Southeast P-20 Collaborative

October 3, 2019

Dr. Georgia G. Evans

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 Southeast Equity Data?
- What data questions need further discussion and /or consideration?
- How can the equity data influence the work your organization and the P-20 collaborative?

Activator – “Setting the Stage” (5 minutes)

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 %
2015-16	374	60.1	19.5	7.5	9.7	71.0
2016-17	351	58.5	22.7	7.2	11.6	73.9
2017-18	339	55.9	26.8	6.9	10.4	75.4

Academics:

CCRPI	2015-16	2016-17	2017-18
	73.4	72.6	69.8

Teacher / Leader Data:

System	School	Ineffective TE (Levels 1 & 2)		Emer. & Prov.			Out of Field (All Courses)	Inexperienced TE		
Example Co.	Sample ES	FY 17	FY 16	FY 18	FY 17	FY 16	FY 18	FY 18	FY 17	FY 16
		2.76%	2.30%	11.2%	10.6%	9.4%	22.5%	36.5%	35.2%	30.7%

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 DATA!

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.

Equity Data

					Ineffective Teachers			Emergency & Provisionals			Out of Field Teachers	Inexperienced Teachers		
SYSTEM NAME	P-20 Collaborative	RESA	FTE FY18 Total Student Count	FY18 Total Teachers Count	FY18 % of Teachers at Level 1 and 2	FY17 % of Teachers at Level 1 and 2	FY16 % of Teachers at Level 1 and 2	FY18 %	FY17 %	FY16 %	FY18 % All Courses	FY18 %	FY17 %	FY16 %
Georgia			1768641	120003	1.87	1.79	2.03	6.6%	8%	8%	19.9%	37%	37%	35%
Athens			259083	17275	0.76	0.86	1.29	4.2%	5.8%	7.9%	12.9%	36.5%	38.1%	33.9%
Charter & State Schools			34956	2548	2.17	5.28	12.5	9.5%	11.8%	10.6%	41.6%	49.3%	42.0%	38.0%
East			77130	5020	1.16	1.88	2.00	8.4%	9.3%	8.3%	18.2%	34.6%	31.6%	30.7%
Metro			630415	43367	1.62	1.64	1.70	8.0%	7.5%	8.1%	16.3%	39.6%	36.3%	35.5%
Middle			86339	5800	1.72	3.30	2.76	9.2%	9.6%	9.4%	22.5%	38.1%	35.2%	34.1%
Northeast			76650	5223	0.64	0.73	0.84	4.4%	4.3%	6.3%	9.5%	31.1%	28.7%	28.3%
Northwest			194562	13029	0.47	0.65	1.07	4.3%	5.3%	6.1%	11.5%	28.6%	25.5%	24.6%
Southeast			186330	12779	0.85	1.01	1.66	7.1%	7.6%	7.4%	16.4%	31.6%	29.6%	28.9%
Southwest			126165	8654	2.90	3.42	4.74	6.9%	7.4%	8.1%	19.1%	36.0%	34.6%	33.4%
West			97011	6308	2.15	2.80	3.24	6.6%	6.9%	5.5%	17.6%	34.4%	30.3%	29.4%

