|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fiscal Year** | 2018 | **LEA Name** |  | **LEA Coordinator** |  |

**Section 1: Review of LEA Equity Data Profile**

Using the Equity Data Profile provided by the Georgia Department of Education, LEAs must review each data variable to determine equity gaps. LEAs must analyze the reasons for any identified equity gaps.

| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| --- | --- | --- | --- | --- |
| **TAPS distribution** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **LAPS distribution** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Teacher Retention** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Principal Retention** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Inexperienced teachers**  **(less than four years experience)** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Inexperienced leaders**  **(principals or asst. principals with less than four years experience)** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| **Teachers out-of-field** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Teachers with provisional or emergency certification** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: ISS – All Students** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: ISS – Minority** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: ISS – Economically Disadvantaged** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: ISS – Other**  **Please specify:** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: OSS - All Students** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| **Discipline: OSS - Minority** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: OSS - Economically Disadvantaged** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Discipline: OSS - Other**  **Please specify:** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Attendance – All students** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Attendance - Minority** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Attendance – Economically Disadvantaged** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Attendance – Other**  **Please specify:** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| **Teacher days absent** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **CCRPI Star Climate Rating** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Per Pupil expenditure** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Achievement** |  |  |  |  |
| **Content Area:** |  |  |  |
| **Subgroup:** |  |  |  |
|  |  | GA |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Achievement** |  |  |  |  |
| **Content Area:** |  |  |  |
| **Subgroup:** |  |  |  |
|  |  | GA |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Student Achievement** |  |  |  |  |
| **Content Area:** |  |  |  |
| **Subgroup:** |  |  |  |
|  |  | GA |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| **Student Achievement** |  |  |  |  |
| **Content Area:** |  |  |  |
| **Subgroup:** |  |  |  |
|  |  | GA |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
| **Lexile – All Students** |  |  |  |  |
|  |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
| **Lexile - Minority** |  |  |  |  |
|  |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
| **Lexile – Economically Disadvantaged** |  |  |  |  |
|  |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
| **Lexile – Other**  **Please specify:** |  |  |  |  |
|  |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
| **Lexile - Minority** |  |  |  |  |
|  |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
| **Graduation Rate (4 year cohort) - All** |  |  |  |  |
|  |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| **Graduation Rate (4 year cohort) - Minority** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Graduation Rate (4 year cohort) – Economically Disadvantaged** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Graduation Rate (4 year cohort) – Other – Please specify:** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Pathway Completers – All** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Pathway Completers – Minority** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Pathway Completers – Economically Disadvantaged** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Equity Data Profile Variable** | **Equity Gap** | **Equity Gap Analysis** | | |
| **Pathway Completers – Other**  **Please specify:** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **District Mean Growth Percentile** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **School Mean Growth Percentile** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |
|  |  |  |  |  |
| **Other data source:**  **Specify equity gap:** |  | GA |  |  |
| All Schools | Yes  No | LEA |  |
| High Poverty Schools | Yes  No | Poverty |  |
| High Minority Schools | Yes  No | Minority |  |

**SECTION 2: Identification of Equity Gaps**

LEAs 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 LEA does not plan to address a data variable that reflects a significant gap, the LEA should provide an explanation in the Data Profile Analysis. If a LEA reviews the Data Profile and does not identify equity gaps, the LEA 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**  *(Please consult data variable descriptions)* |
| --- | --- | --- |
|  |  | TAPS distribution |
|  |  | LAPs distribution |
|  |  | Teacher retention |
|  |  | Principal retention |
|  |  | Inexperienced teachers (less than four years of experience) |
|  |  | Inexperienced leaders (principal or assist. principals with less than 4 yrs of experience |
|  |  | Teachers out-of-field |
|  |  | Teachers with provisional or emergency certification |
|  |  | Discipline ISS – All students |
|  |  | Discipline ISS – Minority students |
|  |  | Discipline ISS – Economically Disadvantaged students |
|  |  | Discipline ISS – Other Please specify: |
|  |  | Discipline OSS – All students |
|  |  | Discipline OSS – Minority students |
|  |  | Discipline OSS – Economically Disadvantaged students |
|  |  | Discipline OSS – Other Please specify: |
|  |  | Student Attendance – All students |
|  |  | Student Attendance – Minority students |
|  |  | Student Attendance – Economically Disadvantaged students |
|  |  | Student Attendance – Other Please specify: |
|  |  | Teacher days absent |
|  |  | CCRPI Star Climate Rating |
|  |  | Per pupil expenditure |
|  |  | Student achievement – Content area: Subgroup: |
|  |  | Student achievement – Content area: Subgroup: |
|  |  | Student achievement – Content area: Subgroup: |
|  |  | Student achievement – Content area: Subgroup: |
|  |  | Lexile – All students |
|  |  | Lexile – Minority students |
|  |  | Lexile - Economically Disadvantaged students |
|  |  | Lexile – Other Please specify: |
|  |  | Graduation Rate (4 year cohort) If selected, identify subgroup: |
|  |  | Pathway completers (4 year cohort) If selected, identify subgroup: |
|  |  | District Mean Growth Percentile (MGP) |
|  |  | School Mean Growth Percentile (SGP) |
|  |  | Other data source: Specify equity gap: |

