



Georgia Department of Education

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

FY 24 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2024	LEA Name	Newton	LEA Coordinator	Shundreia Neely
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1

Data Variable	STUDENT ACHIEVEMENT
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS
If applicable, student achievement area of focus	ALL CONTENT AREAS
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS

<p>Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>Previously, the CCRPI Single Score was used in the required analysis. However, with the aftermath of the pandemic, Student Proficiency in the SI Dashboard will allow a closer analysis of the impact of targeted teacher development on content, pedagogy, and student support and interventions.</p> <p>The required analysis will concentrate on decreasing the number of beginning learners in the categories of All Students, Minority, and Economically Disadvantaged in each grade band: elementary, middle, and high as measured by the Georgia Milestones Assessment.</p>							
	Elementary ELA BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	43.82	30.71	13.11	41.16	29.26	11.9	-1.21
	Minority	50.15	39.36	10.79	44.93	36.26	8.67	-2.12
	Economically Disadvantaged	50.5	39.41	11.09	44.77	38.46	6.31	-4.78
	Elementary Math BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	43.05	26.03	17.02	40.77	24.2	16.57	-0.45
	Minority	50.03	35.26	14.77	45.36	31.22	14.14	-0.63
	Economically Disadvantaged	49.02	33.83	15.19	44.53	33.32	11.21	-3.98
	Elementary Sci BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	45.32	33.47	11.85	46.81	31.23	15.58	3.73
	Minority	53.58	43.82	9.76	50.99	39.11	11.88	2.12
	Economically Disadvantaged	52.59	42.73	9.86	51.64	39.02	12.62	2.76



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	Middle ELA BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	41.92	27.55	14.37	39.37	26.96	12.41	-1.96
	Minority	49.68	35.41	14.27	41.39	32.61	8.78	-5.49
	Economically Disadvantaged	50.62	35.38	15.24	41.62	36.38	5.24	-10
	Middle Math BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	48.78	28.39	20.39	46.74	27.94	18.8	-1.59
	Minority	57.63	37.98	19.65	50.23	35.4	14.83	-4.82
	Economically Disadvantaged	57.79	36.38	21.41	49.46	38.36	11.1	-10.31
	Middle Sci BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	53.21	38.21	15	52.8	40.96	11.84	-3.16
	Minority	62.61	49.13	13.48	54.12	48.8	5.32	-8.16
	Economically Disadvantaged	63.37	47.38	15.99	56.25	49.69	6.56	-9.43
	Middle SS BL	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	35.82	24.98	10.84	37.36	25.64	11.72	0.88
	Minority	44.24	33.74	10.5	40.79	31.95	8.84	-1.66
	Economically Disadvantaged	44.66	32.57	12.09	39.29	35.47	3.82	-8.27
	High ELA BL (American Literature)	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	32.22	26.75	5.47	25.53	21.68	3.85	-1.62
	Minority	36.57	33.8	2.77	28.01	27.81	0.2	-2.57
	Economically Disadvantaged	39.42	33.85	5.57	28.06	31.57	-3.51	-9.08
	High Math BL (Algebra I)	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
	All Students	74.16	43.09	31.07	57.9	33.21	24.69	-6.38
	Minority	77.55	51.73	25.82	61.75	41.05	20.7	-5.12



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Economically Disadvantaged	78.23	49.86	28.37	62.27	44.97	17.3	-11.07
High Sci BL (Biology)	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
All Students	62.13	32.02	30.11	50.47	28.08	22.39	-7.72
Minority	70.05	41.5	28.55	54.12	35.68	18.44	-10.11
Economically Disadvantaged	69.65	39.65	30	54.59	39.53	15.06	-14.94
High SS BL (US History)	2021 LEA	2021 GA	Diff	2022 LEA	2022 GA	Diff	Inc or Dec
All Students	29.05	24.66	4.39	32.98	22.98	10	5.61
Minority	36.13	32.04	4.09	36.61	29.86	6.75	2.66
Economically Disadvantaged	38.12	32.49	5.63	35.78	33.74	2.04	-3.59

In 2021, a double-digit gap exists in the number of Elementary and Middle beginning learners in all content areas between GA and the LEA. ELA and Social Studies in High show a smaller gap while Math and Science maintain a double-digit gap similar to Elementary and Math. In 2022, the number of beginning learners lessened in each content area except particular areas of Science and Social Studies. The red and green numbers illustrate where the number of beginning learners increased or decreased in the content area.

