Northeast P-20 Collaborative

February 26, 2020

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AGENDA

Introduction:

- Purpose / Outcomes –

Equity Lab Process

- Scenario and Data Review Process
- Small Group Data Review
- Determine Common Concerns, Questions, Areas for Improvement
- Root Cause Analysis Process
- Brainstorming Solutions
- Review process

Next Steps – Equity Work

Essential Questions

- What strengths and areas for improvement are identified in the Northeast Equity Data?
- What data questions need further discussion and /or consideration?
- How can the equity data influence the work of your organization and the P-20 collaborative?

Activator – “Setting the Stage”

1. Listen to “A Parent’s Dilemma”
2. Review the data provided about the elementary school
3. Discuss the concerns you have for the two children in this scenario.
4. What equity problems do you see?

The Scenario Data:

Look at the information about the elementary school where Reggie and Nia are enrolled. What concerns do you have for her two children?

Sample Elementary School:

Demographics:

Enrollment	# of Students	Black (%)	Hispanic (%)	White (%)	Multiracial (%)	F/R %
2016-17	374	60.1	19.5	7.5	9.7	85.0
2017-18	397	58.5	22.7	7.2	11.6	87.9
2018-19	436	55.9	26.8	6.9	10.4	91.4

Academics:

CCRPI	2016--17	2017-18	2018-19
	63.4	58.6	50.2

Teacher / Leader Data:

System	School	Ineffective TE (Levels 1 & 2)		Emer. & Prov.		Out of Field (All Courses)	Inexperienced TE	
Example Co.	Sample ES	FY 19	FY 18	FY 19	FY 18	FY 18	FY 19	FY 18
		2.76%	2.30%	11.2%	10.6%	22.5%	36.5%	35.2%

Why Do We Need to Focus on Equity?

- 1/6 of all students attend public school in school districts where average test scores are more than a grade level below the national average;
- The most and least socioeconomically advantaged districts have average performance levels more than four grade levels apart.
- Average test scores of:
  - Black students are roughly two (2) grade levels lower than those of white students in the same district;
  - Hispanic students are roughly one- and-a-half (1 ½) grade levels lower than white students in the same district;
- The size of the gaps has little or no association with average class size, a district's per capita student spending or charter school enrollment.
- 40% of the School Districts in the US do not employ a single teacher of color.

2016 Stanford University Study

Why Do We Need to Focus on Equity?

- Despite district and school leaders' best efforts, students of color, low-income students, English learners, students with disabilities, and those who are homeless or in foster care are more likely to fail math and reading and are less likely to graduate.

- The reauthorization of the Every Student Succeeds Act (ESSA) gives greater responsibility to states and districts to advance equity at the local level.

- In order to resolve the achievement gap, the focus on educational equality, treating all students the same, must be replaced with efforts that advance educational equity, ensuring all students have the resources they need so they graduate prepared for success after high school.

Hanover Research (2017)

What is an Equity Lab?

- An equity lab is a convening of districts and other local stakeholders focused on advancing equitable access to excellent educators.

- An equity lab can be an initial step in helping to close State equity gaps.

- It is a start of a crucial conversation about how LEAs, SEAs, and other partners can join forces to overcome racial and socio-economic injustices that may have limited student access to the teachers and education regardless of background or zip code.

It starts with the <u>DATA</u>!

Key Points Regarding Data Analysis

- ***Data will not provide answers. Instead, it should inspire questions that lead to answers.***

- ***Data should not be used to label students and/or blame teachers.***

- ***Data analysis works best when the teachers and leaders suspend their feelings. (Pretend to be outside consultants.)***