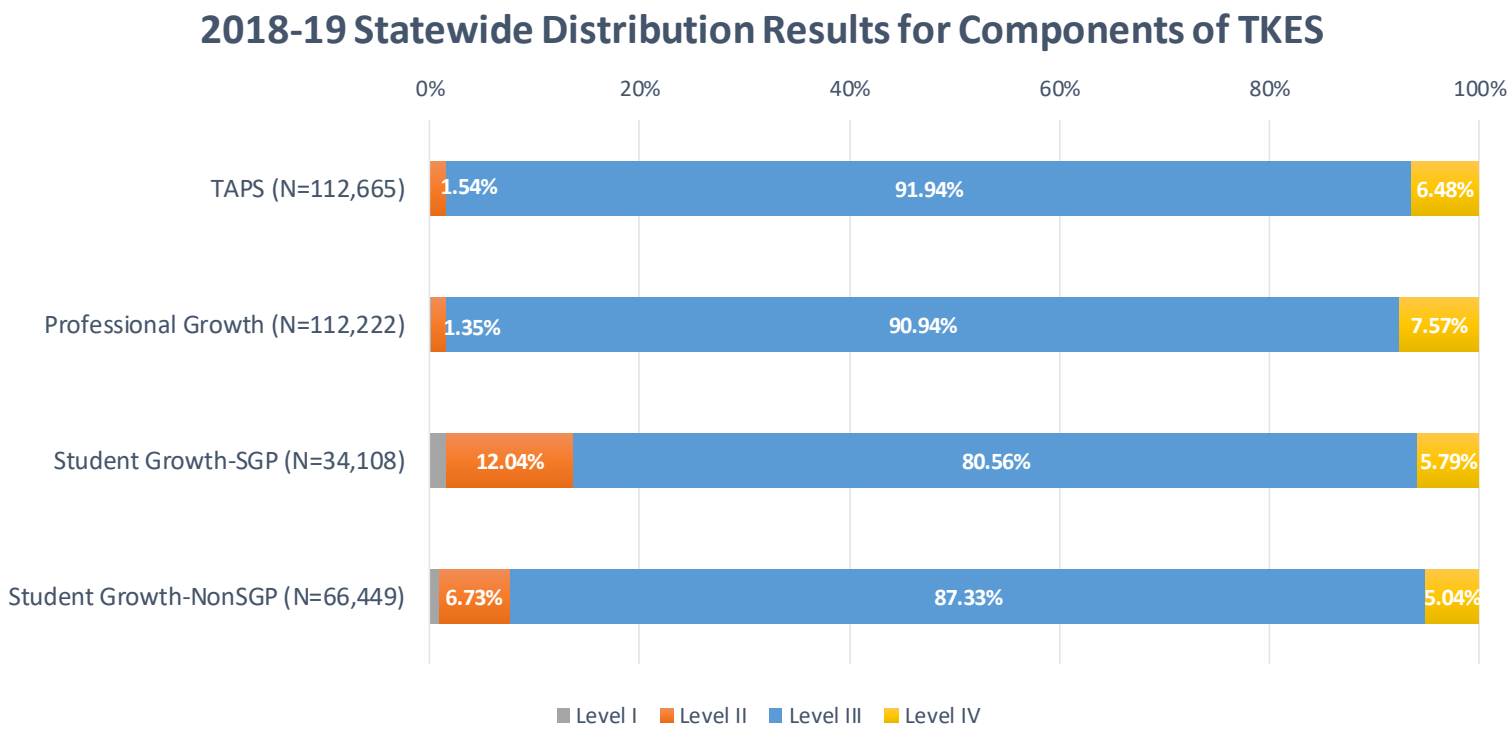
Equity Data

					Ineffective Teachers			Emergency & Provisionals			Out of Field Teachers	Inexperienced Teachers		
SYSTEM NAME	P-20 Collaborative	RESA	FTE FY18 Total Student Count	FY18 Total Teachers Count	FY18 % of Teachers at Level 1 and 2	FY17 % of Teachers at Level 1 and 2	FY16 % of Teachers at Level 1 and 2	FY18 %	FY17 %	FY16 %	FY18 % All Courses	FY18 %	FY17 %	FY16 %
Georgia			1768641	120003	1.87	1.79	2.03	6.6%	8%	8%				
Athens			259083	17275	0.76	0.86	1.29	4.2%	5.8%	7.9%	12.9%	[illegible]	38.1%	33.9%
Charter/State Schools			34956	2548	2.17	5.28	12.5	9.5%	11.8%	10.6%	41.6%	49.3%	42.0%	38.0%
East			77130	5020	1.16	1.88	2.00	8.4%	9.3%	8.3%	18.2%	34.6%	31.6%	30.7%
Metro			[illegible]	[illegible]	1.62	1.64	1.70	8.0%	7.5%	8.1%	16.3%	39.6%	36.3%	35.5%
Middle			[illegible]	[illegible]	[illegible]2	3.30	2.76	9.2%	9.6%	9.4%	22.5%	38.1%	35.2%	34.1%
Northeast			[illegible]	[illegible]	0.64	0.73	0.84	4.4%	4.3%	6.3%	9.5%	31.1%	28.7%	28.3%
Northwest			194562	13029	0.47	0.65	1.07	4.3%	5.3%	6.1%	11.5%	28.6%	25.5%	24.6%
Southeast			186330	12779	0.85	1.01	1.66	7.1%	7.6%	7.4%	16.4%	31.6%	29.6%	28.9%
Southwest			126165	8654	2.90	3.42	4.74	6.9%	7.4%	8.1%	19.1%	36.0%	34.6%	33.4%
West			97011	6308	2.15	2.80	3.24	6.6%	6.9%	5.5%	17.6%	34.4%	30.3%	29.4%

Why are Charter and State Schools so high?

Why is NW lower than the rest?

