



**State:** Georgia

### **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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**Plan Approved:** January 12, 2018 ; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>Georgia’s long-term goal is to see schools meet annual targets of 3% of the gap between a baseline and 100% over a period of 15 years.</li> <li>The Georgia Department of Education (GaDOE) chosen School Quality or Student Success (SQSS) indicators include Literacy, Student Attendance, Beyond the Core, Accelerated Enrollment, Pathway Completion, College and Career Readiness, and Closing Gaps.</li> <li>The GaDOE plan must articulate more clearly its interim targets, in addition to, how these targets will align with the state’s chosen academic and school quality indicators.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>Georgia has chosen an 0-100 College and Career Readiness Performance Indicator (CCRPI) index rating system.</li> <li>The state only counts subgroup performance through the closing gaps indicator, weighted 15% for elementary and middle schools and 10% for high schools.</li> <li>The state employs an N-size of 15.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>The state’s plan defines “targeted support and improvement” (TSI) as at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components. The plan defines “additional targeted support and improvement” (ATSI) as all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in <b>all</b> CCRPI components.</li> <li>GaDOE has developed a four-tiered system of support for schools in addition to their framework for developing the whole child. The state’s plan could offer more details on both these ideas regarding how they align to the long-term goals and chosen academic and school quality indicators.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>Georgia’s accountability system includes indicators that measure access to Advanced Placement (AP) and International Baccalaureate (IB) courses, but does not address how it will correct resource inequities in areas like discipline, quality teachers, or preschool.</li> <li>The state’s plan briefly describes a 0.5 to five-star Financial Efficiency Star Rating system comparison of per-student spending and overall student performance, but does not give any further detail about data collection or reporting.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>The state defined and will annually report the percentages and numbers of inexperienced, ineffective, and out-of-field teachers, but does not give detail regarding how that data will be displayed, noting that it will be disaggregated by subgroup.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor



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<ul style="list-style-type: none"> <li>The GaDOE should include a plan for cultural competence training for new and existing teachers.</li> <li>The GaDOE should address teacher/principal diversity pipelines.</li> <li>Georgia fails to take full advantage of allowable state funding set-asides for supporting schools to improve access to effective teachers or improve teacher diversity.</li> </ul>	
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>The state mentions that it engaged stakeholders in reference to the issue of flexibility on state assessments.</li> <li>Georgia should make a concerted effort to create a plan for continued engagement with families, communities and other stakeholders, in addition to, chronicling the involvement of these groups in the development of the state plan.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>The School Climate Star Rating System highlights student, teacher, and parent perceptions of a school's climate, student discipline, safe and substance-free learning environment, and student attendance,</li> <li>The state should go a step further and articulate how they will collect and communicate this data to parents and other stakeholders in addition to the equity dashboard.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>Georgia's plan articulated how the Georgia Early Learning Development Standards (GELDS) are aligned to Head Start standards, in addition to, how schools would coordinate with one another to expand early childhood learning opportunities.</li> <li>The state has a Memorandum of Understanding (MOU) between DECAL (the Department of Early Care and Learning), the GaDOE and Head Start to ensure collaboration and coordination between agencies.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>The state identified the college and career readiness, accelerated enrollment, and pathways completion indicators in its accountability system. These measure students access to, participation in, and completion of college and career readiness activities.</li> <li>The state uses a score adjustment formula for schools that fall below 95% participation on assessments.</li> <li>To increase accountability, the state should specify how it plans to oversee LEAs selecting the nationally recognized high school assessments.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>Georgia identified ways to use its Title IV funds for both Student Support and Academic Enrichment Grants in addition to 21<sup>st</sup> Century Community Learning Centers.</li> <li>The state could also identify ways to use Title I funds for this purpose.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"> <li>The state selected SQSS indicators include college and career readiness components that</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient



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<p>measure access to Advanced Placement (AP) and International Baccalaureate (IB) courses in addition to dual enrollment, passing an end of pathway assessment (EOPA), and completing a work-based learning experience.</p> <ul style="list-style-type: none"><li>• In order to increase participation in these fields, the state could offer a stronger focus on STEAM.</li><li>• State leaders should identify more ways to incorporate social and emotional learning into its statewide professional development and accountability systems.</li></ul>	<input type="checkbox"/> Poor
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"><li>• The state employs a number of data systems including their 0-100 index rating system of College and Career Readiness Performance Index (CCRPI) scores.</li><li>• Georgia should give more detail about how its School Climate Star Ratings and Financial Efficiency Star Rating systems will both collect and report data.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>Overall Rating</b>	<b>Poor</b>