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will ALLOCATE/COORDINATE Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
<ul style="list-style-type: none"> ➤ Implement the use of Frontline Professional Growth and Content Leader Reports as a tool for providing professional growth opportunities ➤ Utilize the services of an external consultant to focus on ways to close the equity gap with students in poverty and minority students 	<ul style="list-style-type: none"> ➤ Monthly monitoring of Frontline Professional Growth reports (walkthrough, usage, etc.) ➤ Surveys regarding PL provided by consultant 	<ul style="list-style-type: none"> ➤ Utilize Frontline Professional Growth Walkthrough Data to determine if strategies are being used ➤ Utilize the reports for the use of Frontline Professional Growth to determine the participation 	<p>The LEA will purchase Frontline Professional Growth, a professional learning resource, to support teachers' instructional practices through a personalized learning experience.</p> <p>Additionally, the LEA will purchase consulting services that offer coaching and modeling sessions to instructors on effective professional learning communities, research-based instructional strategies, and building students' background knowledge. Funding will be allocated from Title IIA to support the implementation of these equity interventions.</p>	Title IIA Coordinator District Administration School Administrators Teacher Leaders	Monthly activities/strategies will be provided/implemented from July - June



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<p>through the use of research-based instructional strategies, building background knowledge, and technology integration in schools where the greatest gaps exist.</p> <ul style="list-style-type: none"> ➤ Content-specific professional learning which is related to student achievement goals <p>Implementation of the following strategies:</p> <ul style="list-style-type: none"> ➤ RtI/MTSS strategies ➤ Effective teaching practices ➤ Use of common assessment data ➤ Co-teaching practices ➤ Use of Research-Based Instructional Strategies ➤ Building Background Knowledge ➤ Technology Integration 		<p>in the program</p> <ul style="list-style-type: none"> ➤ Utilize the reports for professional learning courses completed ➤ GA Milestones Data ➤ Formative Assessment Data ➤ Surveys regarding PL provided by consultant effectiveness of implemented strategies 			
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Data Profile Variable Selected for Equity Gap #2															
Data Variable	TEACHER RETENTION														
Equity Intervention	EI-5 SUPPORT THE RETENTION OF EFFECTIVE TEACHERS & EFFECTIVE SCHOOL LEADERS														
If applicable, student achievement	ALL CONTENT AREAS														
If applicable, grade level spans of focus	ALL GRADE LEVELS														
Indicate subgroup focus	ALL SUBGROUPS														
<p>Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>According to SLDS SI Dashboard, teacher retention rate information based on the fall FTE is as follows:</p> <table border="1"> <thead> <tr> <th>LEA</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2019-79%</td> <td>2019-86%</td> </tr> <tr> <td>2020-81%</td> <td>2020-86%</td> </tr> <tr> <td>2021-83%</td> <td>2021-89%</td> </tr> <tr> <td>2022-N/A</td> <td>2022-N/A</td> </tr> </tbody> </table> <p>The data above shows the retention rates for both the LEA and the state. There is an equity gap between the state and LEA for the three years listed. The gap is as follows: 2019-6%; 2020- 5%; 2021-6%.</p> <p>Data shows there was an increase of 2% from the year 2019 to 2020 and a 2% increase from the year 2020 to 2021. 2022 data is yet available in the SLDS SI Dashboard. As a result, teacher retention will continue to be a major focus for NCSS. The activities and strategies used to address the equity gap were effective.</p> <p>The current and previous exit data reveal that teachers wish to have additional opportunities for growth outside of the classroom. In efforts to address the exit data, the LEA will continue to maintain funding for teacher retention strategies. The past two years show an increase in the retention rate.</p>					LEA	State	2019-79%	2019-86%	2020-81%	2020-86%	2021-83%	2021-89%	2022-N/A	2022-N/A
LEA	State														
2019-79%	2019-86%														
2020-81%	2020-86%														
2021-83%	2021-89%														
2022-N/A	2022-N/A														
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).															
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will ALLOCATE/COORDINATE Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)										
<ul style="list-style-type: none"> Provide opportunities for teachers to obtain endorsements through Griffin RESA and other RESAs 	<ul style="list-style-type: none"> Monitoring of documentation provided by HR for GACE and TAPP Reimbursement 	<ul style="list-style-type: none"> Walkthrough data Survey Data on Effectiveness of PL and teacher 	Funds will be allocated from Title IIA for: <ul style="list-style-type: none"> reimbursement of GACE and TAPP fees for endorsements/certification 	Title IIA Coordinator HR Dept. District Directors	Monthly activities/strategies will be provided/implemented from July - June										



