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

GaDOE
Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Equity Team
EFFECTIVE EDUCATORS
★★★

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.
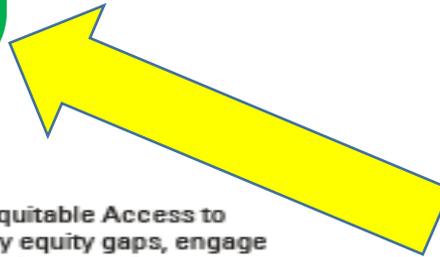
Equity Plan

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.

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).

Components of **State** Plan

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Consultation with stakeholders regarding the plan

Identify equity gaps

Root Cause Analysis of identified equity gaps

Strategies to eliminate identified equity gaps

- **Implement strategies**

- **Monitor strategies**

Measures to evaluate progress

Publicly report on progress

Components of the LEA EQ Plan

1. Annual **Needs Assessment** Including Required Equity Components
2. Equity of **Stakeholder Involvement**
3. Highly Qualified Educator Equity
4. **Teacher Experience** and Effectiveness Equity
5. Class Size Equity
6. **Teacher Preparation** and Ability to Meet Diverse Needs of Students
7. **Retention** of Highly Qualified Effective Teachers
8. **Recruitment** and Placement of Highly Qualified, Effective Teachers
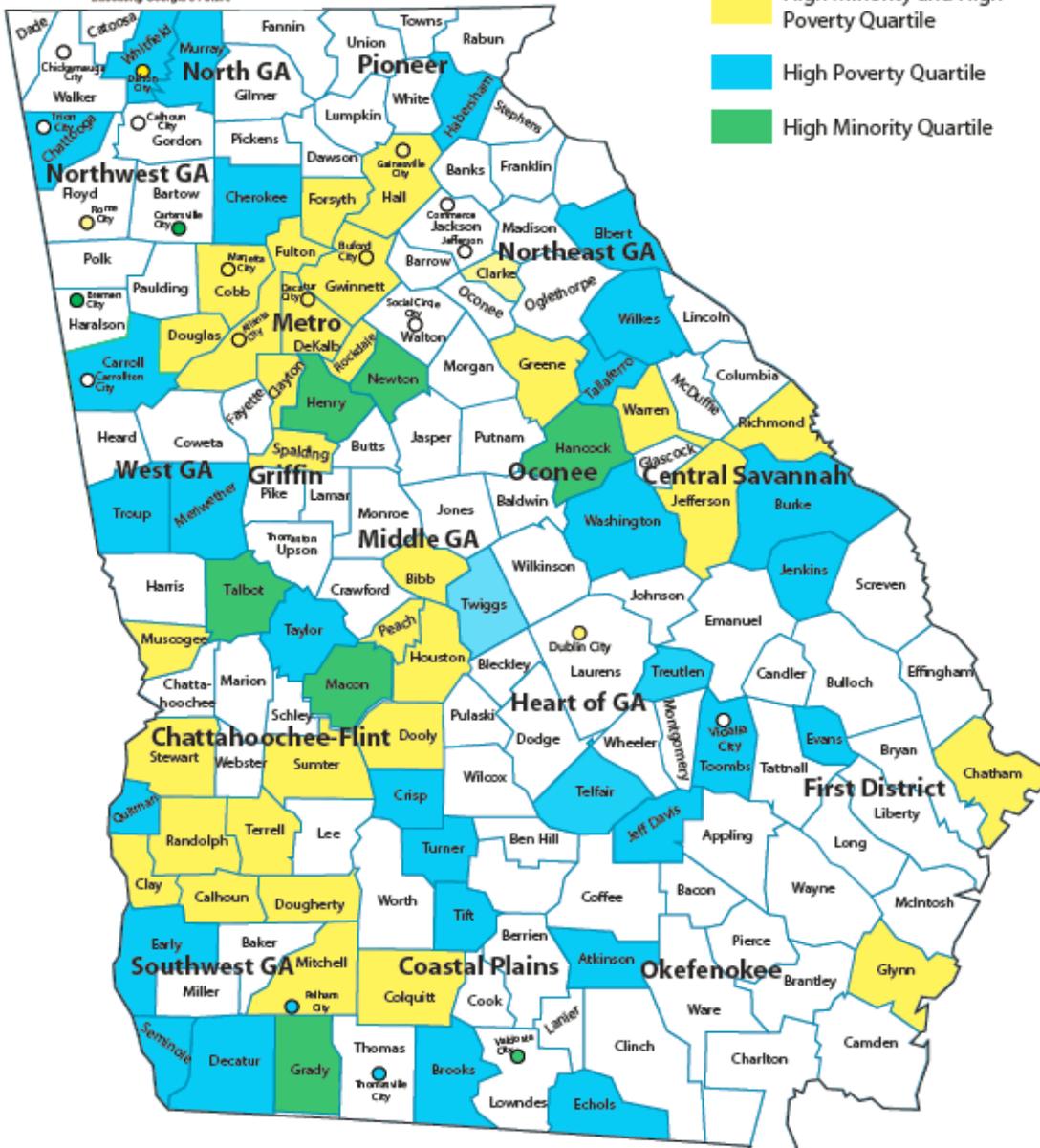
Equity Gap Analysis

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		

Districts that fall in the High Minority or High Poverty Quartile.

How can Georgia ensure *Equitable Access to Effective Educators* for all Georgia students?

Four common themes have emerged from 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

Project EQ : LEA's

- *LEA's enter their EQ plan in Project EQ.*

- *Project EQ Link*

LEA Data Review Example

Equity in Excellence
District Data

District|	SYSTEM NAME		MGP 2013	MGP 201	TEACHER TURNOVER RATE	PRINCIPAL TURNOVER RATE	AVERAGE DAYS ABSEN	SWD GRADUATION RATE	% FIRST YEAR TEACHERS
	Georgia State Avg		49.13	49.05	19.7%	21.6%	9.7	61.6%	5.5%
601			44.00	47.94	10.8%	16.7%	10.7	72.1%	2.0%

Equity Gap

- Review your data and select one equity gap to address. (Prioritize)

  - 1. List possible root causes of the equity gap.
  - 2. List possible strategies to reduce or resolve the equity gap.

  Discussion: By addressing the selected EQ gap, what effect will this have on student achievement.

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