



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	Troup County	LEA Coordinator	Leigh Thrailkill
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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	ELA
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 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>The Troup County School System continues to see significant gaps between the academic performance of our students identified as economically disadvantaged (ED) and those not identified as economically disadvantaged (Not ED) student subgroup in the area of ELA. The information in the SLDS currently reflects SY22 GMAS scores, this report indicates in English Language Arts that there is a 27 percentage point gap between ED students and Not ED students achieving proficient and distinguished (combined 3-8 EOG) and a 19 percentage point gap in American Lit EOC. Although preliminary SY23 GMAS cohort data does show slight improvement in the percent of ED students scoring proficient/ distinguished (avg. 4.4 percentage points between grades 4th - 8th); the gap remains significant. Students in schools with higher poverty levels continue to struggle when compared to the state and lower poverty schools in the county. These gaps, although improving slightly, can be seen throughout the SY23 school year in iReady data, HMH growth measure as well as quarterly grade distributions and cohorts of high school students being on track to graduate.</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 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)
Provide coaching and support through the implementation of job embedded professional learning to teachers in effective strategies for standards based classroom instruction	Schedules for TOSAs, Academic Coaches and Interventionists and agendas for training/logs	iReady (K-8) Reading Diagnostic, HMH (3-11) Growth Measure, Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA and	Title Funds, General Funds, CARES/ESSER Funds	Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher	Quarterly-SY24



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<p>which includes Teachers on Special Assignment (TOSAs), Academic Coaches and Interventionists.</p> <p>Provide ongoing coaching and support in the implementation of systemwide reading programs: Foundations, Bookworms and LETRS (Language Essentials for Teachers of Reading and Spelling).</p>	<p>Agendas, Sign In Sheets, Training Logs</p>	<p>Math Tested Areas), GMAS Data</p> <p>iReady (K-8) Reading Diagnostic, HMH (3-11) Growth Measure, Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>L4GA Funds, General Funds</p>	<p>Effectiveness Specialist, System Directors, Principals</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY24</p>
<p>Provide Orton-Gillingham training to Elementary Exceptional Education.</p>	<p>Agendas, Training Logs</p>	<p>iReady (K-8) Reading Diagnostic, HMH (3-11) Growth Measure, Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>IDEA Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors, Principals</p>	<p>Quarterly-SY24</p>
<p>Provide training and coaching in depth of knowledge, the understanding of the Georgia Standards of Excellence, and monitor the instructional delivery and expectation of student performance to the rigor of the standard.</p>	<p>Agendas, Training Logs</p>	<p>iReady (K-8) Reading Diagnostic, HMH (3-11) Growth Measure, Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>General Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY24</p>
<p>Train and monitor the implementation of effective professional learning communities in all schools with a focus on standards based</p>	<p>PLC Minutes, Agendas, Sign In Sheets</p>	<p>iReady (K-8) Reading Diagnostic, HMH (3-11) Growth Measure, Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA and</p>	<p>General Funds, Title Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning,</p>	<p>Quarterly-SY24</p>



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instruction, utilization of real time data and instructional decision making.		Math Tested Areas), GMAS Data		Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals	
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Data Profile Variable Selected for Equity Gap #2					
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	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 our students identified as economically disadvantaged (ED) and those not identified as economically disadvantaged (Not ED) student subgroup in the area of Math. The information in the SLDS currently reflects SY22 GMAS scores, this report indicates in Math that there is a 29 percentage point gap between ED students and Not ED students achieving proficient and distinguished (combined 3-8 EOG) and a 20 percentage point gap in Algebra EOC. Although preliminary SY23 GMAS data does show slight improvement in the percent of ED students scoring proficient/distinguished, the gap remains significant. Students in schools with higher poverty levels continue to struggle when compared to the state and lower poverty schools in the county. These gaps, although improving slightly, can be seen throughout the SY23 school year in iReady data, as well as quarterly grade distributions and cohorts of high school students being on track to graduate.</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).					
<p>Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.</p>	<p>Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #2.</p>	<p>Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #2.</p>	<p>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.</p>	<p>Personnel Responsible (by Position)</p>	<p>Timeline (Ex: weekly, monthly, quarterly)</p>
<p>Provide coaching and support through the implementation of job embedded professional learning to teachers in effective strategies for standards based classroom instruction which includes Teachers on Special Assignment (TOSAs),</p>	<p>Schedules for TOSAs, Academic Coaches and Interventionists and agendas for training/logs</p>	<p>iReady (K-8) Reading Diagnostic, HMH (3-11) Growth Measure, Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>Title Funds, General Funds, CARES/ESSER Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System</p>	<p>Quarterly-SY24</p>



