

Definitions

- 1. Beginning** Learners **need substantial academic support** to be prepared for the next grade level or course and to be on track for college and career readiness.
- 2. Developing** Learners **need additional academic support** to ensure success in the next grade level or course and to be on track for college and career readiness.
- 3. Proficient** Learners demonstrate **proficiency** in the knowledge and skills necessary at this grade level/course of learning.
- 4. Distinguished** Learners **are well prepared** for the next grade level or course and are well prepared for college and career readiness.

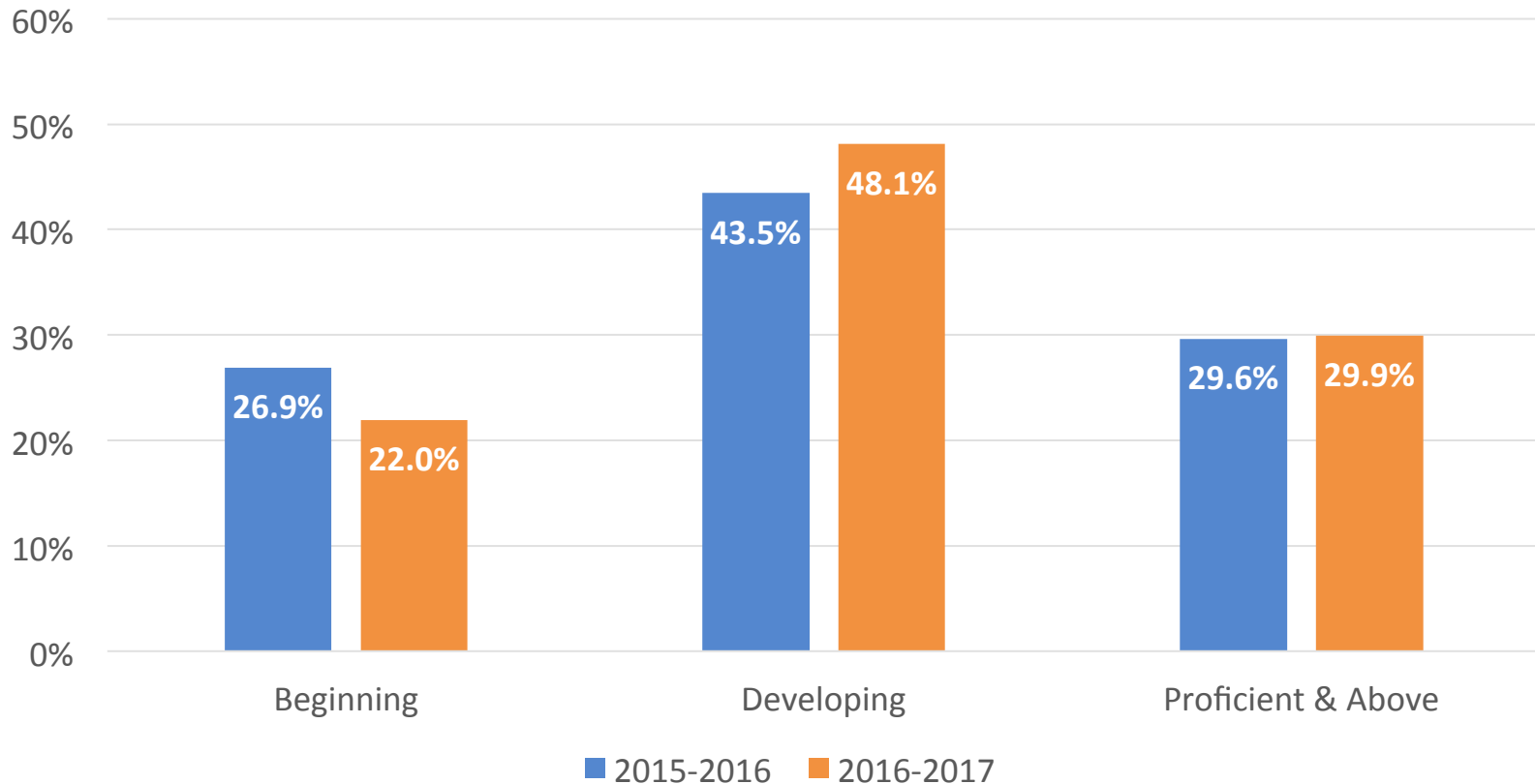
End-of-Grade Assessments (EOGs): the summative test that students in standard-track 8th grade math take. The majority of students take EOGs.

End-of-Course Assessments (EOCs): the summative test for advanced students who take 9th grade algebra (or even 10th grade geometry) during their 8th grade year.

Source: Georgia Department of Education (GADOE).

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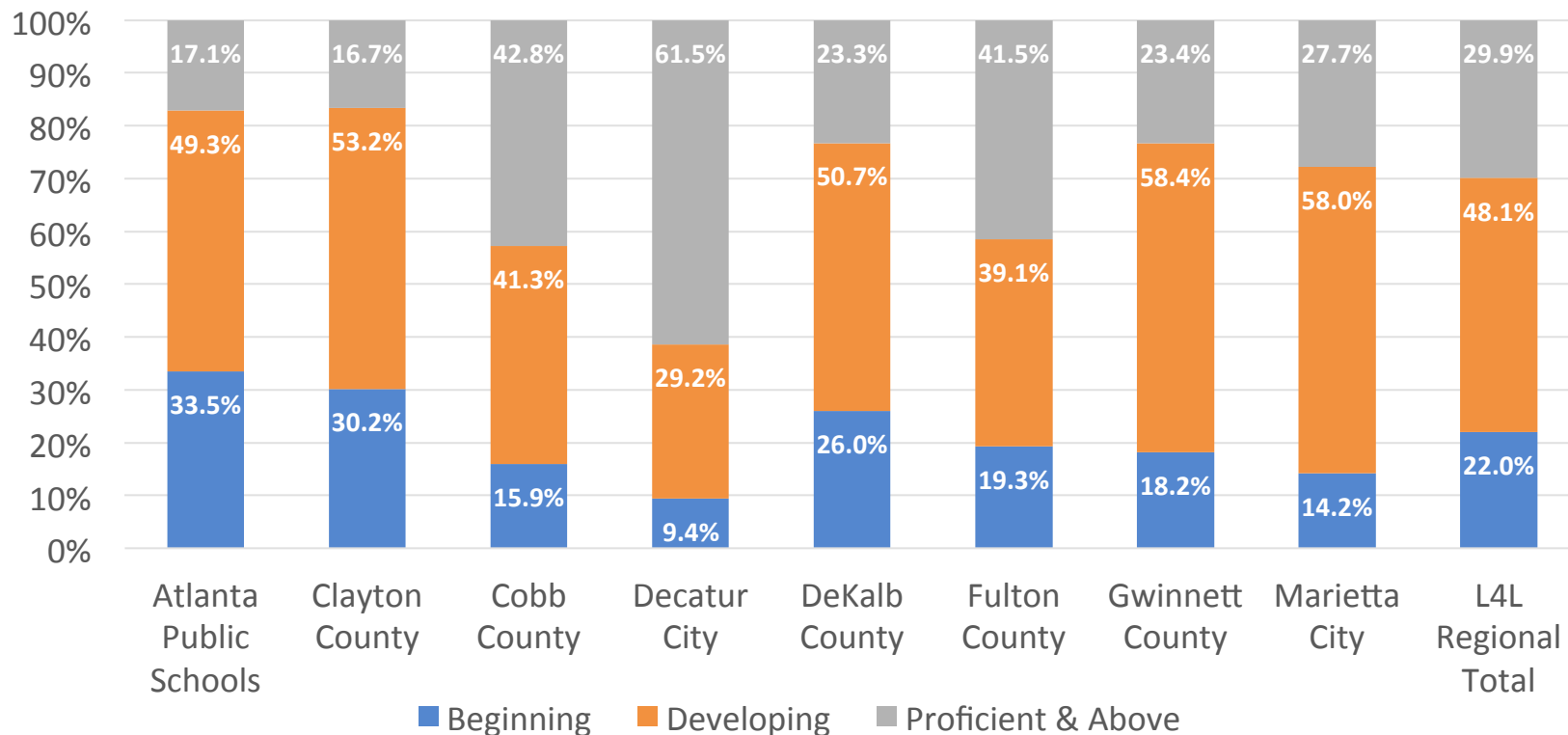
Slight EOG growth from beginning to developing, but proficiency is stagnant