- ***Data should become the window for identifying <u>"What's Next?"***

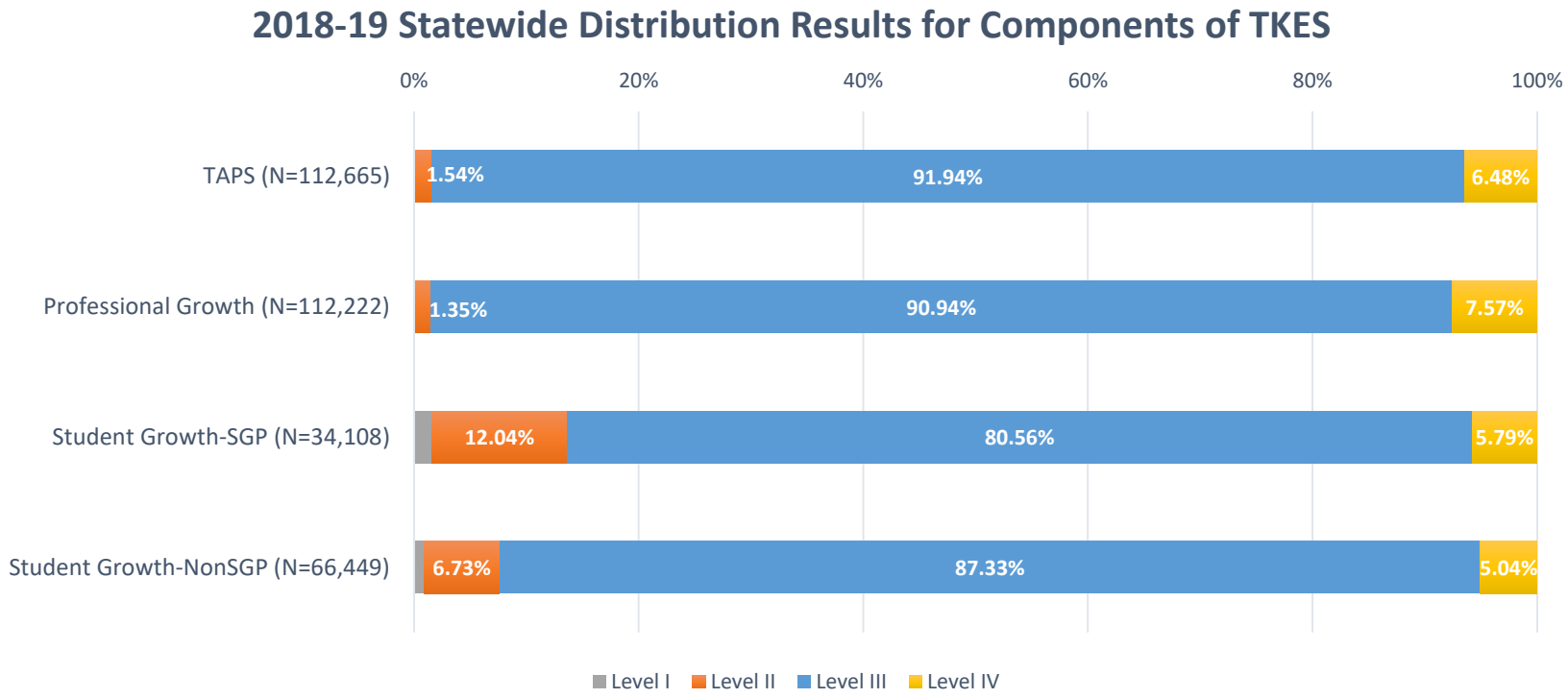
(Data – Information – Action)

- ***Data analysis is a fact finding event…***

  NOT a fault finding event.

2017-2018 TKES Data					
P-20 NAME	% of Teachers at Level I &II	% of Students Taught by Level I & II	# of Students Taught by Level I & II	% of Students (by course) Taught by Level I & II	# of Students (by course) Taught by Level I & II
Georgia	1.87	8.89	157,655	1.87	26,8578
Athens (13 districts)	0.76	3.24	3384	0.64	5057
East P-20 (11 districts)	1.16	8.80	10,230	1.69	16,349
Metro P-20 (20 districts)	1.58	7.98	88,604	1.65	299,598
Middle P-20 (14 districts)	1.72	6.52	9276	1.58	17,113
Northeast (13 districts)	0.64	2.92	2388	0.48	3084
Northwest P-20 (22 districts)	0.47	1.76	4531	0.40	8028
Southeast P-20 (37 districts)	0.85	3.16	1063	0.54	1276
Southwest P-20 (41 districts)	2.90	10.98	9743	2.80	16,756
West (7 districts)	2.17	8.35	4112	2.41	7535