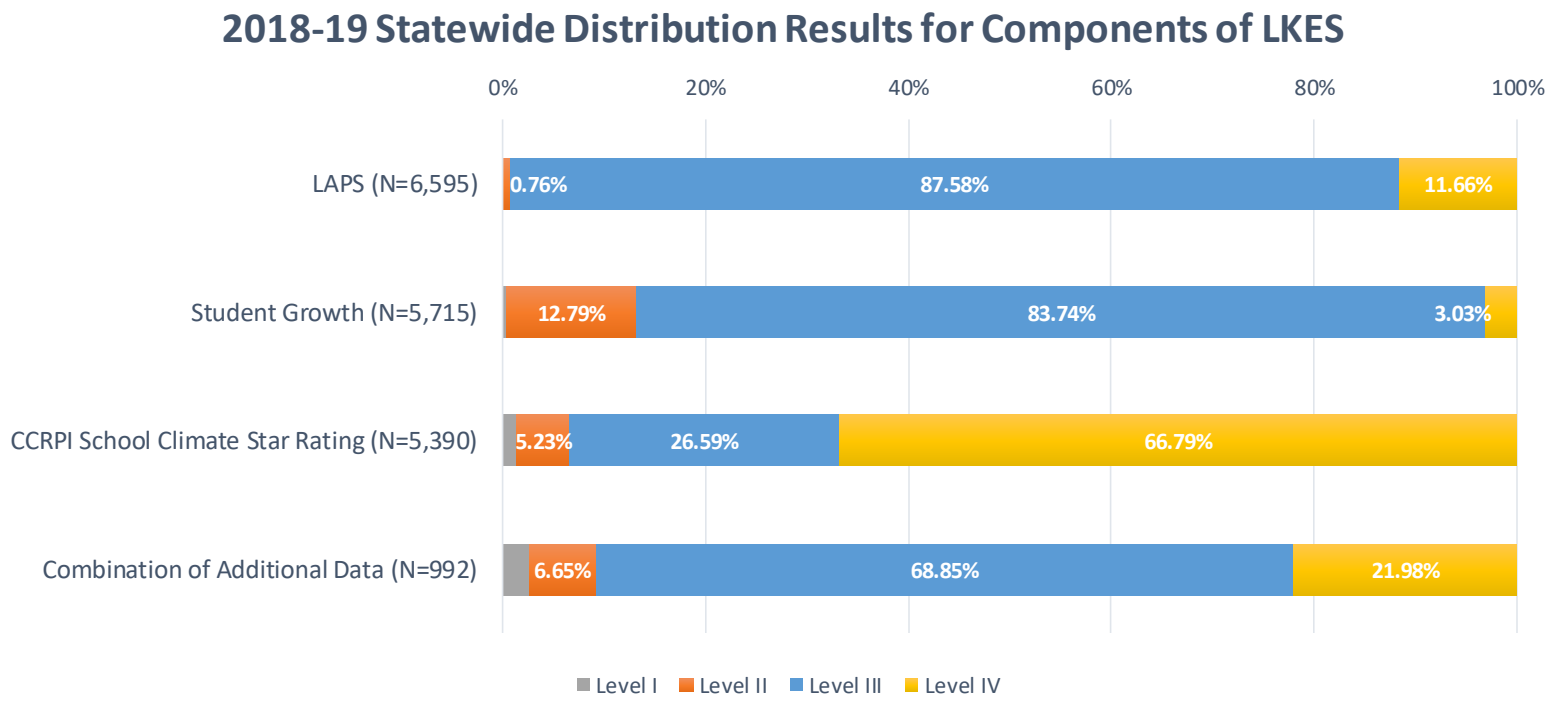
TKES



	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%)**

Southeast Georgia P-20
Data Charts

Southeast P-20				FY 18' Ineffective Teachers					FY 17' Ineffective Teachers				
SYSTEM NAME	RESA	FTE FY18 Total Student Count	FY18 Total Teachers Count	% 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	% 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
Jenkins	CSRA	1,152	97	0.00	0.00%	0	0.00	0	1.02	6.36%	68	1.02	68
Appling	First Distric	3,639	247	0.43%	0.70%	26	0.20%	52	0.42	0.00%	0	0.00	0
Bryan	First Distric	9,169	587	1.04%	12.96%	1274	1.73%	1506	1.48	6.71%	574	1.35	941
Bulloch	First Distric	10,609	695	1.66%	9.82%	1067	1.80%	1422	1.69	16.88%	1777	2.20	1958
Camden	First Distric	9,252	570	1.61%	6.06%	600	1.52%	959	0.91	6.20%	584	0.81	584
Candler	First Distric	2,195	134	0.00%	0.00%	0	0.00%	0	0.76	3.34%	65	0.51	65
Savannah-Chatham	First Distric	37,564	2790	3.73%	22.96%	8672	4.64%	15432	3.81	17.52%	6555	3.94	16698
Effingham	First Distric	12,381	823	0.79%	3.07%	395	0.69%	691	0.67	4.08%	481	0.57	595
Evans	First Distric	1,922	123	3.39%	17.35%	352	3.12%	414	3.20	16.64%	302	2.77	389
Glynn	First Distric	13,275	925	1.00%	4.83%	657	0.89%	961	1.69	8.01%	1067	1.43	1815
Jeff Davis	First Distric	3,133	202	0.00%	0.00%	0	0.00%	0	0.52	1.89%	58	0.25	59
Liberty	First Distric	9,982	675	0.94%	7.43%	793	1.55%	1294	1.46	5.07%	467	0.96	615
Long	First Distric	3,714	225	0.00%	0.00%	0	0.00%	0	0.96	3.36%	112	0.87	164
McIntosh	First Distric	1,380	93	0.00%	0.00%	0	0.00%	0	1.05	1.36%	19	0.91	95
Screven	First Distric	2,346	167	0.61%	3.43%	84	0.60%	116	0.00	0.00%	0	0.00	0
Tattnall	First Distric	3,872	264	0.40%	1.24%	50	0.38%	99	0.00	0.00%	0	0.00	0
Toombs	First Distric	2,993	215	0.99%	9.14%	290	1.44%	304	1.49	11.54%	341	1.50	355
Wayne	First Distric	5,394	370	0.58%	3.16%	182	0.52%	203	0.86	8.11%	450	1.30	591
Vidalia City	First Distric	2,534	178	0.00	0.00%	0	0.00	0	0.57	0.44%	11	0.09	19
Bleckley	Heart of GA	2,550	177	0.61%	0.00%	0	0.00%	0	0.00	0.00%	0	0.00	0
Dodge	Heart of GA	3,171	215	0.00%	0.00%	0	0.00%	0	0.48	5.76%	180	0.64	180
Laurens	Heart of GA	6,499	418	1.72%	15.55%	1048	2.26%	1173	0.73	10.17%	648	1.45	777
Montgomery	Heart of GA	914	66	3.17%	21.00%	198	4.09%	288	2.78	9.68%	91	1.47	108
Pulaski	Heart of GA	1,331	95	0.00%	0.00%	0	0.00%	0	0.00	0.00%	0	0.00	0
Telfair	Heart of GA	1,757	117	0.00%	0.00%	0	0.00%	0	0.00	0.00%	0	0.00	0
Treutlen	Heart of GA	1,129	79	0.00%	n/a	n/a	n/a	n/a	0.00	0.00%	0	0.00	0
Wheeler	Heart of GA	1,000	84	0.00%	0.00%	0	0.00%	0	0.00	0.00%	0	0.00	0
Wilcox	Heart of GA	1,185	91	1.18%	2.00%	25	0.64%	50	3.66	22.46%	263	4.11	362
Dublin City	Heart of GA	2,381	156	0.00	0.00%	0	0.00	0	0.00	0.00%	0	0.00	0
Atkinson	Okefenoke	1,699	113	0.00%	0.00%	0	0.00%	0	0.89	11.01%	191	1.58	192
Bacon	Okefenoke	2,140	149	1.43%	8.15%	179	1.64%	254	0.71	4.22%	91	0.61	109
Brantley	Okefenoke	3,432	241	2.20%	8.77%	301	2.10%	496	0.45	1.54%	53	0.42	106
Charlton	Okefenoke	1,726	112	0.00%	0.00%	0	0.00%	0	0.96	6.19%	104	0.94	117
Clinch	Okefenoke	1,405	91	1.18%	7.25%	110	1.13%	110	1.15	7.51%	101	1.21	101
Coffee	Okefenoke	7,713	518	0.43%	1.37%	110	0.32%	161	0.86	0.75%	57	0.23	116
Pierce	Okefenoke	3,658	246	1.28%	4.90%	188	0.91%	235	0.43	4.04%	149	0.54	158
Ware	Okefenoke	6,134	431	1.53%	13.80%	856	2.07%	1023	1.81	9.56%	583	1.76	1037
P-20 Southeast Averages / Tota		186,330	12779	0.86	5.00%	17457	0.93	27243	1.01	5.69%	15442	0.96	28374
Georgia				1.70	8.89	112811	1.87	268578	1.79	7.49	154365	1.94	273845