Source: The Governor's Office of Student Achievement (GOSA), 2016-2017 EOG Georgia Milestones Report



EOG Performance Varies by District

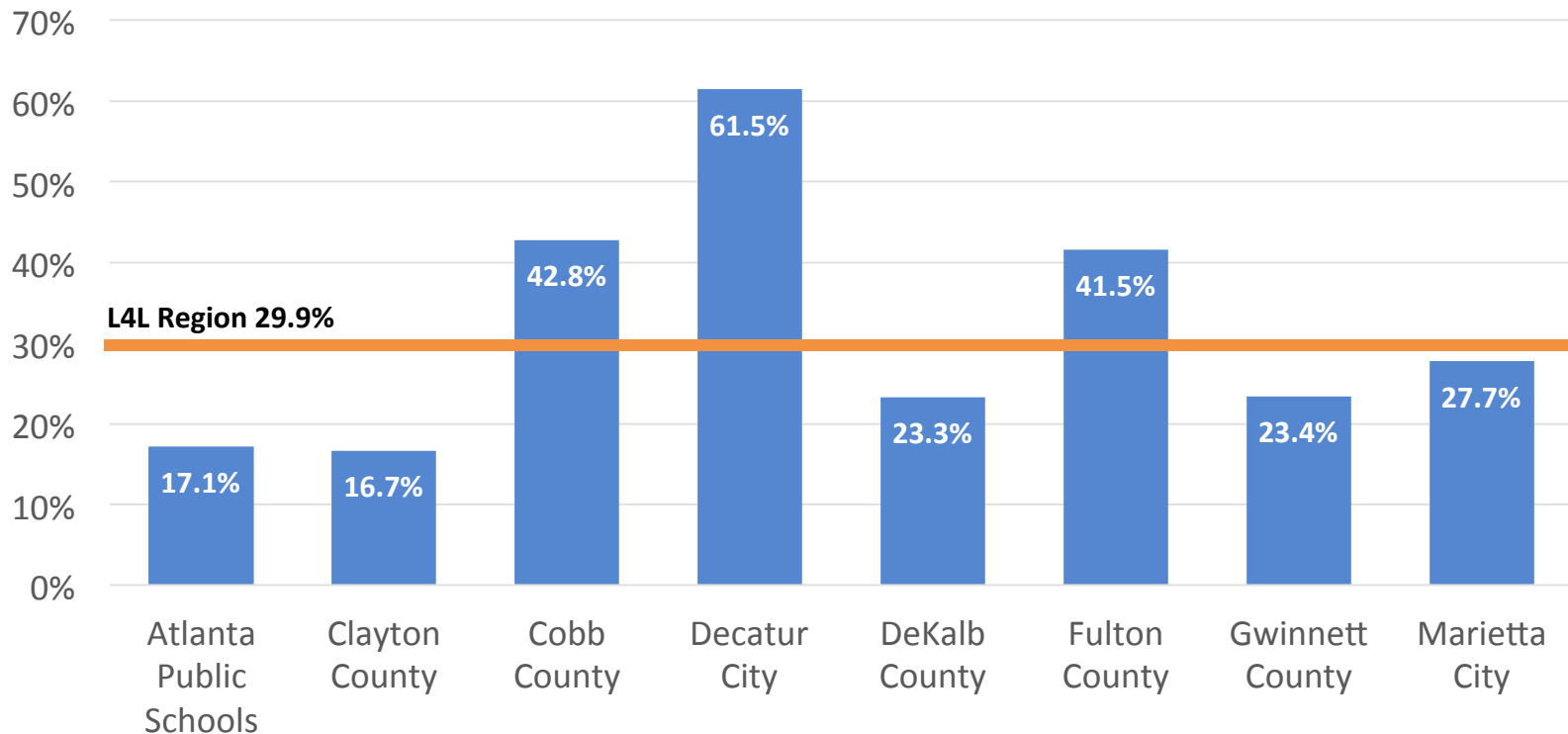


Source: GOSA, 2016-2017 EOG Georgia Milestones Report



Despite Wide Differences Across Districts, Regional Proficiency Low

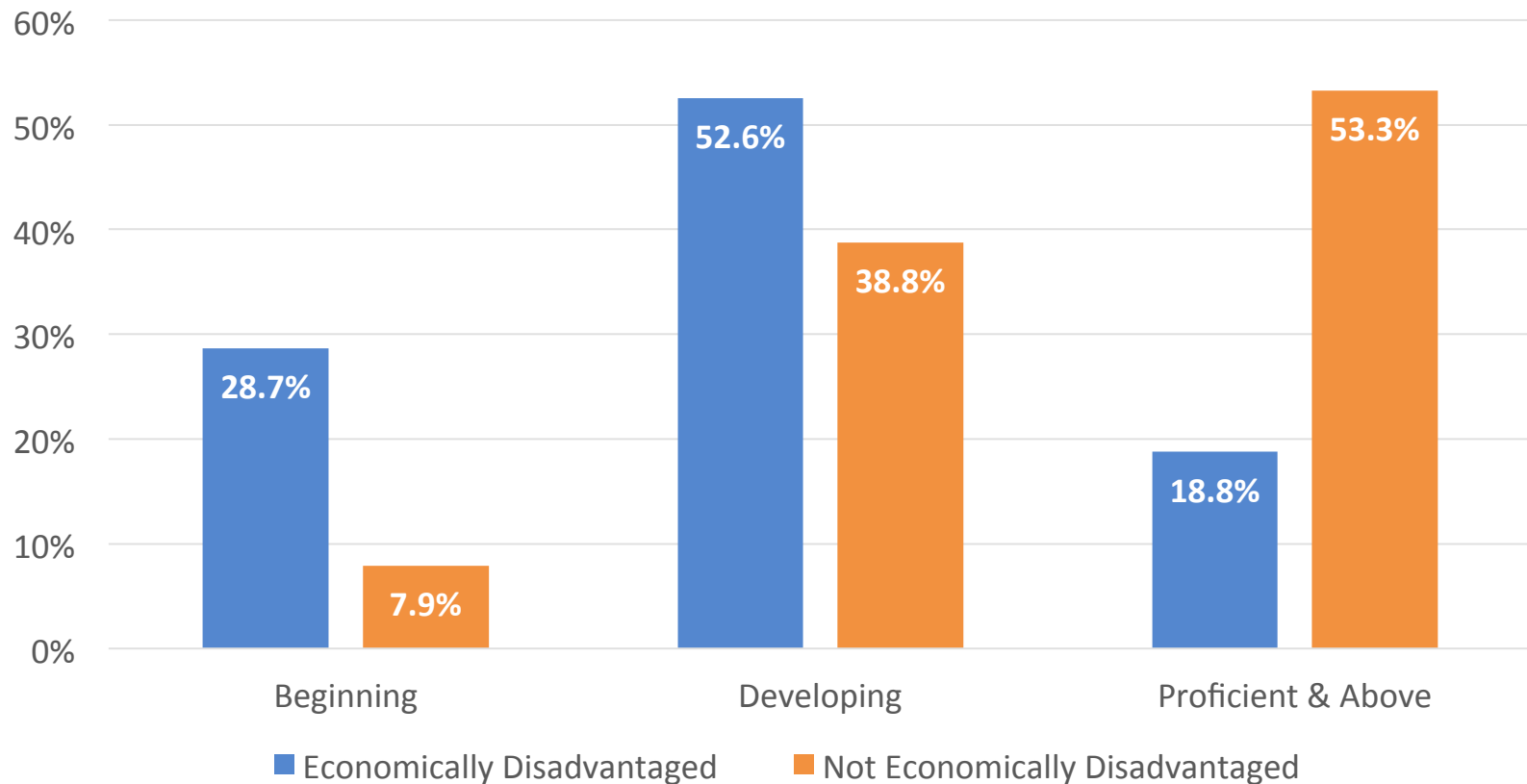
% of Students Scoring Proficient & Above