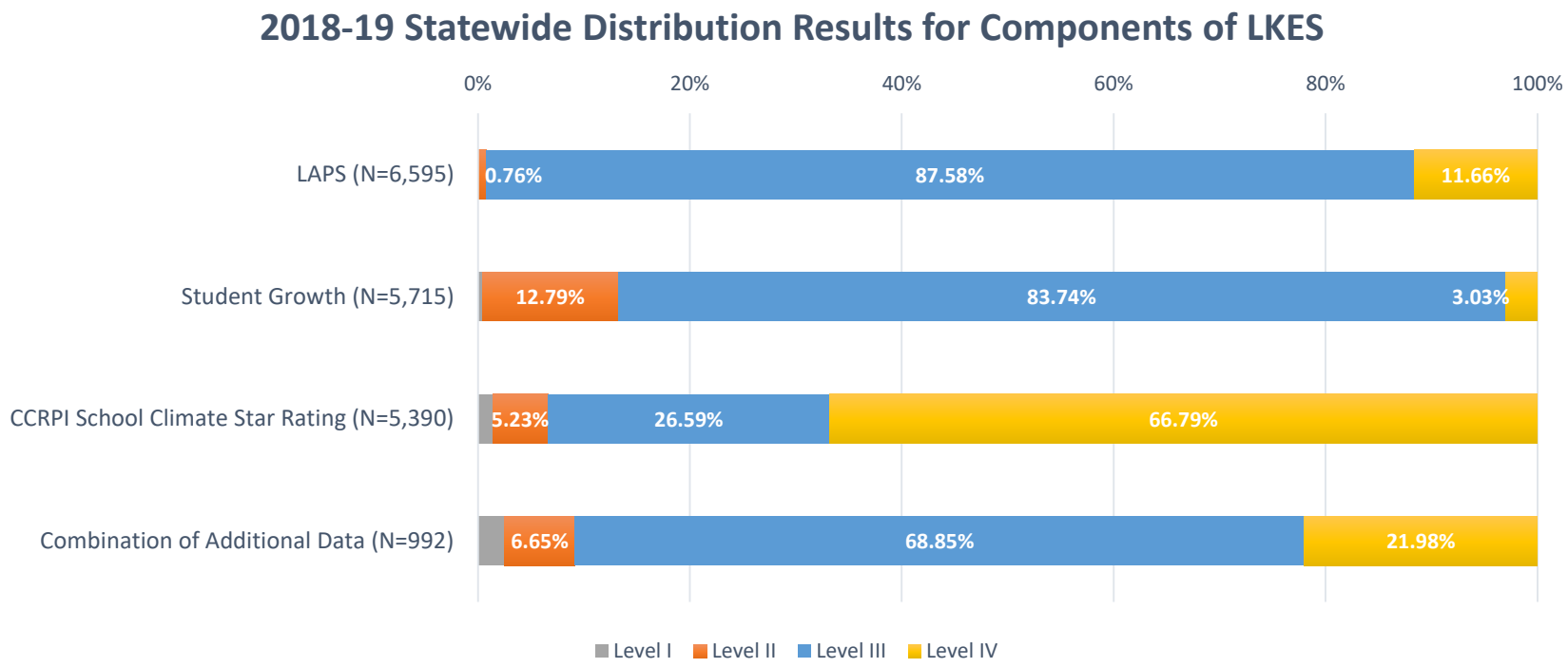
TKES



	Level I	Level II	Level III	Level IV
TAPS (N=112,665)	**43 (0.04%)**	**1,735 (1.54%)**	**103,588 (91.94%)**	**7,299 (6.48%)**
Professional Growth (N=112,222)	**161 (0.14%)**	**1,520 (1.35%)**	**102,051 (90.94%)**	**8,490 (7.57%)**
Student Growth-SGP (N=34,108)*	**546 (1.60%)**	**4,108 (12.04%)**	**27,478 (80.56%)**	**1,976 (5.79%)**
Student Growth-NonSGP (N=66,449)	**594 (0.89%)**	**4,474 (6.73%)**	**58,030 (87.33%)**	**3,351 (5.04%)**

Note: * lagging data (based on test results in 2018)

LKES



	Level I	Level II	Level III	Level IV
LAPS (N=6,595)	**0 (0.00%)**	**50 (0.76%)**	**5,776 (87.58%)**	**769 (11.66%)**
Student Growth (N=5,715)	**25 (0.44%)**	**731 (12.79%)**	**4,786 (83.74%)**	**173 (3.03%)**
CCRPI School Climate Star Rating (N=5,390)	**75 (1.39%)**	**282 (5.23%)**	**1,433 (26.59%)**	**3,600 (66.79%)**
Combination of Additional Data (N=992)	**25 (2.52%)**	**66 (6.65%)**	**683 (68.85%)**	**218 (21.98%)**