**SECTION 3: Selection of Equity Interventions to Address Identified Equity Gaps**  
For each Equity Gap selected, choose a corresponding equity intervention. Where applicable, LEAs may select the same equity intervention for each identified gap.

| **Selected**  **Intervention for Equity Gap 1** | **Selected Intervention for Equity Gap 2** | **Equity Interventions** | |
| --- | --- | --- | --- |
|  |  | EI-1 | Provide Targeted Teacher Development on Content, Pedagogy and Student Supports and Interventions |
|  |  | EI-2 | Provide Targeted School Leader Development |
|  |  | EI-3 | Providing Professional Learning Opportunities for Career Advancement for Teachers and School Leaders |
|  |  | EI-4 | Identify Recruit and Equitably Assign Effective Teachers & Effective School Leaders |
|  |  | EI-5 | Support the Retention of Effective Teachers & Effective School Leaders |
|  |  | EI-6 | Schedule Class Size Reduction Teachers at a Level That is Evidence Based |
|  |  | EI-7 | Provide Equitable Access to Student Support Programs and Interventions |
|  |  | EI-8 | Promote the Engagement and Education of Parents, Families, Community and Business Partners |
|  |  | EI-9 | Evaluate and Monitor the Working Environment in Support of a Positive School Climate |
|  |  | EI-10 | Equitable Allocation of Academic Resources to Students |

**SECTION 4: Equity Interventions for Reducing LEA Equity Gaps**

|  |  |  |
| --- | --- | --- |
| **4.1 Data Profile Variable Selected for Equity Gap #1 (from Section 2)** | | |
|  | | |
| **Equity Intervention Selected to Address Equity Gap #1 (from Section 3)** | | |
|  | | |
| **Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness. Because the plan will be executed in the current fiscal year, the timeline should specify whether each action will be monitored on an annual, bi-annual, quarterly, monthly, bi-monthly, weekly or daily basis. Certain implementation activities may have a more specific timeline (such as hiring a consultant to present in August, etc.).** | | |
| **Activities and/ or strategies the LEA will implement to address identified equity gap.** | **Personnel Responsible** | **Timeline** |
|  |  |  |
| **Data to be collected to monitor the implementation of activities or strategies.** | **Personnel Responsible** | **Timeline** |
|  |  |  |
| **Data to be collected to measure the effectiveness of implementation  and LEA ability to reduce equity gap.** | **Personnel Responsible** | **Timeline** |
|  |  |  |
| **Allocation of resources and/ or coordination of funds required  to implement equity intervention to reduce equity gaps** | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| **4.2 Data Profile Variable Selected for Equity Gap #2 (from Section 2)** | | |
|  | | |
| **Equity Intervention Selected to Address Equity Gap #2 (from Section 3)** | | |
|  | | |
| **Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. The description should include the personnel responsible by position and timeline for implementing, monitoring, and analyzing data to determine effectiveness of implementation. It should also include the data that will be gathered and analyzed to determine effectiveness. Because the plan will be executed in the current fiscal year, the timeline should specify whether each action will be monitored on an annual, bi-annual, quarterly, monthly, bi-monthly, weekly or daily basis. Certain implementation activities may have a more specific timeline (such as hiring a consultant to present in August, etc.).** | | |
| **Activities and/ or strategies the LEA will implement to address identified equity gap.** | **Personnel Responsible** | **Timeline** |
|  |  |  |
| **Data to be collected to monitor the implementation of activities or strategies.** | **Personnel Responsible** | **Timeline** |
|  |  |  |
| **Data to be collected to measure the effectiveness of implementation  and LEA ability to reduce equity gap.** | **Personnel Responsible** | **Timeline** |
|  |  |  |
| **Allocation of resources and/ or coordination of funds required  to implement equity intervention to reduce equity gaps** | | |
|  | | |