**Where We Were!** (Data from last year’s Equity Lab)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018 Inexperienced Teachers** | | | |  | **2018 Inexperienced Leaders** | | | |
| **LEA** | **Total Count** | **#** | **%** |  | **LEA** | **Total Count** | **#** | **%** |
| **State of Georgia** | **119332** | **44196** | **37%** |  | **State of Georgia** | **6452** | **2429** | **38%** |
| **Carroll County** | 961 | 319 | **33%** |  | **Carroll County** | 58 | 24 | **41%** |
| **Coweta County** | 1478 | 390 | **26%** |  | **Coweta County** | 84 | 19 | **23%** |
| **Harris County** | 331 | 71 | **21%** |  | **Harris County** | 19 | 2 | **11%** |
| **Heard County** | 140 | 41 | **29%** |  | **Heard County** | 10 | 7 | **70%** |
| **Meriwether County** | 184 | 91 | **49%** |  | **Meriwether County** | 15 | 10 | **67%** |
| **Muscogee County** | 2095 | 778 | **37%** |  | **Muscogee County** | 115 | 34 | **30%** |
| **Troup County** | 804 | 302 | **38%** |  | **Troup County** | 45 | 27 | **60%** |
| **Carrollton City** | 315 | 126 | **40%** |  | **Carrollton City** | 18 | 11 | **61%** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **West P-20**  **FY 18' Ineffective Teachers (Levels 1 & 2 TKES Summative** | | | | | | | |
| **SYSTEM NAME** | **FTE FY18 Total Student Count** | **FY18 Total Teachers Count** | **% of Teachers** | **% 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** |
| **Carroll** | **14,877** | **961** | **1.10%** | 5.50% | 863 | 1.20% | 1398 |
| **Coweta** | **22,810** | **1478** | **0.91%** | 5.48% | 1296 | 1.18% | 2243 |
| **Harris** | **5,294** | **331** | **0.31%** | 0.31% | 17 | 0.21% | 101 |
| **Heard** | **2,116** | **140** | **0.00%** | 0.00% | 0 | 0.00% | 0 |
| **Meriwether** | **2,761** | **184** | **9.25%** | 41.12% | 1200 | 12.97% | 2622 |
| **Muscogee** | **31,763** | **2095** | **3.89%** | 21.71% | 7246 | 5.36% | 12962 |
| **Troup** | **12,271** | **804** | **1.44%** | 5.56% | 712 | 1.17% | 1123 |
| **Carrollton** | **5,119** | **315** | **0.32%** | 0.44% | 24 | 0.11% | 48 |
| **P-20 West** | **97,011** | **6308** | **2.15** | **10.02%** | **11358** | **2.78** | **20497** |
| **Georgia** | | | **1.70** | **8.89** | **112811** | **1.87** | **268578** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SYSTEM NAME** | **FTE FY18 Total Student Count** | **FY18 Total Teachers Count** | **2018 Out of Field Areas** | | | | | | | |
| **FY18 % All Courses** | **% Special Educ** | **% ESOL** | **% ELA** | **% World Lang** | **% Fine Arts** | **% Math** | **% Science** | | **% Social Studies** |
| **Carroll** | **14,877** | **961** | **25.6%** | **41.0%** | **69.9%** | **30.1%** | **37.8%** | **8.9%** | **30.0%** | **29.9%** | | **29.1%** |
| **Coweta** | **22,810** | **1478** | **14.1%** | **38.9%** | **5.0%** | **9.9%** | **31.5%** | **10.0%** | **11.1%** | **12.7%** | | **12.2%** |
| **Harris** | **5,294** | **331** | **12.9%** | **30.3%** | **0.0%** | **13.7%** | **33.3%** | **15.2%** | **16.6%** | **18.9%** | | **8.6%** |
| **Heard** | **2,116** | **140** | **20.1%** | **36.8%** | **80.0%** | **17.2%** | **0.0%** | **6.3%** | **19.1%** | **31.0%** | | **21.2%** |
| **Meriwether** | **2,761** | **184** | **16.6%** | **49.0%** | **7.1%** | **13.4%** | **0.0%** | **9.1%** | **27.9%** | **26.0%** | | **18.7%** |
| **Muscogee** | **31,763** | **2095** | **14.3%** | **45.5%** | **14.3%** | **15.8%** | **14.0%** | **12.1%** | **18.4%** | **16.3%** | | **14.0%** |
| **Troup** | **12,271** | **804** | **20.0%** | **39.3%** | **21.9%** | **25.0%** | **22.2%** | **17.5%** | **19.3%** | **21.1%** | | **21.2%** |
| **Carrollton** | **5,119** | **315** | **17.6%** | **37.4%** | **0.0%** | **13.8%** | **41.7%** | **41.4%** | **14.5%** | **15.8%** | | **17.1%** |
| **P-20 West** | **97,011** | **6308** | **17.6%** | **39.8%** | **24.8%** | **17.4%** | **22.6%** | **15.1%** | **19.6%** | **21.5%** | | **17.8%** |
| **Georgia** | **1,768,633** | **119332** | **19.9%** | **36.5%** | **17.9%** | **15.8%** | **20.8%** | **10.7%** | **18.1%** | **18.5%** | | **17.4%** |

