**North Carolina Equity Report- Narrative Component**

**Federal ESSA regulations under Title I, Part A Section 1112(b)(2) require that all local educational agencies (LEAs) that receive Title I-A funds develop a plan for how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This section of ESSA requires that all LEAs that receive Title I-A funds create and submit plans describing how the LEA will improve gaps identified from the data analysis. To this end, LEAs are expected to have the plan to ensure the equitable distribution of teachers.**

**The Equity Report includes BOTH the Data and Narrative Component. Both must be complete to satisfy the requirement of the Federal Regulation. The excel file must be complete to satisfy the data component. PSUs must use data pulled after October 1 to complete this report. The report will be available from October 1 through December 1 and is *due no later than December 1, 2025*.**

**Submission of the Equity Plan must be through a History Log comment in CCIP. Both components must be submitted within the same History Log comment. Never submit the Narrative without the Calculation Tool even if one part has already been approved. Please view the Webinar if assistance is needed.**

**Name of Person Completing the Survey**: Click or tap here to enter text.

**PSU Name:** Click or tap here to enter text.

**PSU Number:** Click or tap here to enter text.

**Preparer attestation**: Your signature below indicates that this Equity Plan and its data was reviewed by a committee of stakeholders before submission. An **original signature** is required.

***Original Signature*:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***TEACHER CERTIFICATION - Percentage of Out of Field teachers***

**For each area, based on an analysis of data from the Equity Gap Calculation Tool, answer the following questions to demonstrate how the PSU will develop, review, and evaluate strategies to eliminate any teacher quality inequities.**

**Choose at least one strategy but no more than three. Even if there are no current inequities, choose strategies that the PSU uses to prevent inequities. Answer ALL questions, even if the answer is No or N/A.**

1. **Do inequities between schools and/or grade spans related to out of field teachers exist within the PSU?** If there is at least a 10% difference in the number of out of field teachers in any school based on the Equity Gap Calculation tool, then an inequity is present, and it must be noted.   **Yes**  **No**
2. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.**Examples of school types include: Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales. Click or tap here to enter text.
3. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.**Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. Click or tap here to enter text.
4. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher certification that will be described below. Select no more than 3 strategies.**

Active recruiting strategies

Certification Pathways to Full Licensure with Colleges and Universities

Collaboration with colleges and universities

Hiring qualified and experienced teachers for each classroom

Licensure checks as a part of the hiring process

New Teacher Support Programs

Reimbursement for tuition and testing requirements

Retention bonuses

Signing bonuses

Tuition assistance for Instructional Assistants

Other. Please name and describe: Click or tap here to enter text.

1. **Describe the steps the LEA will employ to execute strategy #1.** Click or tap here to enter text.
2. **Describe how the LEA will evaluate the effectiveness of strategy #1.** Click or tap here to enter text.
3. **Describe the steps the LEA will employ to execute strategy #2.** Click or tap here to enter text.
4. **Describe how the LEA will evaluate the effectiveness of strategy #2.** Click or tap here to enter text.
5. **Describe the steps the LEA will employ to execute strategy #3.** Click or tap here to enter text.
6. **Describe how the LEA will evaluate the effectiveness of strategy #3.** Click or tap here to enter text.

***TEACHER EXPERIENCE - Percentage of Beginning Teachers***

**For each area, based on an analysis of data from the Equity Gap Calculation Tool, answer the following questions to demonstrate how the PSU will develop, review, and evaluate strategies to eliminate any teacher quality inequities.**

**Choose at least one strategy but no more than three. Even if there are no current inequities, choose strategies that the PSU uses to prevent inequities. Answer ALL questions, even if the answer is No or N/A.**

1. **Do inequities between schools and/or grade spans related to teacher experience exist within the PSU.** If there is at least a 10% difference in the number of beginning teachers in any school on the Equity Gap Calculation Tool, then an inequity is present, and it must be noted.  Beginning teachers are defined as those with 3 years or less experience.