Source: GOSA, 2016-2017 EOG Georgia Milestones Report



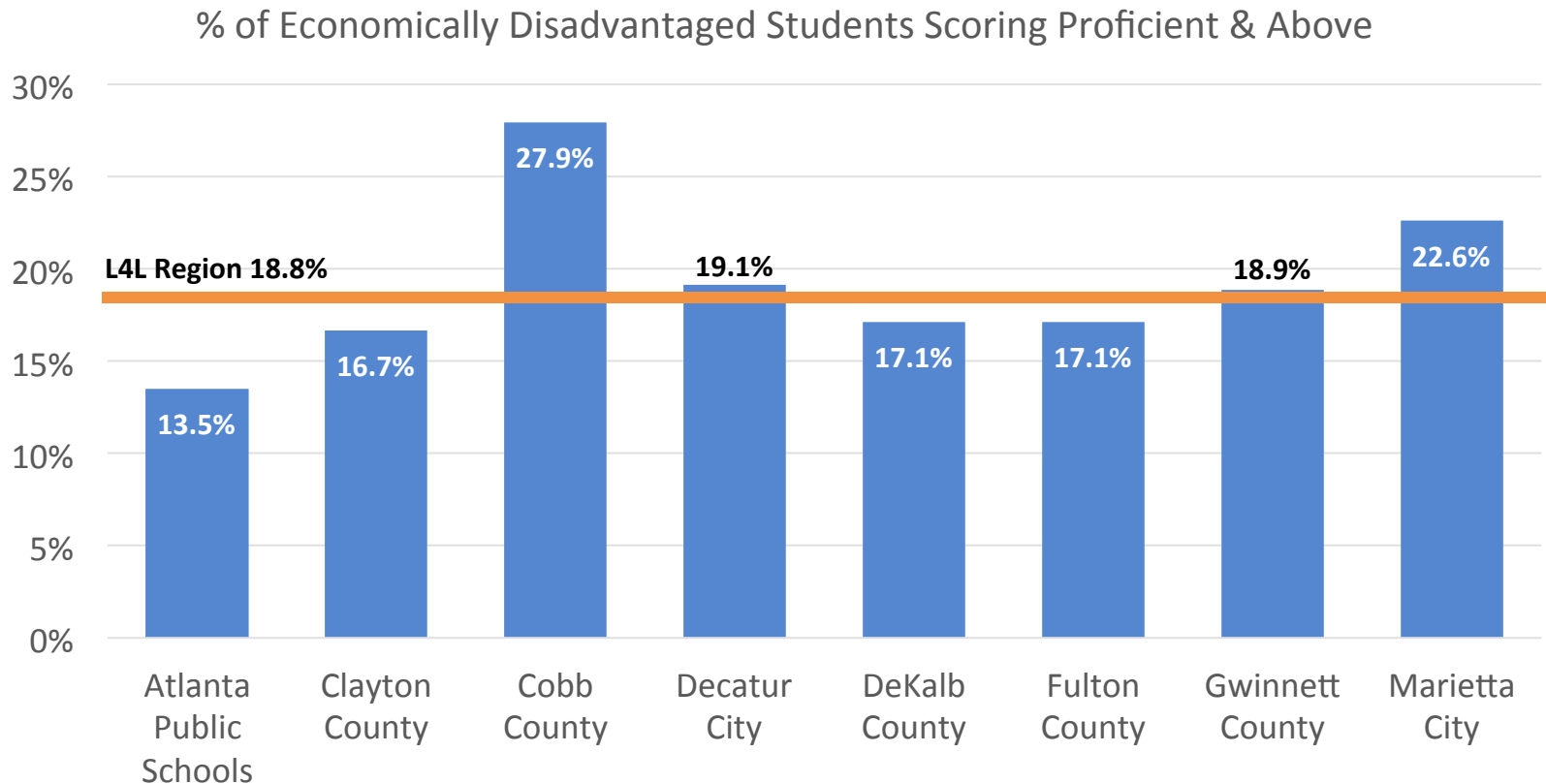
Economically Disadvantaged Students Score Lower Than Wealthier Peers



Source: GOSA, 2016-2017 EOG Georgia Milestones Report

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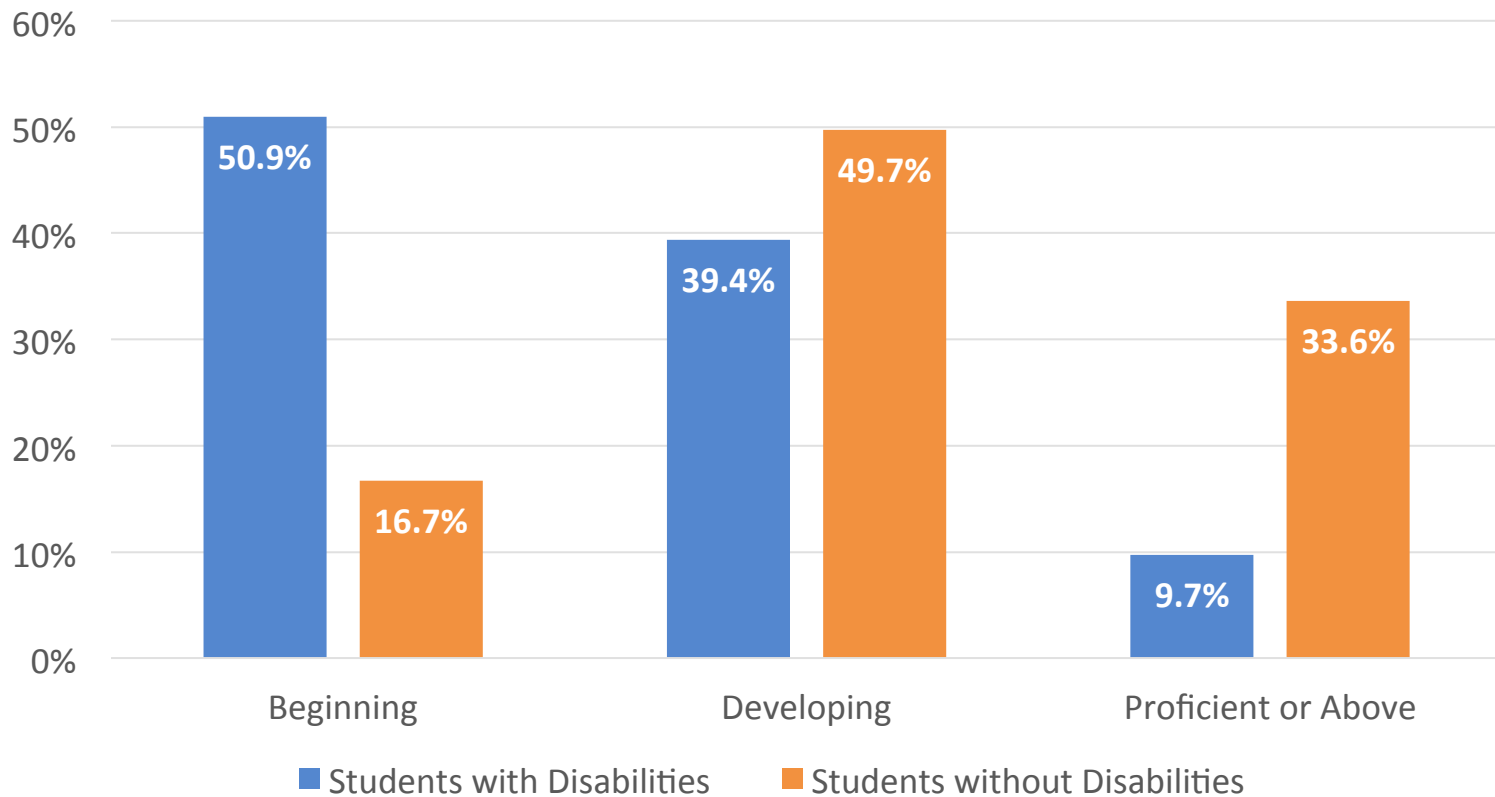
District Variation in Teaching Economically Disadvantaged Students



