



Georgia Department of Education

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

FY25 Local Education Agency (LEA) Equity Action Plan
Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2025	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 SY23 GMAS scores, this report indicates in English Language Arts that there is a 29 percentage point gap between ED students and Not ED students achieving proficient and distinguished (combined 3-8 EOG) and an 18 percentage point gap in American Lit EOC. Although there was an 18%age point increase in the number of ED students scoring proficient/distinguished in the 5th grade cohort (scores compared to their 4th grade year) preliminary SY24 GMAS continues to reflect gaps in all grades. Students in schools with higher poverty levels continue to struggle. These gaps are also evident in monitored data from SY24 in iReady, 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 which includes	Schedules for TOSAs and Academic Coaches agendas for training/logs	iReady (K-8) Reading Diagnostic, NWEA MAP (3-11), Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA Tested Areas), GMAS Data	Title Funds, General Funds	Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist,	Quarterly-SY25



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<p>Teachers on Special Assignment (TOSAs) and Academic Coaches</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>iReady (K-8) Reading Diagnostic, NWEA MAP (3-11), Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA Tested Areas), GMAS Data</p>	<p>L4GA Funds, General Funds</p>	<p>System Directors, Principals</p> <p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, PreK and L4GA Grant Coordinator, Director of Elementary and Secondary Education, Principals</p>	<p>Quarterly-SY25</p>
<p>Provide Orton-Gillingham training to Elementary Exceptional Education.</p>	<p>Agendas, Training Logs</p>	<p>iReady (K-8) Reading Diagnostic, NWEA MAP (3-11), Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA Tested Areas), GMAS Data</p>	<p>IDEA Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Exceptional Education, Principals</p>	<p>Quarterly-SY25</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, NWEA MAP (3-11), Acadience Learning Online Report (K-3), Quarterly Grade Distribution (ELA Tested Areas), GMAS Data</p>	<p>General Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY25</p>
<p>Train and monitor the implementation of effective professional learning communities (PLCs) in all schools</p>	<p>PLC Minutes, Agendas, Sign In Sheets</p>	<p>iReady (K-8) Reading Diagnostic, NWEA MAP (3-11), Acadience Learning Online Report (K-3),</p>	<p>General Funds, Title Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning,</p>	<p>Quarterly-SY25</p>



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with a focus on standards based instruction, utilization of real time data and instructional decision making.		Quarterly Grade Distribution (ELA Tested Areas), GMAS Data		Director of Teaching and Learning 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 SY23 GMAS scores, this report indicates in Math that there is a 37 percentage point gap between ED students and Not ED students achieving proficient and distinguished (combined 3-8 EOG) and a 15 percentage point gap in Algebra EOC. Current GMAS math scores are not available at this time however monitored data throughout the school year reflects continued struggles for ED students. Data monitored includes 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).					
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)
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), Academic Coaches and Interventionists.	Schedules for TOSAs, Academic Coaches and Interventionists and agendas for training/logs	iReady (K-8) Math Diagnostic, Quarterly Grade Distribution (Math Tested Areas), GMAS Data	Title Funds, General Funds	Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, System Directors, Principals	Quarterly-SY25



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<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, Quarterly Grade Distribution (Math Tested Areas), GMAS Data</p>	<p>Title Funds, General Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY25</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, Quarterly Grade Distribution (Math Tested Areas), GMAS Data</p>	<p>IDEA Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, Director of Exceptional Education, Director of Elementary and Secondary Education, Principals</p>	<p>Quarterly-SY25</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, Quarterly Grade Distribution (Math Tested Areas), GMAS Data</p>	<p>General Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, System Directors, Principals</p>	<p>Quarterly-SY25</p>
<p>Train and monitor the implementation of effective professional learning communities</p>	<p>PLC Minutes, Agendas, Sign In Sheets</p>	<p>iReady (K-8) Math Diagnostic, Quarterly Grade Distribution</p>	<p>General Funds, Title Funds</p>	<p>Assistant Superintendent of Curriculum, Instruction and Professional</p>	<p>Quarterly-SY25</p>



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<p>(PLCs) in all schools with a focus on standards based instruction, utilization of real time data and instructional decision making.</p>		<p>(Math Tested Areas), GMAS Data</p>		<p>Learning, Director of Teaching and Learning and Teacher Effectiveness Specialist, System Directors, Principals</p>	
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FY24 Equity Gap #1

Reflect on FY24 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 FY24 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: Although preliminary data does not show significant gains in closing gaps, the foundation for PLCs has been established and the system and schools must continue to build upon the culture of the PLC work. Our coaches/interventionists and TOSA's continued to be 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 utilizing monthly walk-throughs with administrative building level teams.

FY24 Equity Gap #2

Reflect on FY 24 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 FY24 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: Although SY24 Math scores have not been released by the GaDOE, data collected from the iReady math diagnostic and grade distribution reports continue to reveal a gap at all grade levels. System led monthly walk-throughs with administrative building level teams have allowed time to monitor and discuss needs. The foundation for PLCs has been established and the system and schools must continue to build upon the culture of the PLC work.