Southeast P-20				Inexperienced Teachers			Emergency & Provisional			Inexperienced Leaders		Leader Retention %	
SYSTEM NAME	RESA	FY18 Total Teachers Count	FTE FY18 Total Student Count	FY18 %	FY17 %	FY16 %	FY18 %	FY17 %	FY16 %	FY18	FY17	FY18	FY17
Jenkins	CSRA	97	1,152	31%	27%	27%	4%	6%	7%	14%	43%	100%	86%
Appling	First Distric	247	3,639	24%	25%	25%	6%	4%	5%	30%	30%	90%	90%
Bryan	First Distric	587	9,169	41%	38%	37%	8%	9%	12%	48%	31%	79%	83%
Bulloch	First Distric	695	10,609	36%	32%	32%	4%	5%	4%	38%	41%	85%	80%
Camden	First Distric	570	9,252	25%	25%	23%	8%	6%	5%	43%	37%	91%	80%
Candler	First Distric	134	2,195	29%	28%	27%	4%	11%	19%	14%	0%	86%	100%
Savannah-Chatham	First Distric	2790	37,564	40%	38%	36%	17%	15%	11%	31%	33%	92%	93%
Effingham	First Distric	823	12,381	35%	28%	27%	9%	11%	8%	44%	35%	85%	89%
Evans	First Distric	123	1,922	47%	46%	45%	6%	6%	3%	40%	75%	80%	75%
Glynn	First Distric	925	13,275	34%	31%	31%	7%	7%	6%	38%	27%	84%	83%
Jeff Davis	First Distric	202	3,133	30%	27%	26%	3%	5%	5%	80%	44%	60%	63%
Liberty	First Distric	675	9,982	35%	32%	31%	9%	6%	3%	27%	33%	83%	90%
Long	First Distric	225	3,714	50%	48%	47%	19%	14%	15%	42%	45%	83%	100%
McIntosh	First Distric	93	1,380	42%	41%	41%	11%	7%	10%	67%	86%	67%	33%
Screven	First Distric	167	2,346	29%	23%	22%	5%	10%	12%	30%	50%	90%	90%
Tattnall	First Distric	264	3,872	30%	32%	32%	9%	8%	10%	15%	31%	92%	92%
Toombs	First Distric	215	2,993	33%	32%	31%	8%	9%	8%	42%	64%	75%	73%
Wayne	First Distric	370	5,394	33%	32%	31%	6%	4%	5%	29%	44%	88%	94%
Vidalia City	First Distric	178	2,534	33%	34%	33%	15%	23%	16%	50%	44%	100%	88%
Bleckley	Heart of GA	177	2,550	25%	24%	24%	6%	5%	3%	45%	55%	82%	91%
Dodge	Heart of GA	215	3,171	20%	19%	19%	3%	1%	2%	18%	36%	100%	82%
Laurens	Heart of GA	418	6,499	25%	25%	25%	6%	3%	6%	32%	26%	89%	89%
Montgomery	Heart of GA	66	914	51%	53%	52%	15%	23%	14%	100%	80%	50%	40%
Pulaski	Heart of GA	95	1,331	27%	25%	24%	0%	0%	3%	17%	43%	100%	86%
Telfair	Heart of GA	117	1,757	21%	19%	19%	5%	3%	5%	43%	17%	71%	83%
Treutlen	Heart of GA	79	1,129	38%	29%	29%	3%	4%	4%	25%	50%	100%	75%
Wheeler	Heart of GA	84	1,000	30%	27%	24%	6%	4%	4%	33%	67%	67%	67%
Wilcox	Heart of GA	91	1,185	31%	29%	28%	1%	0%	0%	60%	40%	80%	80%
Dublin City	Heart of GA	156	2,381	38%	33%	31%	7%	6%	3%	67%	56%	78%	89%
Atkinson	Okefenoke	113	1,699	20%	24%	23%	4%	4%	4%	43%	57%	86%	71%
Bacon	Okefenoke	149	2,140	37%	29%	28%	13%	19%	19%	38%	63%	88%	75%
Brantley	Okefenoke	241	3,432	18%	18%	18%	7%	5%	5%	59%	44%	76%	56%
Charlton	Okefenoke	112	1,726	27%	26%	26%	3%	8%	9%	29%	17%	86%	100%
Clinch	Okefenoke	91	1,405	22%	18%	17%	5%	8%	5%	40%	40%	100%	60%
Coffee	Okefenoke	518	7,713	29%	25%	24%	9%	9%	8%	46%	57%	88%	91%
Pierce	Okefenoke	246	3,658	24%	26%	26%	6%	6%	5%	57%	43%	79%	100%
Ware	Okefenoke	431	6,134	30%	29%	28%	7%	7%	9%	42%	50%	96%	79%
P-20 Southeast Averages / Tota		12779	186,330	31.6%	29.6%	28.9%	7.1%	7.6%	7.4%	41%	44%	84%	81%
Georgia				37%	37%	35%	8%	8%	8%	38%	38%	87%	87%