Source: GOSA, 2016-2017 EOG Georgia Milestones Report



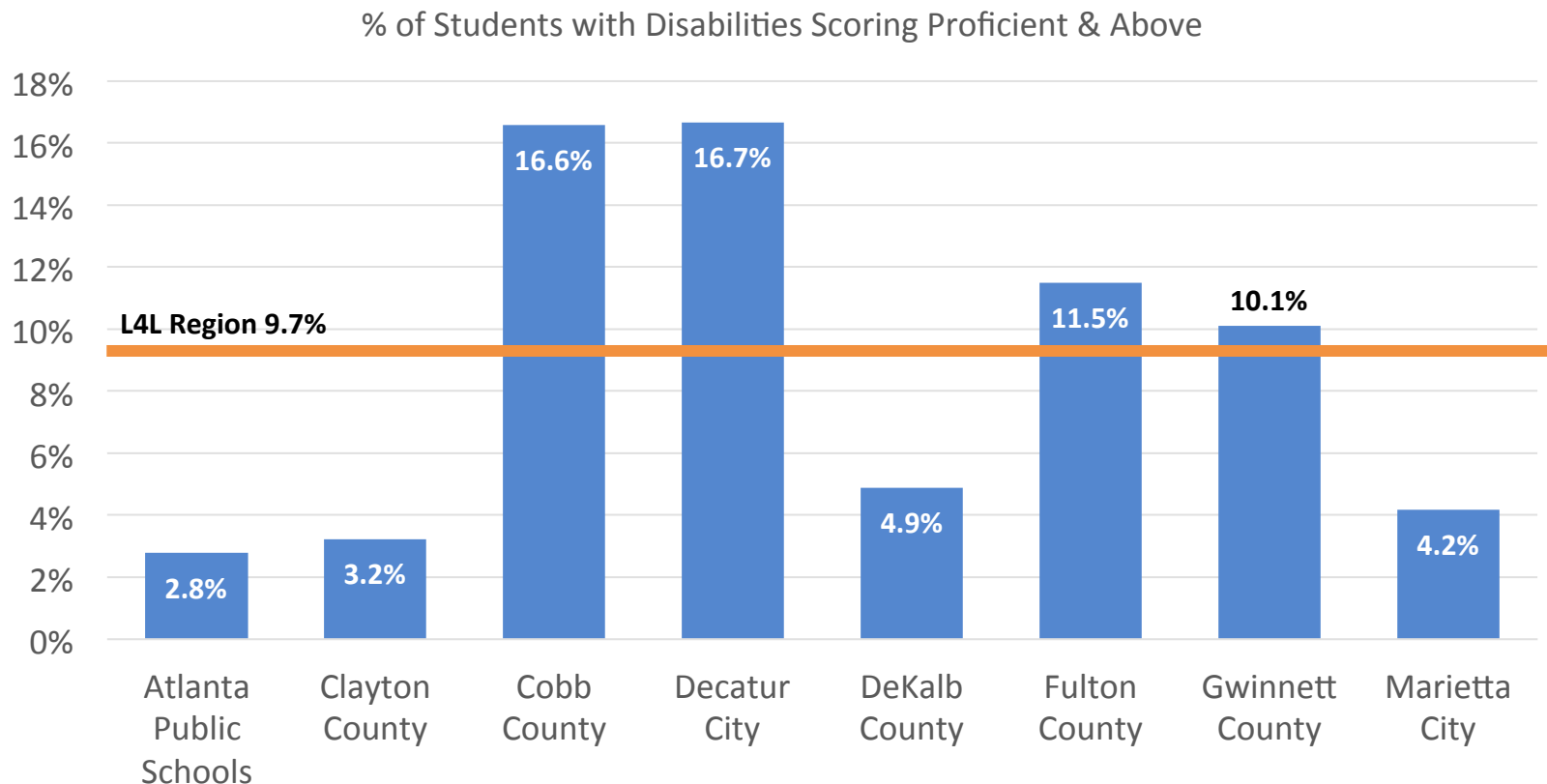
Students With Disabilities Score Significantly Lower Than Peers



Source: GOSA, 2016-2017 EOG Georgia Milestones Report

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Major Differences in Districts' Scores for Students With Disabilities



Source: GOSA, 2016-2017 EOG Georgia Milestones Report



With Notable Exceptions, School STEAM Certification Does Not Guarantee Increased Proficiency

STEM/STEAM Certified Middle Schools	District	End-of-Grade			End-of-Course		
		Beginning	Developing	Proficient & Above	Beginning	Developing	Proficient & Above
Rex Mill Middle School	Clayton County	26.2%	58.5%	15.3%	0.0%	12.5%	87.5%
Cooper Middle School	Cobb County	--	--	--	0.0%	4.3%	95.7%
Tucker Middle School	DeKalb County	23.8%	51.8%	24.3%	1.8%	12.7%	85.5%
Amana Academy-Middle School	Fulton County	5.3%	35.1%	59.7%	0.0%	4.3%	95.6%
Lanier Middle School	Gwinnett County	--	--	--	3.9%	33.2%	62.9%
Coleman Middle School (STEAM Certified)	Gwinnett County	--	--	--	4.6%	22.4%	73.0%
Marietta Middle School	Marietta City	14.2%	58.0%	27.7%	0.0%	19.7%	80.2%
L4L Region STEM Schools		19.5%	55.3%	25.2%	2.8%	23.0%	74.3%
L4L Region Districts		22.0%	48.1%	29.9%	4.3%	21.6%	74.1%

End-of-Grade Assessments (EOGs): the summative test that students in standard-track 8th grade math take. The majority of students—region-wide—take EOGs.

End-of-Course Assessments (EOCs): the summative test for advanced students who take 9th grade algebra (or even 10th grade geometry) during their 8th grade year.