Northeast Georgia P-20
Data Charts

Northeast P-20											
		FY 19' Ineffective Teachers (TKES)					FY 18' Ineffective Teachers (TKES)				
System / LEA Name	*FY 19 Total Teacher Count*	% of Teachers at TKES Levels 1 & 2 (Summative)	% of Students Taught by Level 1 & 2 Teachers	# of Students Taught by Level 1 & 2 Teachers	% of Students (by Course) Taught by Level 1 & 2 Teachers	# of Students (by Course) Taught by Level 1 & 2 Teachers	% of Teachers at TKES Levels 1 & 2 (Summative)	% of Students Taught by Level 1 & 2 Teachers	# of Students Taught by Level 1 & 2 Teachers	% of Students (by Course) Taught by Level 1 & 2 Teachers	# of Students (by Course) Taught by Level 1 & 2 Teachers
Banks	**193**	0.00%	0.00%	0	0.00%	0	0.51%	0.54%	16	0.15%	36
Dawson	**229**	0.87%	13.33%	509	1.69%	511	1.79%	5.67%	206	1.35%	366
Fannin	**211**	2.84%	24.74%	772	4.10%	990	0.00%	0.00%	0	0.00%	0
Franklin	**256**	0.78%	2.66%	102	0.58%	203	0.84%	1.19%	46	0.26%	86
Habersham	**503**	0.20%	0.21%	15	0.13%	75	0.41%	0.42%	30	0.19%	102
Hall	**1762**	1.14%	5.91%	1680	1.28%	2927	0.57%	4.23%	1199	0.66%	1486
Hart	**226**	2.21%	13.31%	498	2.31%	747	1.74%	9.14%	337	1.42%	449
Lumpkin	**248**	1.61%	15.35%	630	2.32%	797	1.24%	8.21%	335	1.06%	357
Rabun	**164**	0.00%	0.00%	0	0.00%	0	0.60%	0.81%	19	0.10%	19
Stephens	**268**	0.00%	0.00%	0	0.00%	0	0.37%	2.31%	98	0.38%	121
Towns	**82**	0.00%	0.00%	0	0.00%	0	0.00%	0.00%	0	0.00%	0
Union	**212**	2.36%	4.02%	124	1.48%	429	0.00%	0.00%	0	0.00%	0
White	**257**	1.17%	2.78%	112	0.50%	170	0.39%	3.71%	148	0.45%	148
Gainesville City	**510**	0.59%	2.14%	187	0.53%	453	0.00%	0.00%	0	0.00%	0
Northeast P-20	**5121**	**0.98%**	**6.03%**	**4629**	**1.07%**	**7302**	**0.60%**	**2.59%**	**2434**	**0.43%**	**3170**
GEORGIA	**112,712**	**1.58**	**8.03**	**150,795**	**1.71**	**264,039**	**1.70**	**8.89**	**157,655**	**1.87**	**268,578**

