

## **Planning and Researching Equity**

### **Introduction**

The following section contains information and tools for Georgia school system personnel to assist in assessing equity needs of the Local Education Agency (LEA) and developing and implementing a Title II, Part A Equity Plan to ensure that every student, regardless of socio-economic background and learning needs, receives equitable opportunities to achieve challenging state content and academic achievement standards.

# Planning and Researching Equity

## QUESTIONS TO CONSIDER WHEN ASSESSING YOUR GEORGIA Local Education Agency (LEA) EQUITY NEEDS

### WRITTEN NEEDS ASSESSMENT

- Does the LEA develop an annual written, comprehensive needs assessment utilizing multiple data sources (student learning, perception, teacher/student demographic and process data, etc.) that addresses all indicators?

### STAKEHOLDER INVOLVEMENT:

- Does the LEA include all relevant personnel, parents, community members/leaders, and institutions of higher education in assessing the system needs, planning strategies to meet those needs, and evaluating the plan?

### HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS:

- Are all teachers and paraprofessionals in core academic content areas “highly qualified” and effective?

### TEACHER EXPERIENCE AND EFFECTIVENESS:

- Do all grade levels and content areas have highly effective teachers as measured by the system’s teacher assessment process?
- Does the LEA have a mentoring program for new teachers to the system?
- Does the LEA have a written procedure in place to ensure no student will receive an inexperienced, ineffective teacher two years in a row, and is this practice monitored?

### CLASS SIZE:

- Do all classes in the elementary schools have equivalent class sizes?
- Do all academic content areas in middle and high school have equivalent class sizes?
- Does the LEA make an effort to increase and ensure equitable or representative numbers of students enrolled from all demographic groups in such classes as gifted and advanced placement?

### MEETING THE DIVERSE NEEDS OF ALL STUDENTS:

- Does the LEA have a written plan identifying whether or not teachers meet the diverse needs of students, and is implementation of this plan regular procedure in your school system?
- Are all teachers that are identified as not meeting the diverse needs of students engaged or scheduled for professional learning that adds to their skills of addressing diversification?

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- What measures are in place to monitor implementation of professional learning to ensure that all teachers are identified as effective in meeting the diverse needs of students?
- Do the schools provide for professional learning to address the culture/s of the students that they are responsible for educating, and does the professional learning address strategies that will build on the students' strengths?
- Does the LEA, through collaboration with Title I and Title II, Part A, develop good communications with parents, provide for increased parent involvement activities, and provide opportunities for teachers and administrators to interact with the parents of their students to enhance their knowledge of cultural values, traditions, and goals of the students they educate?

### **RETENTION:**

- Does the LEA have a plan in place to reward and retain “highly qualified” and effective teachers?

### **RECRUITMENT:**

- Are principals trained annually on the requirements of Title II, Part A?
- Are all teachers in all schools assigned to content areas for which they were “highly qualified?”
- Does the LEA have a written plan for placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and in all content areas? Is implementation of this plan regular procedure in your school system?



**LEA SELF-REVIEW OF SYSTEM EQUITY PLAN  
POOR AND MINORITY STUDENT EQUITY RUBRIC  
And  
LEA EQUITY PLAN TEMPLATE FY15**

**System:** Putnam County Charter School System      **Date Submitted:** June 12, 2014

**Reviewer:** Anne Hatchell      **Date Approved:** June 23, 2014

Title II, Part A of ESEA requires that all students, including poor and minority, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. The following rubric is designed to help LEAs assess the extent to which they are providing equity for poor and minority students as part of their annual improvement processes. Title II, Part A funds are flexible and have broad application but the funds must be applied to support equity needs as they are identified in the areas of teacher quality, teacher experience, class size, teacher ability to meet the diverse needs of students, recruitment and retention of highly qualified teachers for all students. Equity is defined as impartial, fair opportunities for all children, including poor and minority students, to have access to highly qualified, effective teachers.

<b>Equity Indicator / Plan Criteria</b>	<b>LEA Equity Plan Rubric Rating and Supporting Evidence for Equity Plan Components</b>
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**I. Introduction**

1. Describe the LEA.

The Putnam County Charter School System (PCCSS) is a rural school district in Middle Georgia. The district is in a period of transition with the down turn in the local economy, which was formally largely agrarian but has changed with the loss of two major farms in the last five years as well as a reduction in force at Horton Homes the third largest employer. Putnam County is also seeing the downsizing of the Georgia Power Plant, which has also supported the school system in both taxes and employment, as well as a resource of instructional and financial support for the school system.

Another major change in Putnam County is the integration of the implication of being a Charter School System entering our last year and investigating the flexibility that came with our petition has led to major discussion of ways to provide opportunities for explosive growth in student achievement and yet finding this to be difficult with actually identifying true opportunities to use the flexibility. In 2014-2015, Putnam County will be renewing their Charter and preparing for a SACS review.

The school system maintains an enrollment around 2,700 to 2,800 students and employs about 237 teachers. Eighty percent of our students are economically disadvantaged, which continues to gradually increase each year. PCCSS has 4 school wide Title I schools; Putnam County Primary, Putnam County Elementary, Putnam County Middle and Putnam County High. In addition to the 4 schools there is a Head Start and Pre K program housed in the Primary School, and an average of 45 students who attend an Early College Program on the Georgia College and State University in Milledgeville in partnership with Baldwin County. Based on the 2013 College and Career Ready Performance Index (CCRPI), none of the schools were identified as Focus, Priority, Alert or Reward Schools.