Source: STEM Georgia & GOSA 2016-2017 EOG Report



Incidence of Discipline Rates Across Districts Not Well-Predictive of Proficiency

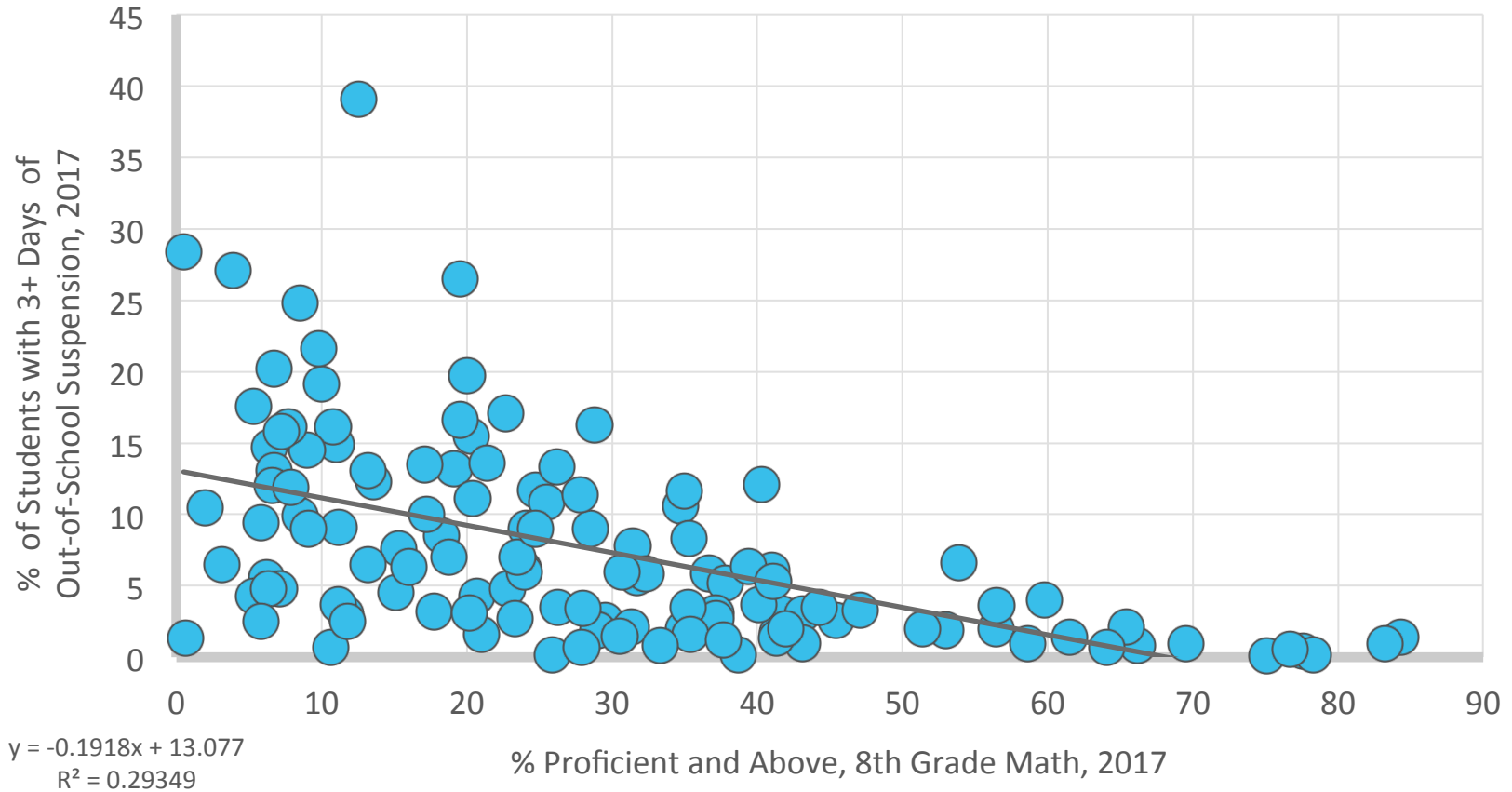
District	Proficient & Above on EOGs	In-School Suspensions (ISS)	Battery	Disorderly Conduct	Fighting	Student Incivility
Decatur City	61.5%	8.5%	2.2%	3.7%	-	2.8%
Cobb County	42.8%	21.9%	4.3%	17.4%	2%	14%
Fulton County	41.5%	7.5%	1.9%	7.5%	5.4%	5.8%
L4L Region	29.9%	15.7%	1.8%	9%	4.5%	10%
Marietta City	27.7%	43.3%	.05%	17.9%	5.3%	4.4%
Gwinnett County	23.4%	31.7%	1.3%	1.1%	2.3%	19.7%
DeKalb County	23.3%	13%	3.8%	11%	6.8%	9.4%
Atlanta Public Schools	17.1%	8.4%	1.7%	15.5%	12.4%	12.8%
Clayton County	16.7%	19.8%	3.2%	13.1%	9%	9.8%

Source: GOSA 2016-2017 EOG Report, GaDOE Student Record Data Collection System (SR 2017)



Out-of-School Suspensions Lower Proficiency

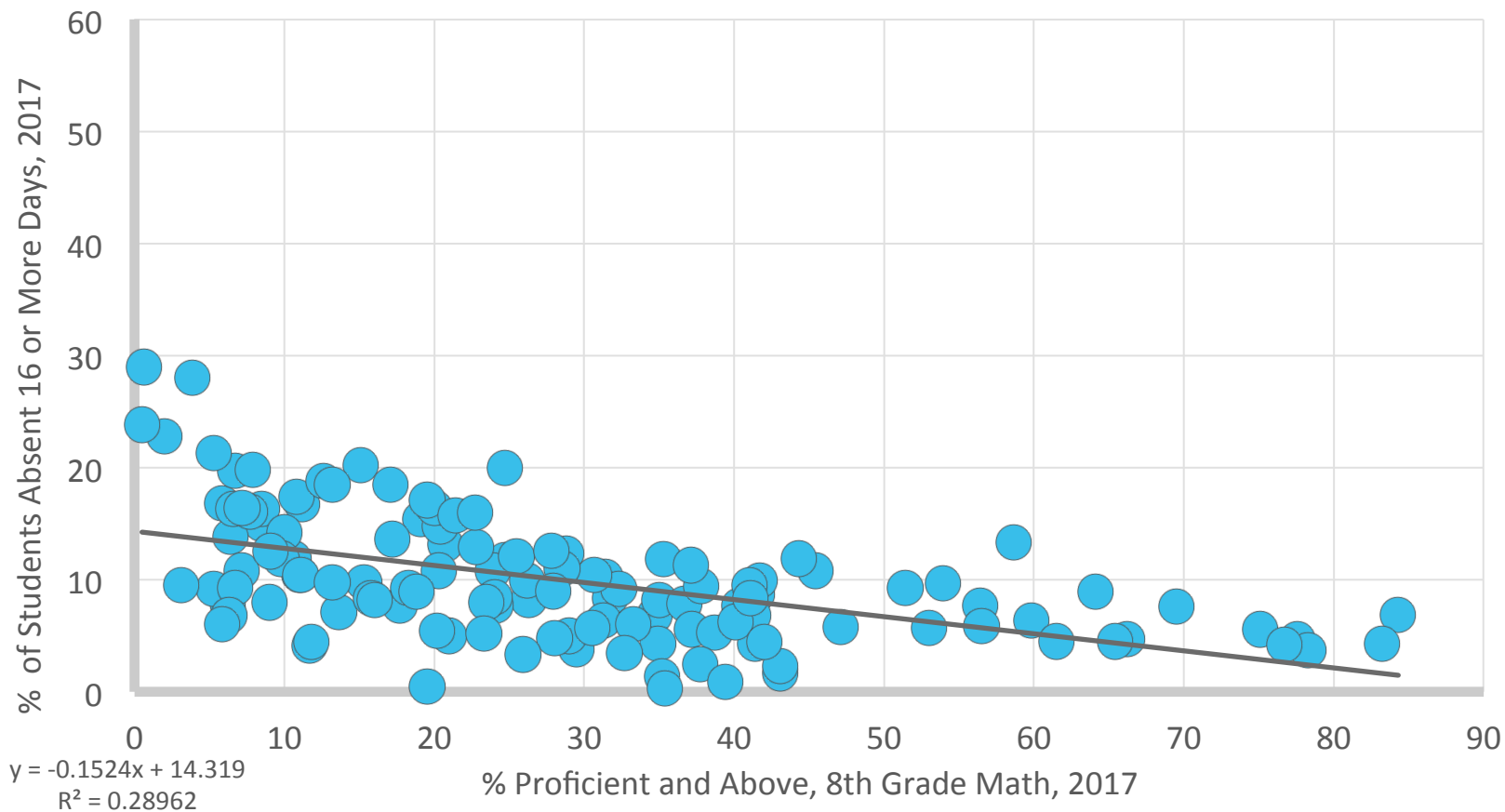
Relationship Between Out-of-School Suspensions and 8th Grade Math



