipline, Climate and Safety in Georgia with PBIS

How should Georgia schools address school safety, appropriately acknowledge students for their achievement, and effectively discipline students?

Parents report that their main school concern is the safety of their child (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007).

Challenging behaviors in schools that range from disruptive classroom behaviors to physical violence are safety concerns and they represent barriers to teaching and learning. Educators and parents both share this concern.

Rather than relying on a mixed bag of short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, and playground.

The primary goal of Positive Behavioral Interventions and Supports or PBIS is to help schools design effective environments that will increase teaching and learning for all students.

How does Positive Behavioral Interventions and Supports differ from traditional school discipline?

Schools tend to focus on individual situations or individual student behavior rather than the entire school climate. This approach doesn't consider the reason why behaviors are occurring. The traditional way of dealing with these problems is to punish each student with the hope that future problems will decrease. When that does not occur, schools turn to the enforcement of tougher policies for violations.

This approach is not effective, causes more work for educators, and creates negative social climates in schools.

The American Heritage Dictionary defines discipline as "training that is expected to produce a specific character or pattern of behaviors, especially training that produces moral or mental improvement." This is the focus of PBIS in Georgia. Like reading and math, behavior can be taught. Since 2008, Georgia's PBIS team has trained over 400 schools to prevent or reduce problem behaviors while creating more positive learning environments for all students. Georgia's PBIS schools report reduced discipline rates and increased learning opportunities in the classroom.



Tiered Certification

Quick Reference Guide
January 2015

Tier 1 **Pre-Service** *for educator candidates completing field experience/student teaching in Georgia*

Qualifications:

- Enrollment in an initial certification program
- Successful Georgia Crime Information Center (GCIC) criminal record check
- Completion of the Georgia Educator Ethics Assessment - Program Entry

Validity:
Up to 5 years, renewable

Notes: A Pre-Service certificate is not a prerequisite for any other certificate. This certificate will not be issued until July 1, 2015.

Tier 2 **Induction** *for teachers with fewer than 3 years of recent experience and some service personnel*

Qualifications: There are 4 pathways to Induction teaching certification, each with its own qualifications. All applicants must be employed to receive an Induction certificate; otherwise, they may receive a Certificate of Eligibility (except for Pathway 4).

<p>Pathway 1: For GA program completers</p> <ul style="list-style-type: none"> ➤ Approved Program Completion ➤ Passing score on GACE content exam ➤ Passing score on Ethics Assessment - Program Exit (as of 1/1/15) ➤ Passing score on edTPA (as of 9/1/15) ➤ Exceptional Child course 	<p>Pathway 3: For OOS educators with less than 3 years of recent experience</p> <ul style="list-style-type: none"> ➤ Approved Program Completion or OOS certificate ➤ Passing score on GACE content exam, or acceptable OOS content exam ➤ Exceptional Child course, Ethics Assessment-Program Exit and content pedagogy assessment* not required for initial certificate but will be for conversion. <p><i>* 1 year of OOS experience exempts content pedagogy assessment</i></p>
<p>Pathway 2: For OOS program completers who student taught in GA</p> <p><i>same requirements as Pathway 1</i></p>	<p>Pathway 4: For those who have not completed a program (replaces NNT)</p> <ul style="list-style-type: none"> ➤ Bachelor's degree or higher, with a GPA min. of 2.5 ➤ Passing score on GACE content exam, except for SpEd fields ➤ Passing score on Ethics Assessment - Program Entry (as of 1/1/15) ➤ Passing score on the Program Admission Assessment, or exemption

Validity:
3 years, non-renewable with some exceptions

Notes:

- Neither Leaders nor Service Personnel are required to hold an Induction certificate before moving to Professional. Certain Induction Service certificates may be issued to applicants lacking requirements for Professional.

Professional *for experienced teachers and fully certified leaders and service personnel*

Qualifications for Teachers:

Standard Professional:

- At least 3 years of experience and no more than 1 unsat within 5 years
- Special GA Requirements, including content assessment
 - OOS educators can exempt GACE with 5/5 years of experience and can defer completion of Exceptional Child until renewal.
 - OOS educators who need to pass GACE are **not** eligible for a Non-Renewable.
- Employment by a Georgia LUA

Performance-Based Professional:

- At least 3 years of experience within 5 years
- At least 2 Proficient/Exemplary TKES evaluations within 5 years; no more than 1 Ineffective/Needs Improvement
- Special GA Requirements, including content assessment
- Employment by a Georgia LUA
- Renewal requires 2 Proficient/Exemplary TKES evals

Qualifications for Leaders:

These qualifications have not changed. Field 704 will be issued to qualifying OOS educators as Standard Professional; fields 705 and 706 will be issued as Performance-Based Professional. NPL certificates will have the same requirements.

Qualifications for Service Personnel:

These qualifications have not changed. **All** Professional Service certificates will be Standard.

Notes:

- After initial implementation, employment is required for an initial Professional certificate; otherwise, a Certificate of Eligibility will be issued.
- As of 7/1/15, employment is required for renewal, unless an educator has previously worked for at least 1 year on a GA professional certificate.

Advanced & Lead Professional *for expert teachers and teacher leaders*

Qualifications: Only teachers may qualify for this tier. Initial issuance of both certificates requires employment by a Georgia LUA, at least 5 total years of experience with at least 3 earned in Georgia within 5 years, a minimum number of Exemplary TKES ratings and no unsats within 5 years.

Additional requirements are as follows:

Advanced Professional:

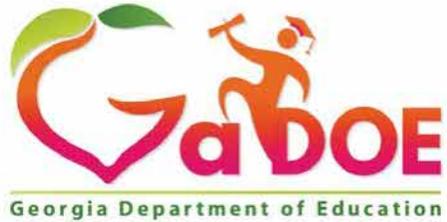
- One of the following:
 - Advanced degree in a teaching field
 - Certificate in Curriculum & Instruction or Instructional Tech.
 - NBPTS certification

Lead Professional:

- Hold Teacher Leadership certification OR
- Meet requirements for Advanced Professional and the following additional requirements:
 - Hold a Teacher Leader, Coaching, or Teacher Support & Coaching endorsement
 - Pass the Teacher Leadership GACE

Notes:

- Renewal requires at least one year of successful teaching experience on TKES within 5 years, with a minimum number of Exemplary evaluations.
- An educator who receives 1 unsatisfactory evaluation while holding an Advanced/Lead Professional certificate may receive a Standard or Performance-Based certificate at renewal, but the Advanced/Lead title will be lost.
- The minimum number of Exemplary ratings will be determined after more data is available. Until then, Advanced Professional certificates **will not** be issued, but Lead Professional certificates **will** be issued beginning on 7/1/15 to those meeting all other requirements.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Public Notice on Equitable Access to Effective Educators Plan

The Georgia Department of Education (GaDOE) Teacher and Leader Effectiveness Division is seeking public comment on the GaDOE Equitable Access to Effective Educator Plan that will be submitted to the U.S. Department of Education (USED). Comments should be submitted to Title II Part A Program Manager at tle@doe.k12.ga.us.

Prior to submitting this Equitable Access to Effective Educator Plan, GaDOE is providing public notice to all interested parties in the state in order to provide an opportunity for comment on this plan. GaDOE will collect all comments and responses. GaDOE will also provide notice and information regarding this plan to the public in the manner in which the SEA customarily provides such notice and information to the public by posting the plan to the GaDOE website. Please feel free to contact GaDOE Title II Part A Program Manager, by e-mail at tleplan@doe.k12.ga.us if you have any questions or comments regarding this notice.