Putnam County Charter School System is adding new system level administration beginning the FY15 school year that creates an additional change factor for the system. In the last three years Putnam County has worked to increase the number of students in inclusion, increase teacher gifted certification, provide Learning Focus training in the previous two years at each school, encourage innovation through system grants, increase the rigor of teacher evaluations, increase offerings in AP and gifted programs, transition all teachers to Common Core Georgia Performance Standards, manage technology through a reduction of funding and provide system level data reviews, classroom visits and teacher performance reviews.

2. Provide LEA Equity Belief Statement.	It is the responsibility of the school system to promote learning as a lifelong process and to challenge students to grow intellectually, physically and socially. Therefore, the Putnam County Charter School System is committed to providing an atmosphere of security and equity to assure our students the opportunity to learn. Our system is also committed to challenging our students with an educational environment designed to inspire excellence, promote creative thought and achieve their maximum potential.			
II. Annual Needs Assessment Including Required Equity Components	INADEQUATE [ ]	MINIMAL [ ]	ADEQUATE [ X ]	TARGET [ ]
<p>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</p>	The LEA does not have a written plan based on a needs assessment that includes an equity assessment of highly qualified teacher status, highly qualified paraprofessional status, teaching experience, teacher training to meet special needs of students, and class size; or the assessment is not administered annually.	The LEA conducts an annual needs assessment that includes equity assessments; however, the needs assessment does not address <i>all</i> of the following: (a) equitable access to highly qualified teachers, paraprofessionals; and school and system leaders; (b) equity in teacher experience and effectiveness; (c) equity in teacher training to meet diverse needs of students, (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers; or the needs assessment is not	The LEA's annual needs assessment includes all of the following equity components of: a) equitable access to highly qualified teachers, paraprofessionals; and school and system leaders; (b) equity in teacher experience and effectiveness; (c) equity in teacher training to meet diverse needs of students; (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers and is reflected in a written plan that describes how the LEA will address all identified inequities.	The LEA's annual needs assessment and planning address all components of: a) equitable access to highly qualified teachers, paraprofessionals; and school and system leaders; b) equity in teacher experience and effectiveness; (c) equity in teacher training to meet diverse needs of students; (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers <i>and the system can document that each equity indicator is assessed in a written</i>

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		reflected in a written plan to address equity deficits.		<i>assessment.</i>
1. Provide a summary of how the needs assessment is conducted.	<p>The district leadership team made up of central office leadership and school administrators, along with the School Governance Authority (SGA) participate in identifying needs for the upcoming year. This year on March 23<sup>rd</sup>, this group of system and community stakeholders met and were led by Dr. Mark Wilson, a consultant in the discussion of preparing for 2020 education of Putnam County students. Also on the first of May a climate survey was sent to teachers and paraprofessionals to provide feedback on what aspects of training teachers and educating students needed to be our focus for FY15. In FY14, the system and school leadership teams continued the practice of classroom walk-throughs to observe student's engagement and standard based instruction, in order to provide both principals and system level leadership an opportunity to identify areas of needs improvement. The climate survey administered in the spring at each school is shared with principals and central office staff, as well as the Board of Education.</p> <p>Also during additional days added to post-planning due to inclement weather, each faculty reviewed both system and state level data to identify areas of need for summer planning and amended pacing guides and updated their common assessments and unit plans that were in line with the pacing guides. The teachers also worked to develop their SLOs for FY15.</p>			
2. Identify data sources used.	<p>Survey Monkey</p> <ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Leadership Survey</li> <li>• Teacher Survey</li> <li>• Paraprofessional Survey</li> <li>• School Climate Surveys</li> </ul> <p>Thinkgate/STAR/SRI – System Assessment Data  State Assessment Data – (CRCT, CRCT-M, Writing Assessments, GAA, ACCESS, EOCT and AP)  End of Year Performance Index  CCRPI Report  SLDS  MAP</p>			



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<p>3. Briefly summarize findings for:</p> <p>a. Recruitment</p>	<p>Recruitment efforts and plans are made to fill the needs of the district. This includes having trained recruitment teams of teachers and district personnel who actively recruit to meet the needs of the district.</p> <p>Job positions are advertised on the system website and certified positions are also posted on TeachGA. Principals and interview teams select applicants to interview for the assigned position.</p>
<p>b. Retention</p>	<p>Individual mentors for new as well as struggling teachers is the key to retaining effective teachers and staff along with ongoing support initiatives such as the our local new teacher orientation program with yearlong support and resources from Title IIA.</p>
<p>c. Professional learning and training for teachers, paraprofessionals, and school leaders, including meeting diverse student needs</p>	<p>We have prioritized student needs based on our needs assessment. All school professional learning addresses differentiated instruction, content training for special education teachers, gifted training, learning focused schools training, and discipline training linked to the implementation of PBIS.</p>
<p>d. HiQ status of teachers</p>	<p>94.58%</p>
<p>e. HiQ status of paraprofessionals</p>	<p>100%</p>
<p>f. Teacher experience</p>	<p>Low: 28 Middle: 129 High: 32</p>
<p>g. Class size</p>	<p>The district continues to strive to maintain classes less than 25 students. There are a few exceptions in some of the middle school classes and some elementary school classes. However, we use Title IIA funds for two reduced class size teachers in the elementary schools with two testing grades (3 and 5). The results of recent CRCT testing showed marked improvement of student scores in the reduced class size students compared to students in the same grade. We saw marked improvement in all core content subjects.</p>
<p>4. List Prioritized Needs.</p>	<p>Our prioritized needs include science and math teachers at middle and high school. After receiving the results of FY14 testing, we realized that support and training will be needed for</p>