SYSTEM NAME	RESA	FTE FY18 Total Student Count	FY18 Total Teachers Count	Total % Out of Field Teachers	2018 Out of Field Areas											
					% Special Educ	% ESOL	% Gifted	% ELA	% World Language	% Fine Arts	% Math	% Science	% Social Studies	% PE/ Health	% Pre-K	% CTAE/ JROTC
Jenkins	CSRA	1,152	97	25.5%	40.3%	0.0%	22.9%	25.6%	25.0%	12.5%	48.1%	34.1%	31.8%	7.4%	0.0%	14.7%
Appling	First Distri	3,639	247	15.1%	27.8%	56.3%	0.0%	24.7%	66.7%	9.3%	12.9%	27.3%	16.2%	10.4%	16.7%	9.6%
Bryan	First Distri	9,169	587	11.2%	35.2%	47.1%	13.6%	13.7%	7.7%	8.3%	11.3%	11.2%	12.6%	8.1%	5.9%	15.9%
Bulloch	First Distri	10,609	695	15.2%	36.7%	36.7%	35.2%	20.0%	42.9%	8.7%	19.2%	14.1%	15.8%	9.8%	0.0%	16.6%
Camden	First Distri	9,252	570	10.9%	32.7%	38.7%	3.5%	8.7%	78.1%	0.0%	11.5%	5.3%	14.8%	9.1%	6.9%	13.2%
Candler	First Distri	2,195	134	17.2%	51.2%	0.0%	32.7%	14.5%	100.0%	9.7%	13.3%	48.6%	44.1%	9.5%		9.6%
Savannah-	First Distri	37,564	2790	12.1%	33.9%	2.9%	21.8%	9.6%	36.9%	11.9%	13.5%	12.8%	12.5%	12.2%	7.1%	14.7%
Effingham	First Distri	12,381	823	19.6%	16.6%	61.0%	40.4%	22.7%	24.2%	16.0%	24.1%	22.6%	21.5%	21.5%	16.7%	15.6%
Evans	First Distri	1,922	123	19.3%	30.1%	25.5%	28.3%	29.5%	0.0%	5.3%	24.4%	15.7%	25.5%	16.7%	0.0%	26.7%
Glynn	First Distri	13,275	925	19.8%	51.1%	30.6%	40.9%	21.9%	14.6%	22.1%	20.3%	19.2%	19.6%	30.8%	13.0%	20.2%
Jeff Davis	First Distri	3,133	202	10.6%	35.9%	14.3%	2.4%	10.7%	0.0%	9.7%	22.8%	15.8%	17.1%	8.1%	0.0%	1.0%
Liberty	First Distri	9,982	675	15.2%	39.0%	0.0%	12.8%	17.4%	25.0%	2.0%	21.8%	18.9%	17.4%	2.8%	17.9%	22.1%
Long	First Distri	3,714	225	8.4%	18.2%	0.0%	0.0%	3.4%	66.7%	5.9%	14.5%	9.3%	11.2%	0.0%	0.0%	24.1%
McIntosh	First Distri	1,380	93	24.5%	33.8%	0.0%	25.0%	22.5%	75.0%	28.1%	24.3%	21.7%	21.7%	35.5%	0.0%	35.3%
Screven	First Distri	2,346	167	12.7%	33.3%		0.0%	12.4%	0.0%	26.1%	11.2%	19.8%	15.7%	12.1%	0.0%	5.4%
Tattnall	First Distri	3,872	264	13.5%	36.1%	0.0%	0.0%	10.1%	33.3%	8.2%	14.6%	14.2%	14.7%	13.4%	0.0%	48.5%
Toombs	First Distri	2,993	215	13.3%	40.1%	2.9%	11.5%	8.3%	0.0%	24.2%	14.5%	13.9%	16.5%	17.0%	0.0%	19.7%
Wayne	First Distri	5,394	370	17.6%	41.9%	17.6%	20.6%	26.8%	12.5%	10.4%	20.6%	24.2%	20.6%	7.4%	16.7%	14.3%
Vidalia City	First Distri	2,534	178	15.9%	45.8%	0.0%	5.3%	16.9%	0.0%	3.3%	19.6%	16.7%	17.9%	18.2%	0.0%	25.4%
Bleckley	Heart of G	2,550	177	17.9%	50.0%		14.0%	22.2%	50.0%	28.1%	22.2%	23.1%	9.9%	20.6%	0.0%	10.3%
Dodge	Heart of G	3,171	215	13.3%	28.0%	0.0%	24.5%	7.5%	0.0%	18.2%	14.9%	16.7%	11.0%	28.0%	14.3%	17.4%
Laurens	Heart of G	6,499	418	14.4%	38.4%	33.3%	8.4%	13.7%	28.6%	2.7%	14.8%	17.5%	11.3%	11.1%	17.6%	28.5%
Montgomery	Heart of G	914	66	10.8%	50.0%		0.0%	10.0%	25.0%	0.0%	17.2%	14.3%	22.7%	0.0%		17.6%
Pulaski	Heart of G	1,331	95	18.1%	27.3%		25.0%	20.0%	100.0%	0.0%	23.6%	10.3%	22.0%	6.3%	25.0%	31.3%
Telfair	Heart of G	1,757	117	19.4%	61.7%		15.8%	26.0%	0.0%	0.0%	25.0%	17.6%	9.4%	25.0%	0.0%	33.3%
Treutlen	Heart of G	1,129	79	17.6%	47.6%		17.6%	19.2%	100.0%	0.0%	18.5%	21.6%	17.4%	13.3%		16.2%
Wheeler	Heart of G	1,000	84	13.2%	21.8%	0.0%	76.0%	12.7%	0.0%	5.0%	20.3%	21.1%	18.2%	15.0%	0.0%	2.6%
Wilcox	Heart of G	1,185	91	33.9%	55.0%	77.8%	8.3%	27.3%	14.3%	38.2%	49.1%	36.8%	37.2%	39.3%	0.0%	38.2%
Dublin City	Heart of G	2,381	156	22.5%	38.7%		27.8%	20.6%	20.0%	37.5%	27.5%	22.4%	16.7%	11.3%		46.7%
Atkinson	Okefenok	1,699	113	14.0%	29.2%	12.0%	4.2%	11.5%	0.0%	55.6%	13.6%	15.5%	7.9%	34.6%	0.0%	22.6%
Bacon	Okefenok	2,140	149	21.2%	64.3%	66.7%	3.8%	33.1%	0.0%	0.0%	17.0%	27.4%	23.8%	7.4%		8.9%
Brantley	Okefenok	3,432	241	20.3%	57.4%	82.4%	4.0%	21.6%	0.0%	15.2%	24.2%	30.3%	29.5%	8.0%	0.0%	9.0%
Charlton	Okefenok	1,726	112	8.7%	27.9%	50.0%	33.3%	6.5%	100.0%	8.0%	9.5%	14.3%	11.1%	6.9%		0.0%
Clinch	Okefenok	1,405	91	16.0%	23.4%		0.0%	12.0%	0.0%	18.2%	21.2%	22.0%	16.3%	0.0%	40.0%	34.8%
Coffee	Okefenok	7,713	518	25.6%	39.2%	24.1%	66.7%	31.8%	45.5%	10.9%	33.3%	34.5%	32.9%	13.7%	5.3%	15.8%
Pierce	Okefenok	3,658	246	12.4%	28.1%	2.3%	8.2%	14.8%	0.0%	7.1%	12.5%	17.3%	12.6%	7.9%	0.0%	25.9%
Ware	Okefenok	6,134	431	9.8%	33.5%	38.0%	3.1%	7.9%	0.0%	14.6%	10.9%	12.4%	6.5%	10.2%	6.8%	13.1%
P-20 Southeast Averages /Tot		186,330	12779	16.4%	37.9%	21.5%	17.8%	17.2%	29.5%	13.0%	20.0%	20.0%	18.5%	13.8%	6.8%	19.6%
Georgia		1,768,633	119332	19.9%	36.5%	17.9%	20.1%	15.8%	20.8%	10.7%	18.1%	18.5%	17.4%	14.9%	21.9%	19.9%