Source: GOSA 2016-2017 EOG Report via Neighborhood Nexus

Poor Attendance Lowers Proficiency

Relationship Between Absenteeism and 8th Grade Math Proficiency

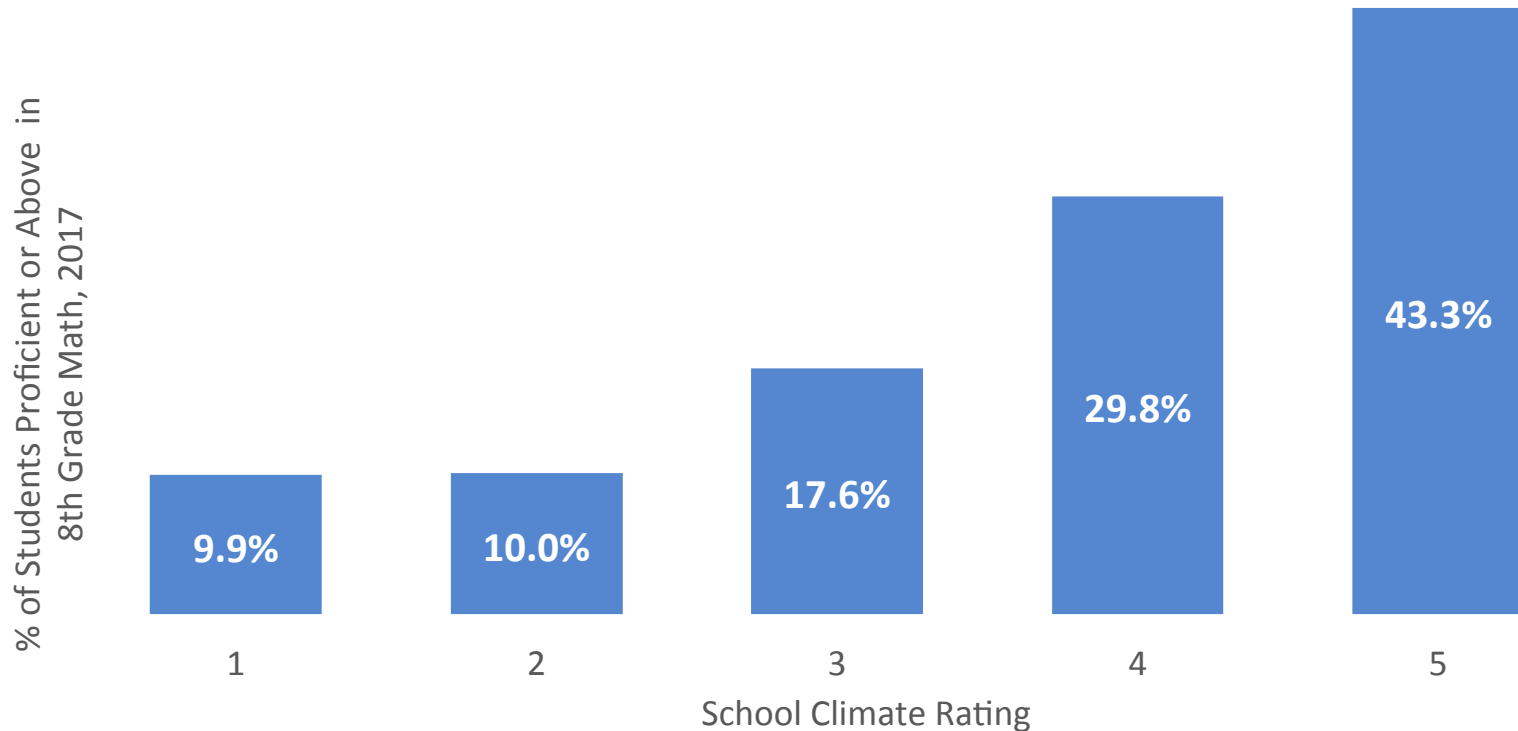


Source: GOSA 2016-2017 EOG Report via Neighborhood Nexus



Higher School Climate Ratings Correlated With Proficiency

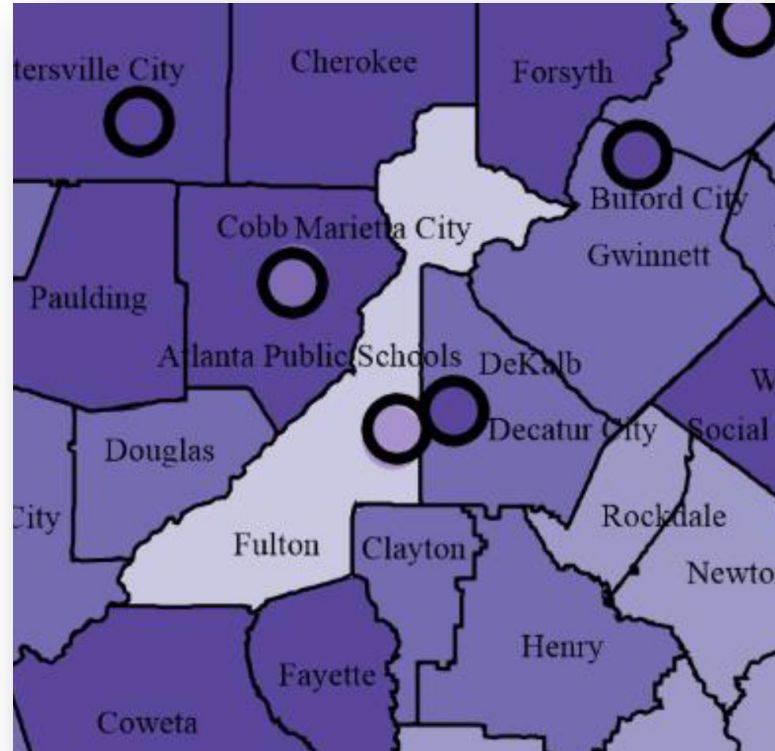
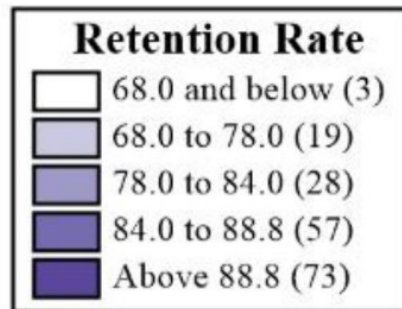
School Climate Rating by 8th Grade Math Proficiency – L4L Region