<p>special education teachers at high school level. Therefore, some funds will be used for training in the content areas to support special education teachers in inclusion settings. Emphasis will also be placed on assisting teachers to become AP certified in the high school and gifted certification at primary school. Our third priority will be in STEM training at elementary, middle school and high. We will also continue to develop lesson plans that integrate standards along with literacy and writing throughout all courses and classes. Finally, we will target new and struggling teachers and provide them with resources and support through additional training in classroom management and developing lessons that are engaging and effective.</p>				
<p><b>III. Equity of Stakeholder Involvement</b></p> <p><b>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</b></p>	<p><b>INADEQUATE</b> <b>[ ]</b></p>	<p><b>MINIMAL</b> <b>[ ]</b></p>	<p><b>ADEQUATE</b> <b>[ X ]</b></p>	<p><b>TARGET</b> <b>[ ]</b></p>
	<p>Administration of the needs assessment, prioritization of needs, and action planning to ensure equity are conducted by central office administrators with little or no involvement of other stakeholders.</p>	<p>Administration of the needs assessment, prioritization of needs, and action planning to ensure equity are conducted by central office administrators with some input from stakeholders; however, not all stakeholders are involved; their opportunity for input is minimal.</p>	<p>Central office administrators annually involve school administrators and representatives from all other stakeholder groups in the needs assessment, prioritization of needs, and action planning to ensure equity; however, stakeholder involvement is minimal in some cases.</p>	<p>Central office administrators collaborate with school administrators and representatives from all other stakeholder groups, including teachers, paraprofessionals, parents, business/community members/leaders, institutions of higher education partners, and other relevant personnel, to accomplish an annual needs assessment, prioritization of needs, and action planning that addresses all equity</p>

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				components.
1. Identify stakeholder groups (internal and external).	<ul style="list-style-type: none"> <li>• SGA – School Governance Authority</li> <li>• Parents</li> <li>• Putnam County Performing Arts/Madison Museum of Fine Arts</li> <li>• Community Clubs/Organizations (Youth Alliance, Rotary, Pilot, Kiwanis, Chamber of Commerce)</li> <li>• Volunteers/Dads of Good Students/Law Enforcement</li> <li>• Early College/Georgia College and State University</li> <li>• University of Georgia</li> <li>• Teachers and staff</li> </ul>			
2. Describe how internal and external stakeholders are involved in the planning process to:	<ul style="list-style-type: none"> <li>• SGA – School Governance Authority – Each school has a SGA committee which includes school leadership, teachers, parents, community members and 1 board member (in an advisory role).</li> <li>• Parents – Parent surveys, forums.</li> <li>• Putnam County Performing Arts/Madison Museum of Fine Arts – Advisory roles in integrating fine arts into the curriculum by providing programs and resources for the classroom and connecting students to the community through art and music.</li> <li>• Community Clubs/Organizations (Youth Alliance, Rotary, Pilot, Kiwanis, Chamber of Commerce) – Members are integrated into the schools to provide both financial and member resources to work with hiring our students and developing programs that integrate the community into the schools and students into the community.</li> <li>• Volunteers/Dads of Good Students/Law Enforcement – Provide support for transportation in the mornings for students and parents, tutor students from Head Start through twelfth grade and provide role models for students by being part of the school environment.</li> <li>• Early College/ Georgia College and State University-The Director attends meetings in our system, as the program serves Putnam County Charter School System students.</li> <li>• University of Georgia-Advisory role into the curriculum by providing programs and resources for the classroom and connecting students to the community.</li> <li>• Teachers and staff – Volunteer with programs such as sports, extracurricular activities and support of fund raising programs such as the Cancer Walk. This helps show the community and parents that teachers are concerned about their students both in the classroom and in the community.</li> </ul>			

a. Participate in an annual needs assessment	Each year parents, teachers and staff will be provided with a survey to help identify individual, school and system level needs.			
b. Prioritize needs	<ol style="list-style-type: none"> <li>1. Increase opportunities for stakeholder input in addressing school needs.</li> <li>2. Provide parents and community with more current updates.</li> </ol>			
c. Identify actions or strategies contributed to equity plan	<ol style="list-style-type: none"> <li>1. Increase opportunities for SGA, college partners, teachers and parents to have input through school level curriculum meetings and forums.</li> <li>2. Use One-Call-All to do quick and short surveys that relate to specific decision making activities.</li> <li>3. Make better use of web site at the system and school level to inform, work to train parents to use the resources available to them in allowing input.</li> <li>4. Work with the local paper, the Eatonton Messenger, to provide more articles about current activities.</li> </ol>			
<b>IV. Highly Qualified Teacher Equity</b>	<b>INADEQUATE</b> <b>[ ]</b>	<b>MINIMAL</b> <b>[ ]</b>	<b>ADEQUATE</b> <b>[ X ]</b>	<b>TARGET</b> <b>[ ]</b>
<a href="#">[X] Rate the LEA's current level on the continuum for this Equity Indicator.</a>	The LEA does not have a process in place to systematically monitor HQ assignment of teachers based on student demographics (poverty level, minority, etc.); and/or all non-HQ teachers do not have a written	The LEA has a process in place to systematically monitor the HQ assignment of teachers based on student demographics (poverty level, minority, etc.) and a written remediation plan is in place; however, the LEA	The LEA systematically monitors the HQ assignment of teachers based on student demographics (poverty level, minority, etc.) and a written remediation plan is in place for each non-HQ teacher that is monitored regularly and	The LEA systematically monitors the HQ assignment of teachers based on student demographics and <i>all core academic subjects are taught by highly qualified, effective teachers.</i>