SYSTEM NAME	RESA	2018									2017				
		FTE Total Student Count	FTE Hispanic %	FTE Asian %	FTE Black %	FTE White %	FTE Two or More Races %	FTE English Learner Students %	FTE SWD %	FTE Free and Reduced Lunch %	FTE Minority %	Per Pupil Expenditure Total $	Per Pupil Expenditure Federal $	Per Pupil Expenditure State and Local $	Financial Efficiency Star Rating
Jenkins	CSRA	1,152	6.7%	TFS	51.6%	38.9%	2.5%	3.6%	9.8%	100.0%	61.3%	$10,509.00	$1,360.24	$9,148.76	1.5
Appling	First Distr	3,639	15.6%	0.7%	22.5%	57.7%	3.5%	8.0%	14.5%	90.4%	41.2%	$9,228.04	$750.71	$8,477.33	2.5
Bryan	First Distr	9,169	7.0%	2.8%	15.8%	68.6%	5.2%	1.5%	10.6%	34.1%	30.9%	$7,243.49	$274.31	$6,969.18	4.5
Bulloch	First Distr	10,609	6.6%	1.5%	36.9%	50.9%	3.8%	3.2%	14.9%	60.6%	49.3%	$8,511.22	$662.83	$7,848.39	3.5
Camden	First Distr	9,252	7.9%	1.3%	22.3%	60.3%	7.8%	0.8%	12.7%	49.9%	38.9%	$8,004.45	$415.98	$7,588.47	4.5
Candler	First Distr	2,195	19.9%	TFS	29.6%	46.6%	3.1%	2.9%	13.2%	90.0%	52.9%	$8,136.70	$784.05	$7,352.65	3.5
Savannah Chatham	First Distr	37,564	8.5%	2.2%	57.1%	26.6%	5.2%	3.6%	11.7%	55.2%	72.1%	$9,892.13	$750.75	$9,141.38	2
Effingham	First Distr	12,381	7.3%	0.9%	15.4%	71.7%	4.6%	1.8%	15.5%	39.4%	27.0%	$8,594.50	$452.74	$8,141.76	4
Evans	First Distr	1,922	25.4%	0.8%	34.2%	37.1%	2.4%	13.4%	10.4%	100.0%	63.1%	$8,975.66	$956.45	$8,019.21	2.5
Glynn	First Distr	13,275	12.0%	1.4%	34.9%	47.3%	3.8%	6.9%	13.5%	58.9%	52.7%	$9,527.52	$593.55	$8,933.97	2.5
Jeff Davis	First Distr	3,133	22.3%	0.5%	14.5%	60.3%	2.3%	11.0%	12.6%	76.5%	39.5%	$7,920.52	$807.71	$7,112.81	4
Liberty	First Distr	9,982	12.1%	1.1%	53.2%	24.2%	8.5%	1.1%	12.3%	67.5%	75.2%	$9,096.03	$559.16	$8,536.87	3
Long	First Distr	3,714	16.3%	TFS	25.7%	48.8%	8.3%	5.5%	12.4%	74.3%	51.3%	$7,396.07	$592.92	$6,803.15	3.5
McIntosh	First Distr	1,380	2.6%	TFS	42.2%	48.8%	5.1%	TFS	13.0%	85.6%	51.6%	$10,378.00	$1,094.57	$9,283.43	1.5
Screven	First Distr	2,346	2.8%	0.7%	46.9%	46.7%	2.7%	0.9%	17.1%	78.9%	53.5%	$8,710.68	$791.69	$7,918.99	3
Tattnall	First Distr	3,872	19.4%	0.6%	24.4%	52.0%	3.5%	7.5%	13.5%	90.2%	47.8%	$8,355.08	$711.17	$7,643.91	3.5
Toombs	First Distr	2,993	26.4%	TFS	18.3%	50.1%	4.5%	10.6%	13.8%	100.0%	49.4%	$8,913.10	$1,227.13	$7,685.97	3
Wayne	First Distr	5,394	8.9%	0.8%	21.5%	64.1%	4.5%	2.1%	13.4%	75.3%	35.4%	$8,231.37	$645.97	$7,585.40	4
Vidalia City	First Distr	2,534	6.9%	0.7%	50.0%	38.7%	3.5%	2.0%	12.1%	81.1%	59.9%	$8,637.38	$1,027.09	$7,610.29	3.5
Bleckley	Heart of G	2,550	2.7%	0.7%	25.8%	67.6%	3.1%	TFS	14.8%	70.9%	32.7%	$8,509.33	$924.53	$7,584.80	4
Dodge	Heart of G	3,171	4.1%	TFS	35.4%	56.6%	3.4%	1.5%	13.9%	82.4%	41.5%	$8,790.13	$935.79	$7,854.34	3.5
Laurens	Heart of G	6,499	3.8%	1.0%	29.1%	63.9%	1.9%	1.7%	9.8%	71.9%	35.4%	$8,330.46	$530.19	$7,800.27	4
Montgomery	Heart of G	914	13.6%	TFS	31.6%	49.3%	4.5%	4.0%	11.4%	100.0%	51.7%	$9,837.83	$1,441.18	$8,396.65	3
Pulaski	Heart of G	1,331	7.1%	TFS	41.2%	47.1%	3.2%	3.3%	12.6%	90.9%	51.7%	$8,896.10	$857.54	$8,038.56	2.5
Telfair	Heart of G	1,757	6.5%	TFS	40.3%	49.4%	3.2%	2.6%	9.0%	96.5%	49.6%	$9,030.73	$955.47	$8,075.26	3
Treutlen	Heart of G	1,129	2.5%	TFS	40.2%	53.4%	3.5%	TFS	13.0%	100.0%	46.1%	$8,331.86	$770.97	$7,560.89	3.5
Wheeler	Heart of G	1,000	5.5%	TFS	36.2%	58.3%	TFS	2.9%	13.1%	45.3%	41.9%	$10,075.26	$988.46	$9,086.80	2
Wilcox	Heart of G	1,185	4.6%	TFS	33.7%	58.3%	2.7%	TFS	11.2%	93.7%	41.9%	$9,125.68	$1,435.20	$7,690.48	2.5
Dublin City	Heart of G	2,381	1.8%	1.0%	91.0%	4.0%	2.1%	1.1%	11.1%	100.0%	95.4%	$9,433.24	$1,624.36	$7,808.88	1
Atkinson	Okefenok	1,699	39.0%	TFS	15.9%	43.4%	1.7%	14.5%	11.3%	90.0%	55.9%	$8,961.97	$804.28	$8,157.69	3
Bacon	Okefenok	2,140	13.5%	TFS	21.6%	60.5%	4.2%	5.3%	16.0%	73.4%	38.1%	$9,051.35	$660.99	$8,390.36	3
Brantley	Okefenok	3,432	2.6%	TFS	3.1%	91.8%	1.9%	0.5%	11.4%	82.2%	8.2%	$8,623.71	$815.87	$7,807.84	3.5
Charlton	Okefenok	1,726	2.5%	TFS	29.2%	61.2%	5.9%	TFS	11.2%	71.1%	39.0%	$9,243.68	$960.67	$8,283.01	2.5
Clinch	Okefenok	1,405	4.4%	TFS	34.6%	54.7%	5.4%	TFS	12.0%	84.5%	44.6%	$9,107.30	$746.14	$8,361.16	2.5
Coffee	Okefenok	7,713	19.3%	0.8%	30.6%	46.4%	2.7%	8.2%	9.3%	84.8%	53.2%	$8,786.71	$1,096.98	$7,689.73	3
Pierce	Okefenok	3,658	7.8%	0.7%	9.2%	79.2%	2.9%	3.9%	11.5%	58.0%	19.4%	$8,593.12	$614.04	$7,979.08	4
Ware	Okefenok	6,134	6.6%	0.9%	36.2%	51.0%	5.3%	2.3%	16.4%	90.1%	49.1%	$9,010.33	$762.47	$8,247.86	3.5
P-20 Southeast Averages/Totals		186,330	10.3%	0.8%	32.5%	52.3%	3.5%	4.8%	12.6%	78.2%	47.3%	$8,864.86	$848.22	$8,016.64	3.1
Georgia		1,768,633	15.6%	4.1%	36.7%	39.7%	3.7%	7.9%	12.1%	60.6%	59.7%	$9,085.97			