Source: Georgia Department of Education (GA DOE), GOSA 2016-2017 EOG Report, analysis via Neighborhood Nexus

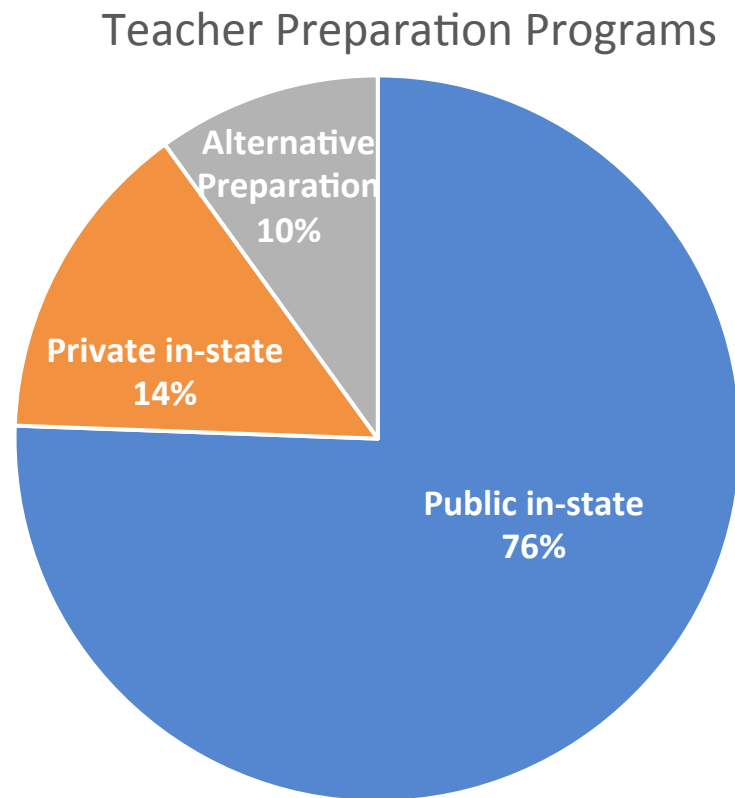
Variation Exists in Districts' Teacher Retention Rates

The average retention rate in high poverty schools is 73.9%, which is statistically significantly lower than the average retention rate in low poverty schools (84.5%; $p < 0.05$).



Source: GOSA, 2017 Georgia K-12 Teacher and Leader Workforce Report

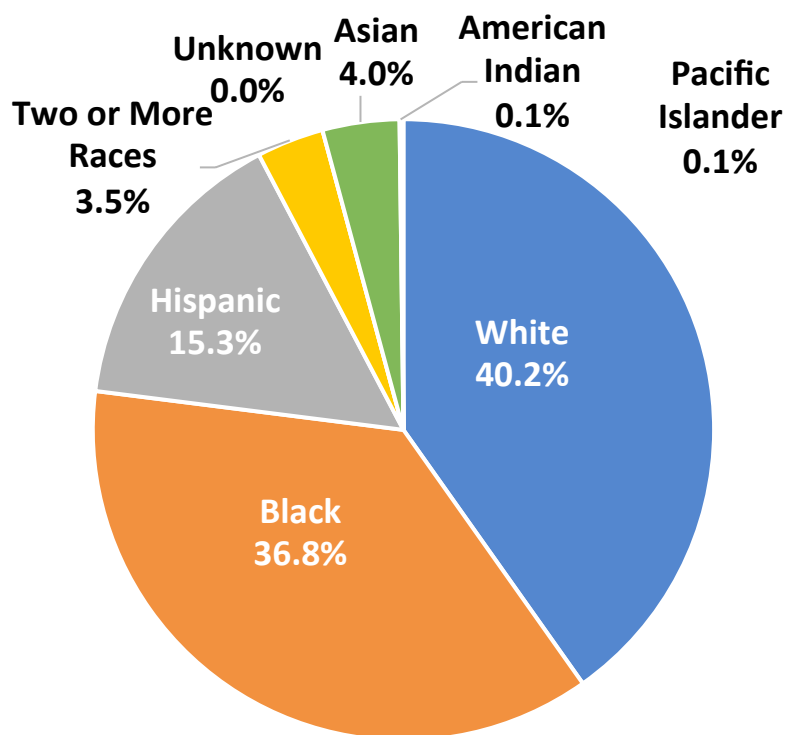
Most Georgia Teachers Prepared Through Traditional Programs



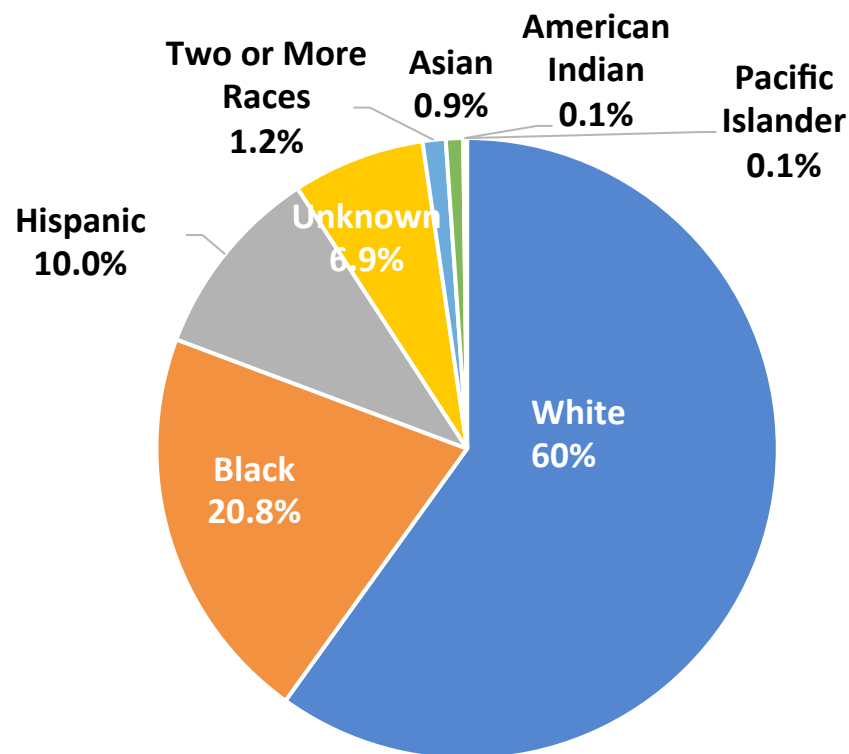
Source: GOSA, 2017 Georgia K-12 Teacher and Leader Workforce Report

