



Georgia Department of Education

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

FY19 Local Education Agency (LEA) Equity Action Plan

Fiscal Year	2019	LEA Name	City Schools of Decatur	LEA Contact	Willie Washington, Title II A Coordinator Lillie Huddleston, Equity Director
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Data Profile Variable Selected for Equity Gap #1	
Discipline OSS	
If applicable, indicate student achievement area of focus	Other
If applicable, indicate grade level spans	9-12
If applicable, indicate subgroup focus	All Subgroups
<p>Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus in FY19. 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>Data Source: The following information is an excerpt from the Equity Needs Assessment completed in May 2018. The findings were derived the last three school years of data from the SLDS. The summary highlights existing racial disparities with respect to academic performance, discipline, and perceptions of equity and fairness based on multiple stakeholders.</p> <p>The quantitative findings from this assessment were drawn from student-, school-, and district-level outcomes data (e.g., attendance, behaviors, and academics) collected from the 2015-2016, 2016-2017, and 2017-2018 (fall term only) academic years. Demographics were also collected from surveys as well as closed-ended responses in which varying types of analyses were conducted (frequencies, cross-tabulations, and chi-squared tests with effect sizes). The information provided in this section serve as only a brief overview of results.</p> <p>When conducting chi-squared tests for quantitative survey data, substantial differences were found between Black or African American and White students, teachers, staff, and parents. For instance, compared to White students, Black or African American students reported significantly more often that they strongly disagreed with statements about fair school discipline policies, feeling respected by their peers, and teachers treating students equitably. These findings were corroborated with outcomes data in that across all three academic years, more than 60% of all behavioral incidents were for Black or African American students, with White students</p>



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	<p>accounting for only 26.5 to 32.1 percent of all behavioral incidents. Black or African American students were also receiving different types of resolutions for the same behavioral incident in some cases. For example, in 2016-2017, 20.5 percent of Black or African American students with a disorderly conduct incident received an out of school suspension, while only 2.1 percent of White students committing the same incident received an out of school suspension. White students committing the same incident were most likely to receive a lunch detention (29.2%).</p>
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Equity Intervention Selected to Address Equity Gap #1

EI-1 Provide Targeted Teacher Development on Content, Pedagogy and Student Supports and Interventions

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year.

Describe the intervention <u>ACTIVITIES/STRATEGIES</u> the LEA will implement to address Equity Gap #1.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) Train interventionists on Check and Connect (Student Engagement Coach) and other CEIS core team members (DHS Principal)	1) Equity Director/SpEd Director	1) Completed by 8.10.2018
2) Identify students at-risk for OSS from Decatur High School Students	2) Equity Director/SpEd Director, Student Engagement Coach	2) 8.1.2018 and ongoing
3) Implement Student Check and Connect Intervention	3) Student Engagement Coach	3) 8.31.2018 and weekly
4) Implement Parent Component Check and Connect Intervention	4) Student Engagement Coach	4) 8.31.2018 and monthly
5) Train interventionists on Mindfulness Training (Interactive version)	5) Equity Director/SpEd Director, Student Engagement Coach, Graduation Coach	5) 8.15.2018 and ongoing
6) Implement Mindfulness intervention with selected student group identified above	6) Student Engagement Coach	6) 8.16.2018 and weekly



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Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) Check and Connect BOY survey	1) Student Engagement Coach/ Graduation Coach	1) 8.16.2018
2) Attendance data, behavior referrals, and EOC grades	2) Equity Director/SpEd Director	2) Weekly
3) Check and Connect MOY survey	3) Student Engagement Coach	3) 1.31.2019
4) Mindfulness pre-assessments	4) Student Engagement Coach / Graduation Coach	4) 8.16.2018
5) Classroom observation data	5) Equity Director & SpEd Director	5) Monthly
Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) Check and Connect EOY Student and Parent survey	1) Student Engagement Coach/Graduation Coach	1) By 5.31.2019
2) Mindfulness post-assessments	2) Student Engagement Coach/Graduation Coach	2) By 5.31.2019
3) Attendance data, behavior referrals, and EOC grades	3) Equity Director/SpEd Director	3) 6.21.2019
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.		
CEIS grant allocation: - For FY19 these funds will be utilized to support the above referenced activities/ strategies that will be implemented, monitored and measured.		

Data Profile Variable Selected for Equity Gap #2
Student Achievement



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If applicable, indicate student achievement area of focus	Reading/ Lexiles	
If applicable, indicate grade level spans	K-5	
If applicable, indicate subgroup focus	All Subgroups	
<p>Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus in FY19. 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>In a study released at the American Educational Research Association Convention on April 8, 2011, the study revealed that a student who could not read on grade level by the end of third grade is four times less likely to graduate by age 19 than a student who can read proficiently by the end of third grade. In reviewing the Georgia Milestones data from Spring 2015, 2016, and 2017 and after disaggregating the data into the district's two primary subgroups (black students and white students), there were statistically significant gaps in academic performance on the 3rd grade Georgia Milestones assessment. For 2015, 44% of Black students were proficient or distinguished compared to 72.3% of White students who were proficient or distinguished; for 2016, 32.0% of Black students were proficient or distinguished compared to 72.0% of White students who were proficient or distinguished; for 2017, 29.8% of Black students were proficient or distinguished compared to 78.2% of White students who were proficient or distinguished.</p>	
Equity Intervention Selected to Address Equity Gap #2		
EI-7 Provide Equitable Access to Student Support Programs and Interventions		
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year.		
Describe the intervention <u>ACTIVITIES/STRATEGIES</u> the LEA will implement to address Equity Gap #2.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) Host REAP PL, a research-based early reading intervention for the targeted grades of K and 1st grade. (The Orton-Gillingham-based (OG) coursework that advances the understanding of the underlying principles in teaching reading, spelling, and vocabulary)	1) District Reading Specialist	1) July 2018 – March 2019
2) Work with teachers as they plan and integrate the OG approach into their classroom rituals and routines.	2) School-based Instructional Coaches and District Reading Specialist	2) August 2018 – May 2019



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3) Conduct/coordinate model lessons that integrate the OG approach.	3) School-based Instructional Coaches and District Reading Specialist	3) August 2018 – May 2019
Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) Observations notes to be discussed and reviewed on REAP Coaching Days for the OG-trained K and 1st grade teachers	1) School-based Instructional Coaches and District Reading Specialist	1) October 2018 – May 2019
Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
1) Student learning data in reading	1) Research and Data Analytics Director and District Reading Specialist	1) August 2018 – May 2019
Describe how the LEA will <u>ALLOCATE/COORDINATE</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.		
For FY19, the Decatur Education Foundation (DEF) grant and local funds will be utilized to support the above referenced activities/ strategies that will be implemented, monitored, and measured.		