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	remediation plan that is monitored by the LEA and supported with appropriate funds.	is not systematically monitoring the HQ status of teachers based on student demographics and/or non-HQ teachers are not adequately supported with Title II, Part A funds or other appropriate funds to achieve HQ status.	supported with Title II, Part A funds or other appropriate funds.	
1. Provide FY14 teacher HiQ percentages.	94.58%			
2. Provide FY14 paraprofessional HiQ percentages.	100%			
3. a. Describe how a remediation plan is developed in accordance with the guidelines in Section V of the Title II, Part A Handbook for each non-highly qualified teacher and paraprofessional.  b. Describe the monitoring process to ensure each non-HiQ teacher and paraprofessional is implementing the remediation plan and making progress toward HiQ status.	<p>The teacher and principal initially meet to establish a plan for the teacher to become highly qualified once information is provided by the district concerning the teachers' credentials, after the teacher's needs are reviewed, definite plans and strategies are assigned with an agreed upon time line for completion of the plan. The teacher, principal and Title IIA coordinator at the district level sign the plan. Then the teacher is assigned a mentor and support is given through academic coaches, resource personnel, fees for testing, visits to other schools, master teacher support and support from the district Title IIA coordinator. This same procedure will also be used for paraprofessionals.</p> <p>When a teacher is found to have specific needs to be successful, the teacher, principal and the Title IIA coordinator who will also assist in providing support through Title IIA funds and resources develop a plan.</p>			
4. a. Describe how a remediation plan is developed in accordance with the guidelines in Section V of the Title II, Part A Handbook for each teacher who does not hold a clear renewable certificate.  b. Describe the monitoring process to ensure each teacher who does not hold a clear renewable certificate is	<p>Principals, instructional coaches, mentors and resource personnel carefully monitor non Hi Q teachers and teachers with non-renewable certificates through classroom observations and periodic reviews. Their principal formally reviews them twice a year. These reviews are submitted to the Title IIA coordinator to request additional help and support or funds for testing, remediation, etc.</p>			

implementing the remediation plan and making progress toward obtaining a clear renewable certificate.	The teacher can also initiate a call for assistance. If this occurs, the same procedure will be followed.			
5. Describe how the LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students.	<p>Using student performance data, student demographics, assessment data, and informal and formal observations, the principal monitors the assignment of non-HiQ teachers. They also inform parents of students enrolled in a class with a non-HiQ teacher of the teacher's status at the beginning of the school year. If the teacher cannot meet the needs of his/her students, then other placements may be warranted. At this time, the principal will meet with the teacher and discuss options and/or refer him/her for remediation or support. This is also reported to the Title IIA coordinator who may offer other support initiatives.</p> <p>Title II A funds may be used for substitutes to allow non-HiQ teachers an opportunity to visit other classes, teachers or schools to receive training from master teachers. Funds are also used for testing, remediation materials and enrollment of workshops, seminars and formal classes to help them achieve HiQ status. These funds are also used to pay mentors for their leadership and support of the non-HiQ teacher.</p>			
<p><b>V. Teacher Experience and Effectiveness Equity</b></p> <p><b>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</b></p>	<p><b>INADEQUATE</b> <b>[ ]</b></p> <p>The LEA does not include teacher experience and effectiveness in the annual needs assessment to ensure equal access to effective teachers.</p>	<p><b>MINIMAL</b> <b>[ ]</b></p> <p>The LEA assesses equity in teacher experience and effectiveness within the system; however, the annual equity plan does not address teacher effectiveness or equity <i>within schools or classrooms</i> to ensure equal opportunity for all students.</p>	<p><b>ADEQUATE</b> <b>[ ]</b></p> <p>Teacher experience and effectiveness are included in the LEA's annual needs assessment, and the LEA has a written plan that addresses equity of effective teachers across schools and classrooms in the system and within its schools.</p>	<p><b>TARGET</b> <b>[ X ]</b></p> <p>The LEA includes teacher experience and effectiveness in its annual needs assessment and has a written plan to ensure continued equal access to effective teachers for all students. <i>As a result, all students in all of the LEA's schools and classrooms have effective teachers</i></p>

				<i>regardless of demographics of the students served.</i>
1. Describe how the LEA assesses teacher effectiveness.	<p>PCCSS uses the following to assess teacher effectiveness:</p> <ul style="list-style-type: none"> <li>• Student performance on pre and post assessments, benchmark test and unit test</li> <li>• Scholastic Reading Inventory (SRI)</li> <li>• MAP</li> <li>• STAR Math</li> <li>• CRCT</li> <li>• CRCT-M</li> <li>• GAA</li> <li>• ACCESS</li> <li>• Dibels</li> <li>• EOCT</li> <li>• SAT</li> <li>• SLDS</li> <li>• AP Assessments</li> </ul>			
2. Describe how the LEA plans to address any identified inequities in teacher experience across schools and classrooms in the system and within its schools and programs.	<p>The Putnam County Charter School System reviews teacher effectiveness twice a year using the performance review report at which time the superintendent along with other system leadership meet with the principals to review both classroom instruction needs for individual teachers, as well as classroom management. Also, school level data dives are held by school leadership teams to look at both demographic and academic areas. At this time plans are made to support teachers who have identified needs that could include developing a Professional Development Plan (PDP) or might just include additional resources from the central office level such as observations or professional learning opportunities.</p> <p>In April, the principal provides justification for maintaining the teacher, continuing the PDP for another year or closing the PDP because the teacher has demonstrated proficiency.</p>			
3. Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and	<p>Teacher effectiveness is reviewed several times during the year through pre- and post-tests, benchmark assessments and through observations. Should inequities be found, the teacher will</p>			