Northeast P-20																
System / LEA Name	*FTE FY18 Total Student Count (March 2019)*	*FY 18 Total Teacher Count*	Total Out of Field %		2018 Out of Field by Area (Data supplied 4-29-2019)											
			FY2019 Data %	FY2018 Data %	*% Spec. Ed.*	*% ESOL*	*% Gifted*	*% ELA*	*% World Lang.*	*% Fine Arts*	*% Math*	*% Science*	*% Social Studies*	*% PE / Health*	*% Pre-K*	*% CTAE / JROTC*
Banks	2,792	198	2.35	16.0%	30.0%	0.0%	7.7%	14.3%	56.3%	3.7%	15.0%	28.9%	14.3%	12.5%	100.0%	22.5%
Dawson	3,516	251	4.65	14.9%	28.5%	16.7%	10.0%	18.8%	40.0%	13.1%	17.9%	12.7%	16.1%	1.7%	33.3%	15.1%
Fannin	2,953	213	2.2	10.4%	33.3%	12.5%	8.1%	21.8%	0.0%	1.5%	11.9%	9.4%	15.5%	0.0%		12.1%
Franklin	3,696	247	7	7.8%	32.7%	0.0%	7.3%	12.3%	0.0%	1.6%	6.6%	12.2%	13.2%	0.0%	0.0%	0.6%
Habersham	6,911	496	3.69	9.0%	17.0%	12.6%	0.0%	5.0%	0.0%	5.4%	14.8%	13.1%	4.6%	12.4%	0.0%	13.6%
Hall	27,433	1798	6.91	7.4%	21.7%	3.0%	11.7%	6.7%	10.8%	1.4%	9.1%	10.5%	11.2%	0.3%	66.7%	6.3%
Hart	3,567	233	3.08	5.1%	22.1%	5.3%	1.9%	5.8%	0.0%	2.6%	7.6%	3.3%	10.9%	4.3%	0.0%	2.2%
Lumpkin	3,856	251	8.59	8.6%	15.7%	37.5%	7.0%	5.9%	22.2%	3.0%	8.0%	10.4%	13.1%	1.8%		19.8%
Rabun	2,251	176	2.94	7.2%	22.5%	20.0%	7.5%	4.7%	0.0%	1.7%	10.9%	12.4%	9.5%	6.7%	0.0%	6.1%
Stephens	4,013	276		12.0%	26.9%	55.6%	20.0%	10.0%	7.1%	7.8%	14.3%	20.7%	25.0%	4.8%	0.0%	8.0%
Towns	998	83	2.86	13.9%	64.2%	42.9%	0.0%	16.4%	100.0%	0.0%	15.4%	16.1%	14.3%	3.2%	0.0%	29.5%
Union	2,883	213	4.26	8.6%	14.0%	0.0%	24.1%	8.2%	33.3%	9.1%	8.8%	13.3%	8.3%	8.3%	0.0%	4.1%
White	3,812	259	2.52	4.6%	15.2%	23.1%	7.8%	5.1%	0.0%	3.1%	4.0%	4.0%	3.9%	1.5%		7.6%
Gainesville City	7,969	529	6.1	7.8%	12.6%	4.3%	14.3%	8.0%	20.8%	9.5%	7.0%	6.7%	10.5%	0.9%	5.0%	16.0%
Mountain Education Charter High School	2,237	580	7.78	20.0%	79.4%	11.1%	9.1%	24.4%	20.8%	4.5%	22.3%	28.8%	23.0%	15.0%	5.0%	3.0%
Northeast P-20			64.93	10.2%	29.1%	16.3%	9.1%	11.2%	20.8%	4.5%	11.6%	13.5%	12.9%	4.9%	5.0%	11.1%
GEORGIA		119,332	11.13	11.25	36.5	17.9	20.1	15.8	20.8	10.7	18.1	18.5	17.4	14.9	21.9	19.9

Northeast P-20				Inexperienced Teachers		Emergency & Provisionals		Inexperienced Leaders		Leader Retention	
SYSTEM NAME	FTE FY19 Total Student Count	FY19 Total Teachers Count	FTE FY18 Leader Count	FY19 %	FY18 %	FY19 %	FY18 %	FY18	FY17	FY18	FY17
Banks	2,792	212.17	9	32.53	33.46	3.32	3.77	11%	44%	100%	89%
Dawson	3,516	261.47	17	41.54	40.8	4.79	4.64	71%	60%	71%	93%
Fannin	2,953	214.48	13	31	28.3	1.43	0.47	38%	23%	77%	85%
Franklin	3,696	287.54	14	46.53	42.71	7.73	8	43%	57%	93%	86%
Habersham	6,911	529.45	28	37.58	35.13	3.03	3.21	50%	41%	82%	83%
Hall	27,433	1834.15	92	38.39	33.64	8.52	5.49	29%	30%	88%	90%
Hart	3,567	257.27	13	37.8	35.91	7.77	8.6	46%	42%	77%	83%
Lumpkin	3,856	260.21	13	38.7	38.51	6.21	8.27	54%	31%	54%	100%
Rabun	2,251	188	11	36.34	36.17	9.09	6.38	18%	45%	100%	91%
Stephens	4,013	287.92	14	36.63	40.51	7.25	4.7	71%	54%	57%	77%
Towns	998	95.95	5	36.38	44.82	0	1.04	40%	60%	100%	100%
Union	2,883	229.64	12	28.27	29.23	3.75	3.54	42%	31%	92%	100%
White	3,812	276.9	16	34.17	34.53	5.01	6.5	25%	50%	94%	81%
Gainesville City	7,969	554.84	23	40.26	42.24	2.42	1.84	52%	45%	83%	81%
Mountain Education Charter High School	2,237	83.6	1	62.19	54.67	3.21	1.91	100%	100%	100%	100%
Northeast P-20	78,887	5573.59	281	38.6	38	4.9	4.56	46%	48%	85%	89%
GEORGIA	1,768,633	112,712	6316	28.93	28.63	8.47	8.06	38%	38%	87%	87%