Georgia's Teaching Force Whiter Than Its Students

Student Composition



Teacher Composition

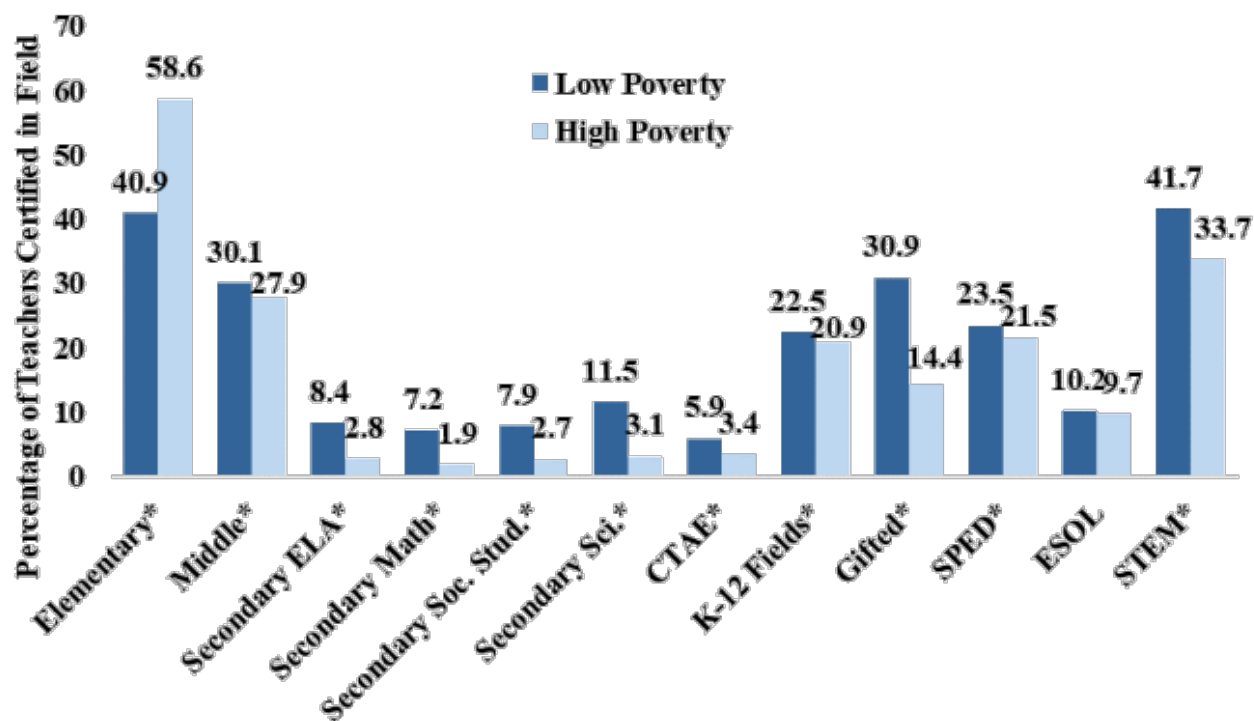


Source: GOSA, 2017 Georgia K-12 Teacher and Leader Workforce Report



High Poverty Schools Have Fewer Teachers Certified in Math and STEM

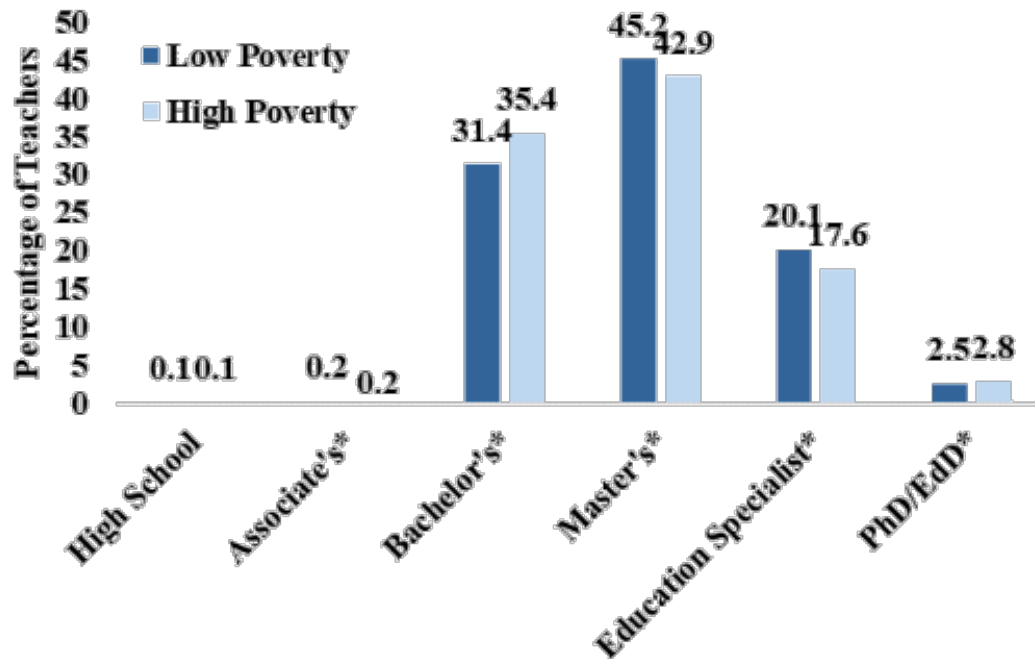
Figure 6: Certificate Fields of Teachers in Low and High Poverty Schools²⁰



Source: GOSA, 2017 Georgia K-12 Teacher and Leader Workforce Report

Teachers In High Poverty Schools Only Slightly Less Educated

Figure 7: Certificate Levels of Teachers in Low and High Poverty Schools²¹



Source: GOSA, 2017 Georgia K-12 Teacher and Leader Workforce Report

Unequal Distribution of Teachers Negatively Affects Poor and Minority Students

TABLE 2.2 Educator Equity Profile by Poverty and Minority Quartiles³⁸

School Type	% of Teachers in First Year	Average Years Experience	% of Teachers "Out-of-Field"	% of Classes Taught by Teachers not Highly Qualified (N Classes= 300,000)	Average Days Absent	Adjusted Average Teacher Salary	% Teacher Turnover, Fall 2012-Fall 2013	% Principal Turnover, Fall 2012-Fall 2013 (N=2,300)	Graduation Rate for SWD at District Level, 2014	Mean Growth Percentile 2012-2013
All Schools N Teachers=112,000	5.6% (N=6,200)	13.5	1.6% (N=1,800)	1.1% (N=3,300)	9.5	\$56,235	17.1% (N=19,00)	18.7% (N=400)	36.5	49.1
Schools in the Highest Poverty Quartile N Teachers=23,000	7.7% (N=1,800)	12.6	2.1% (N=500)	1.4% (N=800)	N/A	\$55,260	20.9% (N=4,800)	23.1% (N=100)	N/A	47.5
Schools in the Lowest Poverty Quartile N Teachers=33,000	4.4% (N=1,400)	14.0	1.5% (N=500)	0.6% (N=600)	N/A	\$55,452	14.3% (N=4,700)	15.5% (N=100)	N/A	51.5
Poverty Equity Gap	3.4%	1.4	0.6%	0.8%	N/A	\$192	6.5%	7.6%	N/A	3.9
Schools in the Highest Minority Quartile N Teachers=26,000	9.2% (N=2,400)	11.8	2.2% (N=600)	2.2% (N=1,500)	N/A	\$52,995	23.1% (N=5,900)	22.4% (N=100)	N/A	48.0
Schools in the Lowest Minority Quartile N Teachers=27,000	3.5% (N=900)	14.9	0.9% (N=200)	0.4% (N=300)	N/A	\$58,654	13.4% (N=3,600)	16.5% (N=100)	N/A	50.4
Minority Equity Gap	5.7%	3.1	1.3%	1.8%	N/A	\$5,659	9.7%	5.9%	N/A	2.3

Source: Georgia Partnership for Excellence in Education (GPEE), 2018
Top 10 Issues to Watch in 2018 Report