Row Labels	CTAE	ELA	Elem	ESOL	Fine Arts	Health/ PE	Math	PARA-PRO	Science	Social Studies	SPED	World Lang	Grand Total
Athens	171	399	26	22	27	46	156		145	74	459	1	1526
East	108	122	183		52	60	128		105	86	127	2	973
Metro	748	1479	1315	29	270	374	1004		783	410	1990	13	8415
Middle Georgia	102	136	414		51	30	99		99	65	131		1127
Northeast	84	49	22	2	4	10	35		29	17	66		318
Northwest	157	88	30	2	10	15	67		70	27	92	1	559
Not in P-20	6	6				4	6	1	5	10	20		58
Southeast	362	426	481	3	60	146	250		224	115	343	1	2411
Southwest	153	197	42	1	26	48	76		76	58	188		865
West	257	319	284	4	74	88	330		260	125	573	2	2316
Grand Total	2148	3221	2797	63	574	821	2151	1	1796	987	3989	20	18568

Row Labels	CTAE	ELA	Elem	ESOL	Fine Arts	Health/ PE	Math	Pre-K	Science	Social Studies	SPED	World Lang	Grand Total
Southeast	21	101	237	10	47	21	75	6	82	94	167	9	870
Armstrong State Univ		7	61		13	4	14		15	10	20		144
Brewton-Parker College		2	3				1		2	5			13
College of Coastal Georgia		7					7		8	11	25		58
First District RESA	2	1	1		3		1			4	6		18
Georgia Southern Univ		34	84		15	8	16		19	24	51	2	253
Georgia State University	17	45	87	10	16	9	31	6	29	36	33	7	326
Middle Georgia State Univ		4					4		4	4	28		44
Okefenokee RESA	2	1	1						1		4		9
Savannah State Univ							1		4				5
Grand Total	21	101	237	10	47	21	75	6	82	94	167	9	870