Northeast P-20 - FY 19' Teacher Needs													
System / LEA Name	FY 19' Total # Teachers	Elem	ELA	World Lang	Health /PE	History	Math	Middle Grades	Science	Other fields	Sp Ed.		
											Adapted	General	Other SWD
Banks	6			4						2			
Dawson	0												
Fannin	4				2				1	1			
Franklin	16				4		2	4		10		4	
Habersham	8	8											
Hall													
Hart													
Lumpkin	13		1			1			2	10			
Rabun													
Stephens	4										2	2	
Towns													
Union													
White	2						2						
Gainesville City	2											2	
Mountain Education Charter High School													
Northeast P-20	55												
GEORGIA	6300												

Candidates Completing Programs in Education			
Program Area / Content	**2018**	**2019**	**Total**
Art Education	2	9	11
Business Education		4	4
Computer Science		1	1
Drama Education	3	1	4
ECE & Special Ed. General Curriculum (Dual Certification)	101	133	234
Elementary Education	100	110	210
English Education	21	15	36
Foreign Language Education	1		1
Georgia Teacher Alternative Preparation Programs	10		10
Health And Physical Education	15	18	33
History Education	22	27	49
Innovative And Experimental Programs	3	4	7
Mathematics Education	13	13	26
Middle Grades Education	34	68	102
Music Education	16	14	30
One Year ECE Certification-only (GaTAPP)	1		1
Science Education	18	8	26
Special Education Adapted Curriculum		2	2
Special Education General Curriculum	15	13	28
Northwest	**220**	**262**	**482**

Brenau University
Emmanuel College
Piedmont College
Pioneer RESA
Toccoa Falls College
Truett-McConnell University
University of North Georgia
Young Harris College

Small Group Data Analysis

As you review the data, please consider the questions below.

1. **Data Question**: What percentage of the teachers in the district are considered ineffective, emergency / provisional, out of field and inexperienced? (
2. **Data Questions:** What "out of field" areas have the highest percentages for the district? For the region?
3. **Data Question:** Review the (1) ethnic group percentages (especially look at the % for F/R and % Minority) and (2) per pupil expenditures (including the Financial Efficiency Star Rating). What are your observations? What concerns have you identified?
4. **Data Question**: What are your observations about Leader Retention and Experience? Do you have any concerns?
5. **Teacher Production:** Review the Teacher Production chart. Consider how many teachers you will need in the next year (retirement, growth, attrition). Will you be able to fill your vacancies?
6. **Which of the following equity factors most concerns you?**