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<p>programs.</p>	<p>receive support through remediation activities, mentorship and placed on a PDP with specified objectivities and/ or inequities to be addressed. To address these needs, resources are also provided to help the teacher provide the best possible education for his/her students. If these efforts are not successful, the teacher will be moved.</p>			
<p>4. Describe the procedure to ensure that no student will receive an inexperienced, ineffective teacher two years in a row.</p>	<p>The counselors and principals evaluate every student's schedule prior to enrollment in classes. Once a problem is identified, every effort is made to ensure that the student has the most effective instruction. However, the parents of these students are also notified of their child's placement and their input plays an integral role in where their child is placed. However, in rural systems, often there is only one teacher in some areas. Should this be the case, the teacher will receive additional support and assistance to help provide the best possible instruction for the students.</p>			
<p><b>VI. Class Size Equity</b></p> <p><b>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</b></p>	<p><b>INADEQUATE</b> <b>[ ]</b></p> <p>The LEA does not include class size in the annual needs assessment to ensure equal opportunity for all students.</p>	<p><b>MINIMAL</b> <b>[ ]</b></p> <p>The LEA assesses class size within the system; however, the annual equity plan does not address class sizes or equity in class sizes <i>within schools</i> to ensure equal opportunity for all students.</p>	<p><b>ADEQUATE</b> <b>[ ]</b></p> <p>Class size is included in the LEA's annual needs assessment, and the LEA has a written plan that addresses equity in class sizes across schools in the system and within its schools.</p>	<p><b>TARGET</b> <b>[ X ]</b></p> <p>The LEA includes class size in its annual needs assessment and has a written plan to ensure continued equity in class sizes for all students. <i>As a result, class sizes are comparable in all schools and classrooms, regardless of demographics of the students served.</i></p>
<p>1. Describe how the LEA plans to address identified inequities in class sizes across schools in the system and within its schools.</p>	<p>Effort is made to make sure that all classes will not have inequities. If class sizes increase, every effort is made to provide additional assistance to the students.</p> <p>At this time, we offer a variety of Advanced Placement (AP) Classes. However, the classes are small in proportion to other content area classes. Our Advanced Placement and gifted classes</p>			



	<p>are offered to all eligible students. Black males represent the major minority in these classes. There is progress with recruitment efforts to get more minorities and males to qualify for advanced classes.</p> <p>Because we have Advanced Placement classes, gifted classes, the math and science academy, and the music and literary academy, our students have a myriad of choices that allow them to enroll in many areas not just the Advanced Placement or gifted programs. Therefore, the enrollment numbers do not reflect equity based on demographics in this grouping. However, our recruitment efforts have increased each year to get more minorities in these programs, especially males.</p>			
<b>VII. Teacher Preparation and Ability to Meet Diverse Needs of Students</b>	<b>INADEQUATE [ ]</b>	<b>MINIMAL [ ]</b>	<b>ADEQUATE [ X ]</b>	<b>TARGET [ ]</b>
<p><b>[X]</b> Rate the LEA's current level on the continuum for this Equity Indicator.</p>	<p>The LEA does not assess teachers' preparation and/or ability to differentiate instruction based on the diverse needs of their students.</p>	<p>The LEA assesses teachers' preparation and/or ability to differentiate instruction based on the diverse needs of their students; however, professional learning needs are not addressed in the LEA's plans and/or opportunities are not provided to teachers as needs are identified.</p>	<p>Teacher preparation and the ability to differentiate instruction based on the diverse needs of students are assessed annually, and the LEA plans for and provides continued professional learning in this area.</p>	<p>The LEA assesses teachers' ability to differentiate instruction based on the diverse needs of their students, and plans for and provides continued professional learning in this area. <i>As a result, the LEA can document that all teachers have received training and can effectively differentiate instruction to meet the diverse learning needs of all students resulting in all subgroups making AMO.</i></p>

<p>1. Describe the process the system uses to assess teacher ability to differentiate instruction based on the diverse needs of their student population.</p>	<p>In previous years, all staff at all schools received Learning Focused training. As part of this training, all teachers worked to build their skills in delivering differentiated instruction. We also provide additional strategies and support for teachers whose students have special needs and are achieving below grade level. Additional support is given to teachers, through professional learning, when needs are identified. Teachers receive additional training through classes, mentoring, etc. to help meet these needs. This training is provided through Title IIA funds and state professional learning funds. The teachers are also given support through instructional coaches, should the need arise.</p> <p>Pre and post assessments are used to assess students as well as statewide assessments. Student performance on system wide common assessments as well as student proficiency over time is used to assess teacher performance. We also use teacher observations and walkthroughs to assess instructional effectiveness and help teachers modify or improve instruction to meet the needs of their students.</p>			
<p><b>VIII. Retention of Highly Qualified, Effective Teachers</b></p> <p><b>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</b></p>	<p><b>INADEQUATE</b> <b>[ ]</b></p> <p>The LEA's annual needs assessment and/or written plan do not address retention of highly qualified, effective teachers in all schools; or Title II, Part A or other appropriate funds are not used to support teacher retention according to identified needs.</p>	<p><b>MINIMAL</b> <b>[ ]</b></p> <p>The LEA's annual needs assessment and written plan addresses retention of highly qualified, effective teachers; however, the plan is not implemented in all schools and in all programs of the LEA; or retention program results are minimal in some or all schools; or Title II, Part A or other appropriate funds are not used to support</p>	<p><b>ADEQUATE</b> <b>[ ]</b></p> <p>The LEA's annual needs assessment and written plan addresses retention of highly qualified, effective teachers in all schools or in schools as indicated by assessment results; and the LEA actively implements a retention program to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all</p>	<p><b>TARGET</b> <b>[ X ]</b></p> <p>The LEA's annual needs assessment and written plan addresses the retention of highly qualified, effective teachers in all schools and in all programs of the LEA; and the LEA actively implements a retention program to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all</p>