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<ul style="list-style-type: none"> ➤ Reimbursement of GACE funds ➤ Reimbursement of TAPP Fees ➤ Provide opportunities for teachers to serve in various teacher leader roles to support more effective teaching and student learning of all teachers as a way to retain quality teachers ➤ Provide a quality New Teacher Induction program for teachers new to the profession and district (including the funding of mentors and teacher induction teacher leaders) ➤ Provide personalized professional learning opportunities ➤ Provide professional learning opportunities for instructional coaches and teacher leaders, utilizing an external consultant to focus on ways to assist/support teachers with instructional practices that positively impact student achievement 	<ul style="list-style-type: none"> ➤ Monthly teacher leader agendas and sign-in sheets ➤ Monthly mentor logs ➤ Surveys regarding PL provided by consultant 	<p>leader programs</p> <ul style="list-style-type: none"> ➤ GA Milestones Assessment Data ➤ Formative Assessment Data ➤ State Survey Data 	<ul style="list-style-type: none"> ➤ professional learning for instructional coaches and teacher leaders ➤ Stipends for teacher leaders and mentors to support teachers' instructional practices. 	<p>School Administrators</p>	
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FY 23 Equity Gap #1

Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation:

The 2022 Georgia Milestones Assessment data shows, the number of students demonstrating proficiency at the beginning learner level decreased in the areas of ELA and math at the elementary, middle, and high school level when compared to the 2021 Georgia Milestones Assessment data. There was also a decrease in students performing at the beginning learner level on the middle school science assessment.

ELA: 43.82 to 41.16 (Elementary); 41.92 to 39.37 (Middle); 32.22 to 25.53 (High)
 Math: 43.05 to 40.77 (Elementary); 48.78 to 46.74 (Middle); 74.16 to 57.9 (High)
 Science: 45.32 to 46.81 (Elementary); 53.21 to 52.8 (Middle); 62.13 to 50.47 (High)
 Social Studies: 35.82 to 37.36 (Middle); 29.05 to 32.98 (High)

The 2022 Georgia Milestones Assessment subgroup data report also revealed decreases in the percentage of students demonstrating proficiency at the beginning learner level. Minority subgroup data revealed a decrease in students scoring in the beginning learner range in all content levels at the elementary, middle, and high school, except in the area of high school social studies. The economically disadvantaged subgroup data showed a decrease in the percentage of students demonstrating proficiency at the beginning learner level in all content areas at the elementary, middle, and high school level.

Minority

ELA: 50.15 to 44.93 (Elementary); 49.68 to 41.39 (Middle); 36.57 to 28.01 (High)
 Math: 50.03 to 45.36 (Elementary); 57.63 to 50.23 (Middle); 77.55 to 61.75 (High)
 Science: 53.58 to 50.99 (Elementary); 62.61 to 54.12 (Middle); 70.05 to 54.12 (High)
 Social Studies: 44.24 to 40.79 (Middle); 36.13 to 36.61 (High)

Economically Disadvantaged

ELA: 50.5 to 44.77 (Elementary); 50.62 to 41.62 (Middle); 39.42 to 28.06 (High)
 Math: 49.02 to 44.53 (Elementary); 57.79 to 49.46 (Middle); 78.23 to 62.27 (High)
 Science: 52.59 to 51.64 (Elementary); 63.37 to 56.25 (Middle); 69.65 to 54.59 (High)
 Social Studies: 44.66 to 39.29 (Middle); 38.12 to 35.78 (High)

School-level analysis reveals gaps exist in schools where demographics continue to shift. Allocation of resources to help teachers prepare to serve all students is necessary. Additionally, the progress in decreasing beginning-level learners for the LEA shows that activities and strategies used to address the equity gap should continue to be monitored. The LEA will continue to provide professional learning intervention strategies for improvement and growth as well as support the Professional Learning Community process, federal and non-federal funds will be used to close the achievement gaps.

FY 23 Equity Gap #2



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Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation:

Teacher and Leader Retention data are unavailable for 2022. Therefore, we will follow our previous data analysis. Data shows there was an increase of 2% from year 2019 to 2020 and a 2% increase from year 2020 to 2021. As a result, teacher retention will continue to be a major focus for NCSS. The activities and strategies used to address the equity gap were effective.