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<p>Academic Coaches and Interventionists.</p> <p>Provide coaching and support in the utilization of Ready Math resources and utilize data from iReady Diagnostic to inform instruction.</p>	<p>Agendas, Sign In Sheets, Training Logs</p>	<p>iReady (K-8) Diagnostic, HMH (3-11) Growth Measure, Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>Title Funds, General Funds</p>	<p>Directors, Principals</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY24</p>
<p>Develop and implement a Math Fluency Plan.</p>	<p>Math Fluency Plan</p>	<p>iReady (K-8) Diagnostic, HMH (3-11) Growth Measure, Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>General Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY24</p>
<p>Purchase supplemental (Orton-Gillingham Math, On Cloud Nine, etc.) math instructional materials and provide training as necessary for teachers serving students with disabilities.</p>	<p>Purchase Orders, Training Agendas and Sign In Sheets</p>	<p>iReady (K-8) Diagnostic, HMH (3-11) Growth Measure, Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>IDEA Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY24</p>
<p>Provide training and coaching in depth of knowledge, the understanding of the Georgia Standards of Excellence, and monitor the instructional delivery and expectation of student performance to the rigor of the standard.</p>	<p>Agendas, Training Logs</p>	<p>iReady (K-8) Math Diagnostic, HMH (3-11) Growth Measure, Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>General Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, System Directors, Principals</p>	<p>Quarterly-SY24</p>



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<p>Train and monitor the implementation of effective professional learning communities in all schools with a focus on standards based instruction, utilization of real time data and instructional decision making.</p>	<p>PLC Minutes, Agendas, Sign In Sheets</p>	<p>iReady (K-8) Math Diagnostic, HMH (3-11) Growth Measure, Quarterly Grade Distribution (ELA and Math Tested Areas), GMAS Data</p>	<p>General Funds, Title Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Professional Learning Coordinator and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY24</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: Our coaches/interventionist and TOSA's have been instrumental in providing "in house" training for teachers as well as monitoring of student achievement. Support and monitoring have been reinforced from the system level with monthly walk-throughs with administrative building level teams. These walk-throughs allow for time intentionally built in to review and discuss needs. Groundwork was laid for the PLC's which will lead into a major focus for SY24. Although preliminary SY23 GMAS cohort data does show slight improvement in the percent of ED students scoring proficient/distinguished, the gap remains significant. Data collected from the iReady Reading Diagnostic, HMH Growth measure and grade distribution reports continues to reveal a gap at all grade levels.

FY 23 Equity Gap #2

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: Training, support and monitoring have been provided as outlined in the action steps with the exception of a math fluency plan which will be a part of SY24. System led monthly walk-throughs with administrative building level teams have allowed time to monitor, review the plan's implementation and discuss needs. Groundwork was laid for the PLC's which will lead into a major focus for SY24. Although preliminary SY23 GMAS cohort data does show slight improvement in the percent of ED students scoring proficient/distinguished, the gap remains significant. Data collected from the iReady Math Diagnostic and grade distribution reports continues to reveal a gap at all grade levels. Although preliminary SY23 GMAS data does show slight improvement in the percent of ED students scoring proficient/distinguished, the gap remains significant.