



FY23 Local Education Agency (LEA) Equity Action Plan

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

Fiscal Year	2023	LEA Name	City Schools of Decatur	LEA Coordinator	Willie Washington
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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	MATHEMATICS
If applicable, grade level spans of focus	6-8
Indicate subgroup focus	MINORITY
<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>In City Schools of Decatur, middle school trends show significantly disproportionate outcomes in mathematics data between black and white students. Using our 2020-2021 data disaggregated in SLDS, we see that 57.6 percent of all students that tested were proficient or distinguished in math. The breakdown for all student is as follows:</p> <p>Beginning Learner: 11.2% Developing Learner: 31.2% Proficient Learner: 38.7% Distinguished Learner: 18.9%</p>
	<p>When disaggregated by race, the need for focused, immediate improvement becomes evident. For white students in mathematics, 63% of students scored proficient or distinguished. The breakdown is as follows:</p> <p>Beginning Learner: 5% Developing Learner: 31% Proficient Learner: 44% Distinguished Learner: 19%</p>
	<p>That is in contrast to only 17% of black students scoring proficient or distinguished. For black students, the breakdown is as follows:</p> <p>Beginning Learner: 48% Developing Learner: 34% Proficient Learner: 14% Distinguished Learner: 3%</p>
	<p>The action steps below are specifically intended to address these disproportionate outcomes.</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 #1.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.	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.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
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<p>Increase 6th grade REP support: The goal of this clustered/augmented model would ensure that learning is purposefully planned each term to correspond with the grade level scope and sequence, while at the same time ensuring that prior concepts needed to achieve grade level mathematics are explicitly taught/ practiced during the class time. Often this work happens in chunks and segments throughout the week- the purposeful clustering of students will ensure that this work is happening consistently throughout the week/units.</p>	<p>-Monthly with STAR math</p> <p>- 6th grade common math assessments</p> <p>-MAP data will be monitored for mid year growth</p>	<p>Star/MAP/GMAS</p>	<p>No specific resources are needed below the resources provided for all general education and REP students. Resources will be targeted and used to intentionally address individual student needs.</p>	<p>REP teachers, School Administration, District Support.</p>	<p>Progress Monitoring Star-Monthly</p> <p>MAP-mid year</p> <p>GMAS-Annual</p>
<p>Math Connections Class With an additional REP teacher, qualifying students can receive math support during Connections time.</p>	<p>-Monthly with STAR math</p> <p>- 6th grade common math assessments</p> <p>-MAP data will be monitored for mid year growth</p>	<p>Star/MAP/GMAS</p>	<p>Teachers have access to manipulatives and online supports. No additional supports are required.</p>	<p>REP teachers, School Administration, District Support</p>	<p>Progress Monitoring Star-Monthly</p> <p>MAP-mid year</p> <p>GMAS-Annual</p>
<p>Assessment alignment/Data Reviews/Reteaching Teams will work to review assessments to ensure clear alignment to GSEs, monitor class performance, and provide targeted reteach opportunities. PLC teams will monitor data to determine instructional needs.</p>	<p>-Monthly with STAR math</p> <p>- 6th grade common math assessments</p> <p>-MAP data will be monitored for mid year growth</p>	<p>Star/MAP/GMAS</p>	<p>No specific resources are needed below the resources provided for all general education. Through our PartnerUp collaboration with Georgia Virtual, teachers may use online modules for reteaching.</p>	<p>REP teachers, School Administration, District Support</p>	<p>Progress Monitoring Star-Monthly</p> <p>MAP-mid year</p> <p>GMAS-Annual</p>



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Data Profile Variable Selected for Equity Gap #2					
Data Variable	DISCIPLINE OSS				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	OTHER				
If applicable, grade level spans of focus	6-8				
Indicate subgroup focus	MINORITY				
<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>Based on the unduplicated student count for discipline action in the student record data from the 2021 – 2022 school, Black students disproportionately received a discipline consequence of OSS. While Black students represented 29% of the student population at Renfro Middle School, they made up 67% of students receiving OSS during the 2021– 2022 school year.</p> <p>Total # students getting OSS 152 (Grades 6-8)</p> <ul style="list-style-type: none"> Black (67%) White (25%) <p>Student Population (Grades 6-8)</p> <ul style="list-style-type: none"> Total Black (29%) Total white (68%) Total # 1351 				
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)
Implementation of PBIS	Meeting logs from monthly PBIS Coaches Meeting	SWIS/PBIS Rewards App Data TFI Score	Equity and Student Services budget	District PBIS Coach	Coaches meeting notes – monthly TFI – 3 times per year SWIS/PBIS Rewards Data - Monthly
Suspension Prevention Task	Monthly meeting logs	Infinite Campus referral data	Equity and Student Services budget	Equity Director	Meeting logs –



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Force – PLC of Administrators, Teaching Staff, and Support Personnel related to Alternative Discipline		Progress monitoring of Suspension Prevention Goal		Associate Superintendent	monthly Suspension Prevention Goal – 3 times per year
Assistant Principal PLC – Professional development related to Restorative practices and Culturally Responsive Education	Monthly meeting logs	Monthly review of IC referrals	Equity and Student Services budget Federal Programs Budget – Restorative Practices (Train the Trainer PL)	Equity Director Associate Superintendent	Meeting logs – Monthly Review of IC Monthly, BOY (baseline); MOY, and EOY



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FY22 Equity Gap #1

Reflect on FY22 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 FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Not Effective - Abandon Activities/Strategies

Explanation: In FY22 CSD planned to implement Reading Recovery and LLI as academic interventions as a part of the CLIP Equity Action Plan and mirroring the CCEIS Plan. However, due to training dates and virtual classes meeting capacity, the Student Engagement Coach/interventionist was not able to attend a training session for LLI during the months of August-December. In addition, due to the start/hire date of the Student Engagement Coach, she was not able to register for Reading Recovery with Georgia State University. After consultation with the GLRS monitoring director, CSD decided to pause the implementation of both of these interventions until the interventionist could receive the proper training for each intervention. The other interventions associated with the CLIP Equity Action Plan and CCEIS plan were implemented as implementation was not affected. For the students on the caseload, the Student Engagement Coach met with the scholars on a weekly basis. Teachers were emailed regarding the additional support being in place and to share any concerns, if needed. Monthly meetings were held with the school's administrative staff. The Student Engagement Coach also communicated with the parents to discuss regular progress and goal setting. For FY23, the CLIP Equity Action Plan Goal 1 will be changed to something different than the CCEIS plan as both plans have different monitoring requirements. Also, the CCEIS team will move forward with a different academic intervention. The team is currently considering Lexia Core 5 (a software based intervention).

FY22 Equity Gap #2

Reflect on FY22 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 FY22 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: In FY22 we implemented Check and Connect and Restorative Practices. A review of the data of students selected to participate in the intervention suggested that there were some improvements related to attendance, behavioral referrals, and course completion. Upon review by the GaDOE, CSD was no longer disproportionate in student discipline based on race. This suggests that interventions were successful in reducing suspension for students with disabilities. However, when discipline data were aggregated (i.e., special education students + general education students), disproportionality based on race remained evident. CSD plans to continue implementing strategies to improve connections between students and staff members such as Check and Connect for selected students. We will expand professional learning for teachers and administrators to build a positive school climate and to prevent behavioral infractions and repair harm.