



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

FY22 Local Education Agency (LEA) Equity Action Plan
Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2022	LEA Name	Troup County	LEA Coordinator	Leigh Thrailkill
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1

Data Variable	STUDENT ATTENDANCE
Equity Intervention	EI-7 PROVIDE EQUITABLE ACCESS TO STUDENT SUPPORT PROGRAMS 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	ECONOMICALLY DISADVANTAGED

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.

Students identified as economically disadvantaged (ED) have many challenges including attendance, academic achievement, and behavior. ED students have a higher rate of absenteeism as evidenced by 20% of elementary students, 22% of middle school students, and 20% of high school students having 10 or more unexcused absences. Formative assessment Reading Inventory indicate similar gaps in End-of-Year Below Basic performance of ED students: 33% of elementary school students, 30% of middle school students, and 28% of high school students scored below basic. SY21 discipline data indicate that 87% of elementary behavior referrals, 79% of middle school, and 62% of high school behavior referrals were for students identified as economically disadvantaged. Troup County School System (TCSS) economically disadvantaged students lack access to be able to participate in activities beyond the school day and also lack the ability to get to school when they miss the bus. Research suggests that students who are mentored by caring adults and affiliate with like-minded peers in activities that they enjoy doing are more likely to feel connected to the school and perform better academically. It is imperative that the TCSS create and provide access to activities and environments in which students feel they belong and receive social emotional support in activities that extend the learning day. Improved connections with mentors and like-minded peers will improve attendance and assessment scores. Finally, students with mentoring and SEL supports experience fewer discipline events with less serious dispositions when they have caring adults and educational purpose.

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	Data to be collected to monitor the IMPLEMENTATION of	Data to be collected to measure the EFFECTIVENESS of	Describe how the LEA will ALLOCATE/COORDINA	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
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LEA will implement to address Equity Gap #1.	intervention activities/strategies for Equity Gap #1.	intervention activities/strategies in reducing Equity Gap #1.	<u>TE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.		
<p>Transportation (late bus routes and buses for after school activities)</p> <p>After school activities/club opportunities – Stipends to pay teachers to sponsor after school programs</p> <p>Exceptional Education professional learning – social emotional learning resources and Capturing Kids Hearts Program</p>	<p>Bus routes and number of participating students</p> <p>List of teachers/staff receiving stipend/time sheets</p> <p>Training materials, agendas, sign in sheets</p>	<p>Gaps between All and ED Students:</p> <p>Attendance measure - absent > 10 days and Academic ELA - Below Basic Performance</p> <p>Student participation</p> <p>Gaps between All and ED Students:</p> <p>Attendance measure - absent > 10 days and Academic ELA - Below Basic Performance</p> <p>Discipline events – frequency and disposition, SWSS (PBIS) data</p>	<p>CARES funds, Title funds</p> <p>CARES funds, Title funds</p> <p>IDEA funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Assistant Superintendent of Operations, Director of Transportation</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Exceptional Education Director, Students Services</p>	<p>Annually- Throughout the 2021-2022 school year</p> <p>Annually- Throughout the 2021-2022 school year</p> <p>Monthly Data Review for SY22</p>



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<p>Continued implementation of Attention to Attendance (A2A) program.</p>	<p>Attendance reports/letters</p>	<p>Gaps between All and ED Students:</p> <p>Attendance measure - absent > 10 days and Academic ELA - Below Basic Performance</p>	<p>General Funds</p>	<p>Director, SEL Coordinator, Principals</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors</p>	<p>Monthly Data Review for SY22</p>
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Data Profile Variable Selected for Equity Gap #2					
Data Variable	STUDENT ACHIEVEMENT				
Equity Intervention	EI-10 EQUITABLE ALLOCATION OF ACADEMIC RESOURCES TO STUDENTS				
If applicable, student achievement area of focus	ALL CONTENT AREAS				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ECONOMICALLY DISADVANTAGED				
<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>The Troup County School System continues to see significant gaps between the academic performance of All students and our economically disadvantaged student subgroup in the areas of ELA and Math Using FY21 end-of-year iReady data, 55% of ED 3rd grade, 79% of 5th grade, and 70% of 8th grade students scored below grade level. In Math, 76% of 3rd grade, 74% of 5th grade and 81% of 8th grade ED students scored below grade level. Ninth grade ED students failing 2 or more courses was 36%.</p>				
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 <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> 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)
The addition of Teachers on Special Assignment (TOSAs) – all elementary schools	Teacher schedules – documentation of professional learning	iReady formative assessment data in Math and ELA, grade distribution, GMAS data	Title funds, General funds	Assistant Superintendent of Curriculum, Instruction and Professional Learning, System	Quarterly – SY22



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<p>iReady ELA and Math Diagnostic</p>	<p>iReady data reports</p>	<p>iReady implementation reports, iReady diagnostic reports</p>	<p>Title funds and L4GA funds</p>	<p>Directors, Principals</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors, Principals</p>	<p>Quarterly – SY22</p>
<p>After School Programs/Extended Learning – Transportation</p>	<p>Transportation routes, After school program attendance logs</p>	<p>iReady formative assessment data in Math and ELA, grade distribution</p>	<p>CARES Funds, Title Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Assistant Superintendent of Operations, Transportation Director</p>	<p>Quarterly – SY22</p>
<p>Virtual and face-face tutoring for at-risk students</p>	<p>Tutoring logs/reports</p>	<p>iReady formative assessment data in Math and ELA, grade distribution, GMAS data</p>	<p>CARES, Title Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors</p>	<p>Quarterly – SY22</p>



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Purchase of new ELA curriculum and resources	Purchase order and professional learning documentation	iReady formative assessment data, GMAS data	General funds	Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors	Quarterly – SY22
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FY21 Equity Gap #1

Reflect on FY21 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 FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Not Effective - Adjust Activities/Strategies

Explanation: In SY21, the TCSS purchased and implemented Ready Math. Teachers participated in professional learning throughout the year and by the end of the year we started to see slight movement in iReady formative assessment EOY data. The recommendation is to continue to implement the Ready Math curriculum "with fidelity" in SY22 and monitor formative assessment data with respect to closing the gaps between ALL and ED students in regularly scheduled Professional Learning Community (PLC) meetings designed to adjust instructional practices based as indicated in the data.

FY21 Equity Gap #2

Reflect on FY21 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 FY21 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Not Effective - Adjust Activities/Strategies

Explanation: ELA and Reading academic performance is beginning to improve based on iReady formative assessment data and the implementation of the Foundations curriculum purchased in SY20 and implemented in K-2 in SY21. However, TCSS still lacks a complete ELA curriculum and instructional coherence. In SY22, TCSS will purchase ELA curriculum materials for elementary and middle levels. With robust professional learning and implementation "with fidelity", we should see additional improvements in SY22.