**WG P20 Equity Lab Next Steps Notes (9.20.19)**

***WG P-20 strategic planning team:***

1. WG P-20 Collaborative strategic planning team will distribute a follow-up email with notes from the Equity Lab and resources on 9/23/19.
2. Debrief and review survey results and all next steps listed below in October to guide WG P20’s spring convening agenda. What did we discover during WG P20’s Equity Lab and how do we need to respond to support the WG P-20 Collaborative?
3. **GaDOE**
   1. Solicit feedback on state equity template
   2. Ensure the format and layout of the Equity Plan are still valid. Is the data still useful?
   3. How well is the state aligning supports to the LEAs’ plans?
   4. How well is the GaDOE communicating and working with parents?
4. **GaPSC**
   1. Continue with task in order to address issues in EPP to ensure better prepared teachers.
   2. Continue and increase across agency communications and collaboration.
5. **RESA**
   1. Use process in strategic planning and collaborative communication.
   2. Consider how the process might inform planning for an Equity Panel in June 2020 from our school systems.
6. **IHEs**
   1. Discuss ways that we can support the districts we serve in their identified areas.
7. **Districts (combined)**
   1. Examine the TKES/LKES process to ensure growth of educators.
   2. Drill down by school and address equity issues.
   3. Solidify the recruitment/retention plan to support equity gaps.
   4. Facilitate internal data discussions in district relative to what was presented today.
   5. Expand PDS experience to MS/HS.
   6. Expand *Grow Your Own* pipeline with universities to allow parapros to stay in jobs and fulfill certification requirements.
   7. Consistent and intentional leaders support for providing feedback for coaching in the classroom.
   8. Intentional scheduling: students, service models
   9. Teacher pipeline through CTAE Education Pathway.
   10. Track/monitor students signing with “Teacher Signing Day”
   11. Recruitment strategies: implementation…continual update/revise.
   12. Engage other district leaders to further analyze district equity data.

**Equitable Schools and Your Equity Responsibilities**:

*For years, educational entities have discussed the need for equality. Yet 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).

**Instructions #1: For equity to take place, schools must be inclusive, but what does an inclusive school look like? Use the list of criteria (below) to self-assess your school.**

*Level 1 = Not evident, Beginning Level 3 = Proficient, ≥ 70% Implementation*

*Level 2 = Developing, ≤ 50% Implementation Level 4 = Full Implementation*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inclusive / Equitable SCHOOL Self-Assessment** | | | | |
| ***Criteria*** | ***Levels*** | | | |
| ***1*** | ***2*** | ***3*** | ***4*** |
| 1. A vision of success for each student permeates the school and drives the work of each staff member. |  |  |  |  |
| 1. The school holds high expectations and standards, with a rigorous and comprehensive curriculum for each student. |  |  |  |  |
| 1. The school environment is warm, friendly, and rewards learning. |  |  |  |  |
| 1. The school promotes collaboration rather than competition. |  |  |  |  |
| 1. The school publicly seeks and values a diverse student body. |  |  |  |  |
| 1. Effective efforts are made to promote student’s respecting, and interacting with, students from diverse backgrounds. |  |  |  |  |
| 1. School facilities and resources are at least equal with other district schools. |  |  |  |  |
| 1. Classroom placement and student schedules ensure that diversity exists in all learning environments. |  |  |  |  |
| 1. Data is used to provide effective differentiated instruction to meet the needs of all students (struggling to advanced). |  |  |  |  |
| 1. Resources are allotted based on identified student learning needs. |  |  |  |  |
| 1. Staff and students are comfortable identifying inequities. They know their “voice” is heard. |  |  |  |  |
| 1. Achievement data (by grade levels, content areas, and subgroups) are known, understood, and used for decision making by all staff members. |  |  |  |  |
| 1. Discipline data has been analyzed for subgroup disproportionality and all staff members are aware of the discipline disparities. |  |  |  |  |
| 1. Improvement plans include action steps / strategies to address any identified disparities in achievement and discipline. |  |  |  |  |
| 1. Educators in the school share the responsibility for **each** learner’s success. |  |  |  |  |
| 1. The school has a qualified, caring, diverse, and stable workforce. |  |  |  |  |
| 1. Professional learning on methods to provide rigorous, relevant, and responsive instruction to diverse students is provided for staff. |  |  |  |  |
| 1. Academic performance, discipline referrals, student motivation, and attendance for all students and each subgroup is improving. |  |  |  |  |