____Ineffective teachers'

____Inexperienced teachers

____Emergency / Provisional certificates

____Out of field teachers (Specify____)

____Inexperienced leaders

____Teacher Shortages

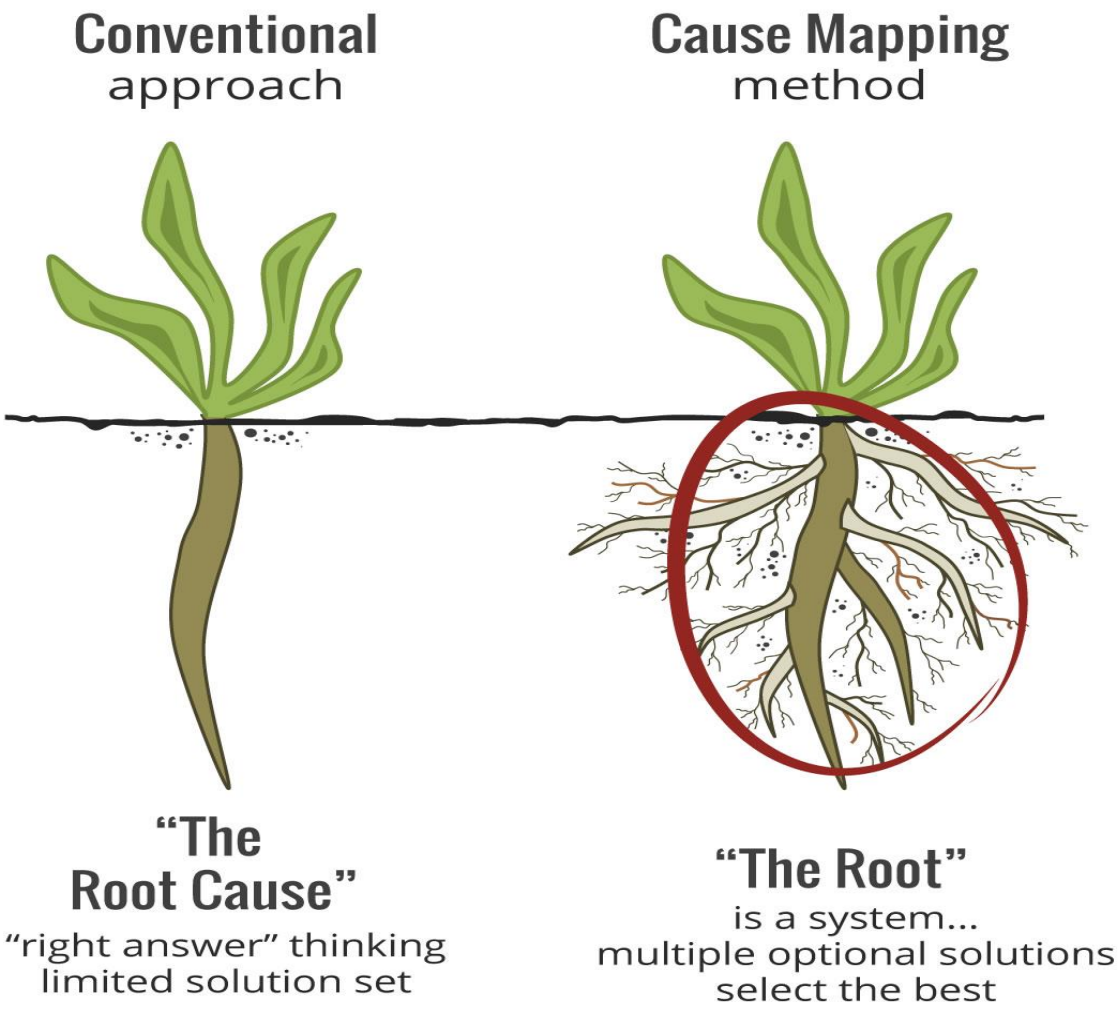
15 Minutes Work Time

What Are Your Concerns? (Question 6)

Small Group Discussion – 3 Minutes

Chart the Top 2 for your group!

Root Cause Analysis – Affinity Diagram



Affinity Diagram Process:

1. Identify the "area for improvement **OR** the cause you want to investigate."
2. Turn the "area or cause" into a **WHY** question. *(Example: Why are teachers missing so many days of school?)*
3. Each person has 3 – 5 minutes of **absolute quiet** to independently respond to the question with as many answers as they can possibly list on post-it notes. (1 Post-it per answer).
4. At the end of the allotted time, everyone places their post-it notes on a table.
5. Working as a group, put the post-it notes into similar categories (chunks).
   a. Normally, anything that you cannot control (e.g., parents) would be discarded.
   b. For our purpose, we are going to keep those things that may seem "outside of our control."
6. Count how many post-its are in each category and identify the Top 3 (three largest groups)

Affinity Diagram Process:

What are your top 3?

- The root cause is usually the first one on your list, but it is also important to consider the other important causes (remember the "roots").

- Now it is time to move to the last part of the process …finding possible solutions.

Solutions Walk:

1. *Each group will start at a separate poster with a marker.*
2. *Discuss possible solutions as a group and write them on to the poster.*
3. *When time is called move to the next poster.*
4. *End up back at your poster and review any additions.*
5. *Are the statements clear? Will this potential solution be possible for our districts, P-20 partners?*

Review of the Process

1. Analysis the data with guiding questions.
2. Determine top concerns.
3. Select one of the concerns by asking the question, “Which of these has the most impact on student learning?”
4. Conduct root cause analysis – Affinity Diagram.
5. Identify top three areas from root cause process (3 largest categories of post-it notes).
6. Discuss solutions that will address the root causes.
7. Examine the “logistics of implementing the solution” and incorporate into District Equity Plan.

Next Steps – Discuss and Share

- What are the next steps for your organization? (District, Higher Ed., RESA)
- What are the next steps for the P-20 collaborative?

Feedback on the Process

What parts of the equity lab were worthwhile?	What parts of the equity lab were not beneficial or needed revision?
How can you use this information and/or process in your current role?	Other Comments

Equity Lab

- Questions?