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		retention needs.	students. Title II, Part A or other appropriate funds is used to support retention.	students. <i>As a result, the LEA retains highly qualified, effective teachers in all schools.</i>
1. Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs.	<p>During the year, new teachers (this includes teachers who are new to our district) receive a mentor to help support their transition to teaching in Putnam County. The schools also have programs to assist the new teachers, such as study groups, etc., which work directly with their design teams.</p> <p>We believe that mentoring with teachers in the same building with the same planning periods has attributed to maintaining new teachers and staff along with ongoing support initiatives such as the our local new teacher orientation program with yearlong support and resources from Title IIA.</p>			
<b>IX. Recruitment and Placement of Highly Qualified, Effective Teachers</b>	<b>INADEQUATE [ ]</b>	<b>MINIMAL [ ]</b>	<b>ADEQUATE [ X ]</b>	<b>TARGET [ ]</b>
<b>[X] Rate the LEA's current level on the continuum for this Equity Indicator.</b>	The LEA's annual needs assessment and/or written plan do not address recruitment of highly qualified, effective teachers; or the LEA does not consider equity issues when placing newly hired teachers; or Title II, Part A or other appropriate funds are not used to support retention of highly qualified, effective teachers.	The LEA's annual needs assessment and written plan address recruitment of highly qualified teachers; however, the LEA may not evaluate teacher effectiveness in its recruitment practices; or non-highly qualified and/or ineffective teachers are hired; or newly hired inexperienced teachers are more often placed in schools and/or programs that serve poor and minority students; or Title II, Part A or other appropriate funds are not	The LEA's annual needs assessment and written plan address recruitment of highly qualified, effective teachers; and as needs dictate, the LEA actively implements a teacher recruitment and placement program to ensure that all students are taught by highly qualified, effective teachers in all schools and all programs. Title II, Part A or other appropriate funds are used to support recruitment needs.	The LEA conducts an annual needs assessment that addresses recruitment of highly qualified, effective teachers in the system; the teacher recruitment plan is actively supported and adapted to meet current priorities. <i>As a result, the LEA successfully recruits highly qualified, effective teachers and makes equitable placements so that all students in all schools, all classrooms and all programs have highly qualified, effective teachers</i>

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		used to support recruitment needs.		<i>with equivalent teaching experience.</i>
1. Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and all content areas.	<p>Each year, the Title IIA coordinator, along with principals, counselors, and district leadership, review the credentials of their teachers, the needs of the students, and programs to determine future needs. This is usually done during the first 90 days of school after preliminary student testing and early reporting of scores.</p> <p>However, the counselors, instructional coaches, and teacher advisors review student data before school begins to make sure those students are not taught two years in a row by inexperienced teachers or teachers who are not HiQ or are on a PDP. This has to be done on an individual basis. In March, teachers are given their letters of intent. Based on the results of teacher evaluations, student class sizes, teacher intent letters and student performance, recruitment efforts and plans are made to fill the needs of the district. This includes having trained recruitment teams of teachers and district personnel who actively recruit to meet the needs of the district.</p>			
<b>X. Summary of Impact and Evidence of Success for the FY14 Selected Equity Indicator(s)</b>  1. Prepare a brief Summary of Impact that describes the actions taken to reach “target” and the success in reaching “target.”	<b>FY14 Equity Indicator(s) Selected for Focus:</b> <u>Math and ELA at High School, increase of teachers providing instruction through inclusion, science endorsement for K-8 teachers, and increasing number of teachers with gifted certification.</u>			
2. Prepare a brief summary describing the LEA’s Evidence of Success. <i>What data supports the rating of “target”? Or if the LEA did not reach “target,” what prevented the LEA from doing so?</i>	<p>PCCSS provided teachers with the opportunity to enroll in science endorsement and gifted certification classes. The system also offered teachers the opportunity in high school to get certified in subjects that they taught through inclusion in the high school.</p> <p>With the implementation of the Common Core Georgia Performance Standards, teachers found themselves focused on providing rigor using standards-based instruction and they expressed little desire to seek endorsements or certifications.</p>			
<b>XI. Equity Indicator Selected for FY15 Focus</b>	<b>FY15 Equity Indicator(s) Selected for Focus:</b> <u>Retention of highly qualified, effective teachers and new and teacher preparation and ability to meet diverse needs of students.</u>			

- Include a statement of school/system equity needs (including identifying at least one equity indicator that will be a focus for improvement. Note: If the Highly Qualified Teacher equity indicator is selected, an additional indicator must also be selected for focus.

- Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator(s) as a focus for FY15.
- **Note: Include in the System Implementation Plan (SIP)** the action plan for the above equity indicator(s) containing:
  - Actions/Strategies/Interventions or Programs
  - Correlation to School Keys
  - Professional Learning
  - Resources or Materials Needed
  - Person or Position Responsible for Monitoring and Evaluation
  - Timeline For Implementation
  - Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)
    - Monitoring of Intervention (Artifacts)
    - Monitoring of Impact (Student Learning Data)

**OR**

Include a statement that the system has no equity needs. Note: Each indicator on the Self-Review Equity Plan rubric rated as “Target” MUST list the documentation that supports the rating of “Target” for that indicator.

An equity indicator target for FY15 will be to strengthen our retention focus of certified teachers by addressing the concerns identified through both the climate survey and walkthroughs, by providing more appropriate feedback and support on expectations and recognition.

An additional equity indicator will be in the area of professional learning to focus on the fact that students with special needs still have a high percentage of “did not meet” throughout the system.

Also in grades K-8, science and social studies are indicators for CCRPI along with ELA and Math. With this change, the district is moving to integrate the teaching of these content areas into the reading of informational text and focusing on integrating a STEM approach to teaching math. To that end all schools will investigate STEM accreditation.

Professional learning materials and workshops will be needed to help in these targeted areas. Academic coaches, department chairs, and the principals will be responsible for monitoring progress and evaluating the success of the teachers and these programs.

Formative assessments using Thinkgate, SRI, STAR Math, MAP and Dibels, along with state assessments, will be used to evaluate the progress of students. Quarterly and annually review of data will be used to evaluate achievement and help to provide interventions for teachers.

The implementation of strategies will be monitored by the principal to be overseen by the Title IIA Coordinator and will be monitored quarterly at the data dive meetings. The matrix created by the system that monitors each student in all promotion criteria along with the system level data matrix that is reviewed quarterly will be used to determine both classroom level successes as well as school level. System level observations will provide feedback to the principals as to what has been observed in the classroom that would support the following training in Learning Focused schools, differentiation of instruction, and standards-based classrooms.

## XII. Prioritized Needs and Impact of Spending for Fiscal year 2013 Focus

**1.A** What were your prioritized needs in fiscal year 2013 (July 1, 2012 through September 30, 2013)?

Indicate no more than five identified needs in the order of priority with number one being the greatest priority.

--Select--	Needs Assessment
--Select--	Stakeholder Involvement
--Select--	Highly Qualified Status
--Select--	Assessing Teacher Effectiveness
--Select--	Assessing Leader Effectiveness
1	Class Size Reduction
2	Professional Learning for Teachers
--Select--	Professional Learning for Leaders
--Select--	Retention
--Select--	Recruitment
--Select--	Other – Please List

**2.A** In reflecting on the previous year, what are the most substantive changes your district plans to make to your Title II, Part A program in the coming year?

Focus on the delivery of instruction

**3.A** How did you spend your Title II, Part A dollars in Fiscal year 2013?

Rate the impact of Actions/Strategies/Interventions/Programs funded with Title II, Part A dollars and indicate the data sources used for determining the rating on:

**Rate results Indicate Data Sources (Check all that apply)**

Needs Assessment	--Select-- ▾	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Stakeholder Involvement	--Select-- ▾	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Highly Qualified Status	--Select-- ▾	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Assessing Teacher Effectiveness	--Select-- ▾	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Assessing Leader Effectiveness	--Select-- ▾	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Class Size Reduction	Excellent ▾	<input checked="" type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Professional Learning for Teachers	Excellent ▾	<input checked="" type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Professional Learning for Leaders	--Select-- ▾	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process

Retention	--Select--	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Recruitment	--Select--	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process
Other – Please List	--Select--	<input type="checkbox"/> Student Learning	<input type="checkbox"/> Demographic	<input type="checkbox"/> Perception	<input type="checkbox"/> Process

**NOTE: COMPLETE THE FOLLOWING SECTIONS (4-9) ONLY IF IIA FUNDED PL IN FY2013.**

**4.A Professional Learning for Teachers and/or Leaders – Topics Addressed**

Check the two most prevalent topics.

- ☐ Classroom Management
- ☒ Assessment Uses
- ☐ Diversity and Equity Multicultural Education
- ☐ Differentiated Instruction/Universal Design for Learning
- ☐ Educational Leadership
- ☐ Exceptional Education
- ☐ English Language Learners
- ☐ Common Core Implementation
- ☐ Content (Core Subjects)



- ☐ Instructional Strategies
- ☐ Student Engagement
- ☐ Data-Driven Instruction
- ☐ Graphic Organizers
- ☐ Higher Order Thinking and Rigor and Relevance
- ☐ Vocabulary
- ☐ Technology Integration
- ☒ Instructional Planning
- ☐ Gifted/AP Training
- ☐ Response to Intervention
- ☐ Brain Based Multiple Intelligences
- ☐ School Climate
- ☐ Integrated Curriculum
- ☐ Other – Please List

#### 5.A Professional Learning Delivery Models

Check the 3 most prevalent methods.

- ☒ Job-Embedded Professional Learning (Professional Learning Communities, Coaching,

Action Research, Looking at Student Work, Book Study)

- ☐ Faculty Meeting
- ☒ Workshops
- ☐ Institutes
- ☒ Conferences
- ☐ Consultants
- ☐ Online PD Modules
- ☐ Webinars
- ☐ Cohort
- ☐ College Course
- ☐ Alternative Certification Course
- ☐ Lecture
- ☐ Other – Please List

Professional Learning Reflection

Please respond to the following:

**6.A** What professional learning model provided in Fiscal year 2013 had the greatest impact on your district's goals? Grade level summer workshops where teachers worked to understand standards and develop pacing guides and common assessments.