**Yes  No**

1. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.**Examples of school types include Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales. Click or tap here to enter text.
2. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.**Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. Click or tap here to enter text.
3. **Identify at least one of the strategies the LEA will use to eliminate the inequities related to teacher experience. Select no more than 3 strategies.**

Active recruiting strategies

Collaboration with colleges and universities

Hiring qualified and experienced teachers for each classroom

New Teacher Support Programs

Retention bonuses

Signing bonuses

Tuition assistance for Instructional Assistants

Other. Please name and describe: Click or tap here to enter text.

1. **Describe the steps the LEA will employ to execute strategy #1.** Click or tap here to enter text.
2. **Describe how the LEA will evaluate the effectiveness of strategy #1.** Click or tap here to enter text.
3. **Describe the steps the LEA will employ to execute strategy #2.** Click or tap here to enter text.
4. **Describe how the LEA will evaluate the effectiveness of strategy #2.** Click or tap here to enter text.
5. **Describe the steps the LEA will employ to execute strategy #3.** Click or tap here to enter text.
6. **Describe how the LEA will evaluate the effectiveness of strategy #3.** Click or tap here to enter text.

***TEACHER EFFECTIVENESS- Percentage of Effective Teachers***

**For each area, based on the analysis of data from the Equity Gap Calculation Tool, answer the following questions to demonstrate how the PSU will develop, review, and evaluate strategies to eliminate any teacher quality inequities.**

**Choose at least one strategy but no more than three. Even if there are no current inequities, choose strategies that the PSU uses to prevent inequities. Answer ALL questions, even if the answer is No or N/A.**

1. **How is teacher effectiveness measured within the PSU?** Please select the how effectiveness is measured from the list below. Be sure to maintain any documentation that can demonstrate how effectiveness is measured.

Combination of EVAAS and NCEES Ratings

EVAAS Ratings

NCEES Ratings

Other. Please name and describe: Click or tap here to enter text.

1. **Do inequities between schools and/or grade spans related to teacher experience within the PSU.** If there is at least a 10% difference in the number of effective teachers in any school according to the Equity Gap Calculation tool, then an inequity is present, and it must be noted.  Beginning teachers are defined as those with 3 years or less experience.

**Yes**  **No**

1. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.**Examples of school types include Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales. Click or tap here to enter text.
2. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.**Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. Click or tap here to enter text.
3. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher effectiveness. Select no more than 3 strategies.**

Collaboration with colleges and universities

Instructional Coaching

Professional Learning Opportunities

Peer Mentoring

Other. Please name and describe: Click or tap here to enter text.

1. **Describe the steps the LEA will employ to execute strategy #1.** Click or tap here to enter text.
2. **Describe how the LEA will evaluate the effectiveness of strategy #1.** Click or tap here to enter text.
3. **Describe the steps the LEA will employ to execute strategy #2.** Click or tap here to enter text.
4. **Describe how the LEA will evaluate the effectiveness of strategy #2.** Click or tap here to enter text.
5. **Describe the steps the LEA will employ to execute strategy #3.** Click or tap here to enter text.
6. **Describe how the LEA will evaluate the effectiveness of strategy #3.** Click or tap here to enter text.

***STAKEHOLDER INVOLVEMENT***

1. **List the Names AND Positions of Equity Planning Stakeholders.** Click or tap here to enter text.
2. **Identify the date when the 2025-2026 Equity Plan was developed.** **This date should be after the data was aggregated/disaggregated.** Click or tap here to enter text.
3. **Identify the date when the 2025-2026 Equity Plan will be reviewed. A best practice is during the second semester, once the Equity Plan’s implementation has begun.** Click or tap here to enter text.
4. **Identify the date when the 2025-2026 Equity Plan will be evaluated.** **A best pactice is to review it near or after the end of the school year.** Click or tap here to enter text.
5. **How will the 2025-2026 Equity Plan be shared with the school staff?**

Public Forum

Staff Newsletter

School Website

Other. Please explain how the equity plan will be shared with school staff Click or tap here to enter text.

**\*\*The Equity Report includes BOTH the Data and Narrative Component. Both must be completed to satisfy the requirements of the Federal Regulation. When submitting or re-submitting, be sure to submit both components within the same History Log comment. The report is *due no later than December 1, 2025*.**