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

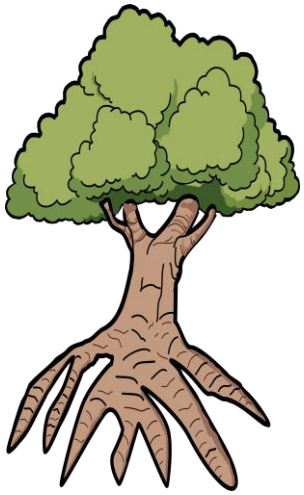
15 Minutes Work Time

What Are Your Concerns? (Question 6)

Small Group Discussion – 3 Minutes

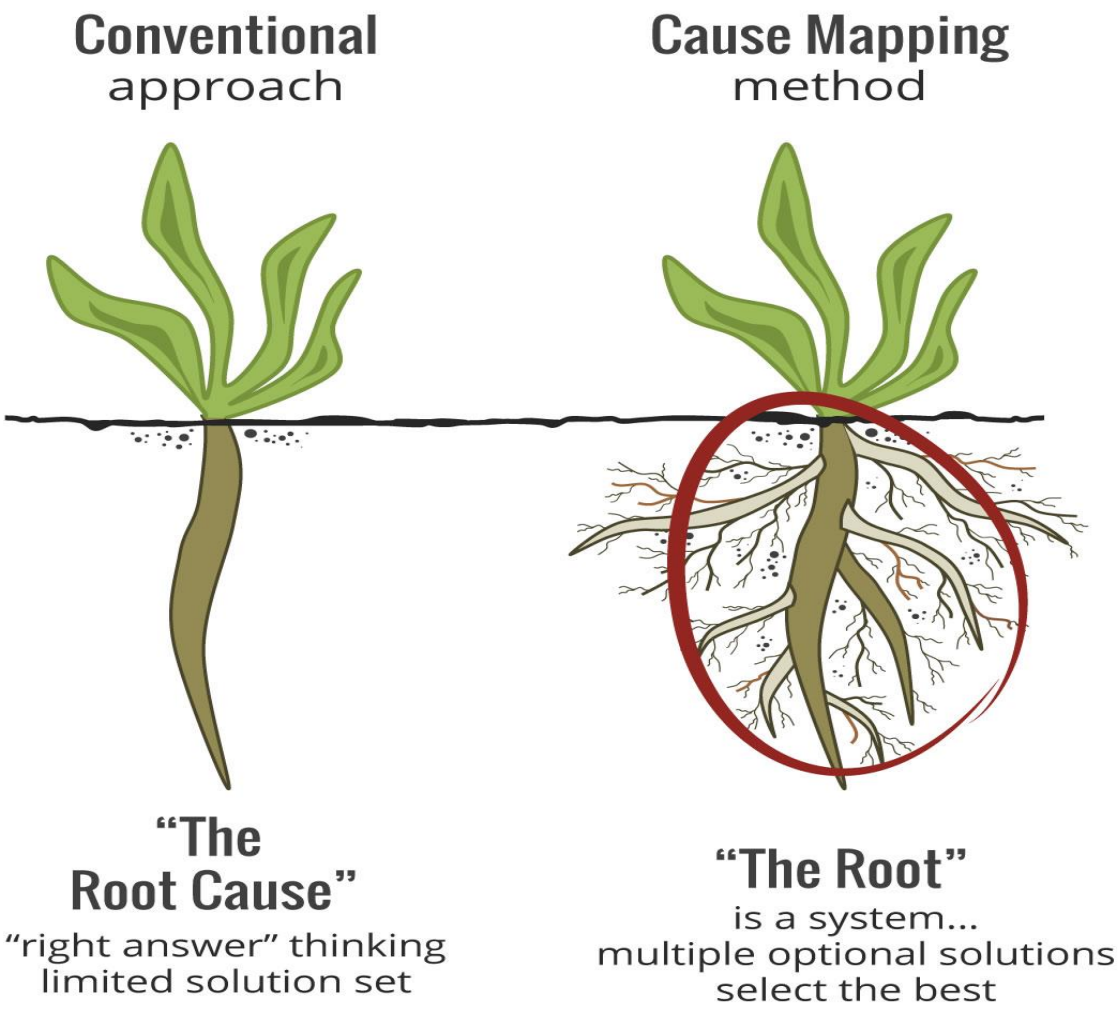
Chart the Top 2 for your group!

Root Cause Analysis



- Root Cause are specific “underlying causes.”
- Root Cause Analysis helps identify <u>what</u>, <u>how</u> and <u>why</u> something happened, thus preventing recurrence.
- Prevents “solution jumping”
- Ensures resources (people, time, money) are focused on cause most likely to result in improvement.
- Seldom done in school improvement planning
  - Time
  - Limited knowledge

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?

Plan for Implementation

DISTRICT IMPROVEMENT PLAN

3. FY18 LEA EQUITY ACTION PLAN

District Name	[redacted]
District Title II, Part A Coordinator	[redacted]

3.1 REVIEW of COMPREHENSIVE NEEDS ASSESSMENT REPORT

Using the Comprehensive Needs Assessment 2017-2018 District Report provided by the Georgia Department of Education, districts must review each data variable to determine district and school needs and areas of focus. Equity needs should be considered when reviewing this data. Districts must analyze the reasons for any identified equity gaps. This analysis should occur in the District Report.

3.2 IDENTIFICATION of EQUITY GAPS

Districts must identify two gaps for improvement, focusing on gaps that impact minority students and economically disadvantaged students– One under Equity Gap #1 and one under Equity Gap #2. If a district does not plan to address a data variable that reflects a significant gap, the district should have provided an explanation in the data profile analysis. If a district reviews the data profile and does not identify equity gaps, the district must select two variables for continuous improvement. For each equity gap a different data profile variable must be identified.

Equity Gap #1	Equity Gap #2	Data Profile Variable *(Corresponding District CNA page numbers are provided for reference)*
		TAPS distribution
		LAPS distribution
		Teacher retention (p. 29)
		Principal retention (p. 29)
		Inexperienced teachers (less than four years of experience) (p. 29)

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?