

(LEA/Charter) Equity Plan

Overview and Purpose

_____ consists of 13 schools; six elementary schools, four middle schools, two high schools, and one K-8 school. The LEA has received approval for an Early College on the _____ Community College Campus, scheduled to open for the 2018-19 school year. In an effort to determine equity gaps among the 13 schools, our system reviewed the following data sets identified as research-based evidences of successful schools.

- Years experience of teachers (0-3 yrs., 4-10 yrs, 11-20 yrs, and 21+ yrs)
- Teacher experience/qualifications/certifications (Masters, National Board, 6 year, Doctoral, etc.)
- Teacher turnover
- Teacher survey data
- Years experience of administrators (Consistent service 3 yrs. + in same school)
- Mentor support to new/beginning teachers (funding, time, etc.)
- Mentor qualifications
- Impact of long term subs in core subjects
- Positions not filled in school year term
- Student Performance/Results
- Teacher Performance (EVAAS, NCEES)
- Recruitment and Hiring Efforts

Research suggests that the most important factor to increasing student achievement next to leadership is the performance of the classroom teacher. Evaluating equity in the district will include three metrics of study: Teacher Performance, Teacher Experience, and Teacher Qualifications. The LEA will use 2015-16 data as a baseline for review and analysis of the three metrics. Contingent upon new data being released for 2016-17, data will be reviewed and analyzed as well.

EVAAS Value-Add Performance

Data Source: Education Value-Added Assessment System, EVAAS

This data was analyzed to determine what percentage of teachers at each school did not meet growth, met growth, or exceed growth.

Table 2: EVASS Data 2015-2016 (Teacher Data)

	Exceeds Growth	Percentage	Meets Growth	Percentage	Did Not Meet Growth	Percentage
School	2	16.6%	5	41.6%	5	41.6%
School	1	5%	15	75%	4	20%
School	2	15.3%	10	76.9%	1	7.6%
School	1	10%	5	50%	4	40%
School	1	7.6%	8	61.5%	5	38.4%
School	0	0%	10	66.7%	5	33.3%
School	0	0%	7	87.5%	1	12.5%
School	0	0%	9	36%	16	64%
School	5	31.3%	8	50%	3	18.7%
School	3	13%	14	61%	6	26%
School	0	0%	8	80%	2	20%
School	3	21.4%	8	57.1%	3	21.4%
School	5	15.6%	12	37.5%	15	46.8%

ANALYSIS and STRATEGIC EFFORT

The data in Table 2 indicates that 67% of our teachers are meeting or exceeding growth. Teachers that did not meet growth were identified. The district leadership team required that all teachers not meeting growth be identified by the building level principal. Mandatory conferences were held quarterly and principals and teachers collectively identified areas for improvement. Additional observations and follow up feedback conferences were provided to teachers, as well as peer observations and support. Documentation was maintained by building principals. This strategy will continue for the 2017-18 SY.

During the 2015-16 SY, schools with teachers not meeting growth predictions, XX teachers did not return for the 2016-2017 school year. In reviewing a two year trend of data, XX teachers will not be returning after the 2016-17 school year that were identified as not meeting growth.

Teacher- Years Experience

Based on data provided by the Human Resources Department (Table 3), less than 18% of our teaching staff are 0-3 year teachers. All beginning teachers (BTs) participate in a support program designed to foster growth and development over the course of their career.

Table 3: Experience Data 2016-2017

Percent of Teachers with less than three years experience	18%
Percent of teachers with 4-10 years experience	18%
Percent of teachers with 11-20 years experience	40.5%
Percent of teachers with 21 + years experience	23.5%

The Beginning Teacher Support Program is designed to offer the necessary support for an individual's instructional and professional growth during the first three years of employment. A support team, periodic assessment of skills, proficient evaluations of performance, and completion of a Professional Development Plan will assist the employee in documenting a proficient performance. Beginning teachers are also provided a mentor to support them with planning, instructional delivery, professional development, and research based teaching strategies. The cost of 44 mentor teachers in the district is funded through Title II monies.

Performance for beginning teachers will be determined by an assessment using the North Carolina Teacher Evaluation Process and Beginning Teacher Support Program Rubrics.

