



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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.



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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).