**7.A** How does your district assess how professional learning is positively impacting teacher and/or leader behavior?

Through classroom observations and standards mastery per student per teacher

**8.A** How does your district assess how professional learning is positively impacting student achievement? By looking at the percent of students who have mastered 80% of standards and are on grade level.

**9.A** How have these experiences helped to combat inequities within your district's schools and your district? Common planning to develop pacing guides and the use of common assessments to measure student achievement supports all teachers and helps to ensure that students are evaluated consistently across the district and that the standards are taught at the same level of rigor.

## Title II, Part A FY15 Equity Plans

### Project EQ

#### WHAT IS PROJECT EQ?

**Project EQ** is Georgia's on-line resource for sharing and collaborating on the development and implementation of initiatives to ensure access to equitable educational opportunities for ALL students in the State regardless of economic status, gender, race or ethnicity. Project EQ was created by the Georgia Professional Standards Commission (GaPSC) to provide policy makers and school systems with a library of effective equity initiatives as well as a forum for discussions among school systems and state agencies as they each implement, improve upon and realize results from their equity programs. As each local education agency (LEA) in Georgia responds to the requirements of the eight areas of equity required by the federal government, it develops and submits an Equity Plan onto Project EQ that addresses where the system is in meeting the challenge of each equity indicator as well as actions which have been implemented or are being implemented to assure that ALL students are receiving the best possible educational opportunities available in order to affect student achievement.

## WHAT ARE THE REQUIRED AREAS FOR ASSESSING EQUITY?

The areas for assessing equity include:

- 1) participation in a needs assessment,
- 2) equity of stakeholder involvement,
- 3) highly qualified teachers,
- 4) experienced and effective leaders, teachers and paraprofessionals,
- 5) class size equity,
- 6) teacher preparation and ability to meet the diverse needs of the student population,
- 7) retention of highly qualified leaders, teachers, and paraprofessionals and
- 8) recruitment of highly qualified leaders, teachers, and paraprofessionals.

## HOW DO I BEGIN?

- On the Internet, go to **<http://eq.gapsc.org>** for entrance into the EQ Project site.
- On the first screen, you will see a welcome message and menu items.

## WHAT MENU OPTIONS ARE AVAILABLE?

On the left hand side of the screen, you will see: Home, Registration, Log In, Published Plans, About Us, and Help.

- **Home:** “Home” takes you to *this* page in Project EQ.
- **Registration:** This menu option is where you will register yourself by entering your email address, password, name, address, and phone number. Note: The Project EQ website has been completely redesigned. All users registered prior to 10/1/11 must create a new account.
- **Log In:** On this screen, you will enter your email address and password. If you downloaded your previous Equity Plans in the Project EQ system, the login information and procedures will be the same.

- From here, you will enter the area where you will enter your Equity Plan either by “cutting and pasting” from a “Word” document (by indicator) or by typing your plan directly into each indicator.
- **Published Plans:** Once Equity Plans are submitted by the LEAs and approved by the Title II, Part A Education Specialist, the plans will be “published” for viewing. This area is where you are able to view your system’s plan and others throughout the State.
- **About Us:** This menu option describes the creation of Project EQ and the reasons for the project. Contact information is included.
- **Help:** The Help Screen provides information on Project EQ as well as additional contact information. Information is given on whom you should contact if you have technical problems or content questions.

## HOW DO I SUBMIT MY EQUITY PLAN ON PROJECT EQ?

Project EQ for FY15 is in revision. Directions will be available to Local Education Agencies (LEAs) when revisions are complete.

## HOW DO I PRINT MY PLAN?

The plan can be printed in whole or by individual indicator. Also, the entire plan can be copied and pasted into a Word file that will retain the displayed format.

- A small print icon is located at the top right portion of the plan page. This icon allows you to print just the indicator that is displayed.
- The large print icon will allow you to print the entire document. This icon is located at the bottom of the screen.

## HOW DO I SEARCH FOR PARTICULAR PLANS?

1. To search for particular plans, use the Find Plan search field to the left of the [Published Plans](#) page.
2. *The power search* tab will allow you to further refine your query by a number of key filters.
3. Click on the *system name* to view the whole plan or use the *magnifying glass* icon to view a brief system summary.
4. Clicking on the *Click for Summary* link will display the initial rubric section that met your search criteria.
5. The small *print icon* is also available here in the top right corner of the summary.

### HOW DO I ADD THOUGHTS, SUGGESTIONS OR QUESTIONS ON ANOTHER SYSTEM'S EQUITY PLAN?

1. You will need to first register an account by either clicking the [Sign Up](#) link at the top right of the page or the “Registration” button on the left side of the Home page. If you have already registered, you may click on the “Log In” link at the top right of the page.
2. Once you are logged in, you can post your questions and comments in the *Post Your Comments* field located at the bottom of each plan’s page.
3. You will receive an email notification when a response or additional inquiry has been made to an equity plan you have commented on or if a comment has been sent on *your* plan.

### WHAT DO I DO IF I HAVE QUESTIONS OR NEED ASSISTANCE WITH PROJECT EQ?

If you have questions or need assistance with the content of your Equity Plans or how to use the Project EQ system, please contact your GaPSC Title II, Part A Education Specialist.

If you have technical issues with the Project EQ system, please email [eq@gapsc.com](mailto:eq@gapsc.com) and copy your GaPSC Title II, Part A Education Specialist.