All teachers who hold initial licenses are required to participate in the three-year induction period with a formal orientation, mentor support, observations and evaluations prior to the recommendation for a continuing license. Beginning certified teachers employed for full-time service will be considered to have participated for one full year if they participate for six (6) consecutive school months. For special circumstances established state

guidelines will be followed.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require Beginning Teacher Support Program participation.

Upon successful completion of the Beginning Teacher Support Program and recommendation from an employer with an approved (BTSP) plan, the employee will be eligible for a Continuing license.

Teacher Qualifications/Licensure

As evident in Table 4, _____ did not employ any teachers outside their licensure area or with provisional/emergency licenses during 2015-2016. For the 2016-2017 year. **Hard to staff areas in the district include math at the middle and high school and special education teachers.**

Table 4: Qualification Data 2015-2016

	Elem	MS	HS
Number of classroom teachers -Elementary	34	20	45
Percent of teachers fully licensed - Elementary	98%	91%	82%
Teacher Turnover Rate	14%	26%	12%
Teachers with advanced degrees	27%	26%	20%
Number of teachers with National Board	2	2	5
Percent of teachers -Highly Qualified	98%	96%	96%
Years of teaching experience 0-3 years	14%	23%	21%
Years of teaching experience 4-10 years	21%	24%	15%
Years of teaching experience 10+ years	65%	54%	64%

Leadership Data 2015-16

	0-3	4-10	10+
Principal experience	39%	46%	15%

The average principal turnover rate in ____ County for the 2015-16 SY was 8%.

There are no principals with advanced degrees beyond a master's degree.

Quality Teacher Data by School 2015-16

SCHOOL	Fully Licensed Staff	Advanced Degrees	Teacher Turnover Rates	SPG Score with Growth	SPG Grade w/ Growth Inc.
School	100%	21.4%	2.4%	55	C Met
School	91.4%	22.2%	37%	45	D Met
School	92.5%	44.4%	12.7%	53	D Not Met
School	91.9%	31.6%	32.5%	53	D Met
School	91.2%	33.3%	25.6%	61	C Met
School	100%	30%	10%	56	C Not Met
School	100%	22.2%	30.2%	37	F Met
School	83.8%	23.3%	13.2%	54	D Not Met
School	87.4%	29.2%	20.2%	49	D Exceeded
School	92.2%	18.4%	10.7%	53	D Exceeded
School	91.7%	7.7%	10.7%	59	C Met
School	95.1%	19.0%	22.0%	51	D Exceeded
School	79.8%	17.0%	10.4%	58	C Met

Conclusion/Analysis of Data for this school year:

- High teacher turnover rates often impact school performance grades. Strong leadership in these identified schools impacted high growth performance.
 - Strategy: Establish strong leadership in these schools to support sustainability of programs, protocols, expectations, and staffing.

- _____ is a semi-magnet program that houses a majority of all identified AIG students in grades 6-8 from all areas of the county.
- Additional analyses could be compared to the teacher performance data in EVAAS relative to the SPG and growth status.

ANALYSIS and STRATEGIC EFFORT

Every effort is made to hire only candidates who are fully licensed.

Occasionally, in hard-to-fill areas like special education and math. Our goal is to hire the most qualified applicants possible and then provide supports to help them achieve successfully. In 2014-15, the Board of Education implemented a sign-on bonus in the amount of \$2500.00 for new hires in the content areas of science and math at middle and high school. As of June 20, 2017, approximately three new hires have received the sign on bonus in full or in a pro-rated share.

The LEA continues to support a tuition reimbursement program for employees. The annual maximum rate per employee is \$800.00. This effort is supported by Title II funding. Approximately 12,800.00 was utilized to reimburse employees for tuition and coursework during the 2016-17 school year.

RECRUITMENT AND RETENTION PLAN

Exceptional Children's Teachers

The plan is to recruit and retain highly qualified teachers. The following are ways to recruit Exceptional Children's teachers:

- Human Resource Director, Principals, Directors and other stakeholders attend Job Fairs. Opportunities for the applicants to give information to staff members at the fair and principals have the opportunity to speak directly with candidates.
- Train Principals/Directors on HR website to analyze applications
- The Beginning Teacher Support Program provides support to all beginning teachers in the district and professional development to enhance their professional goals.
- Offer Tuition Reimbursement for advance education classes
- Local Supplement of 4%

The plan to retain highly qualified Exceptional Children's teachers are:

- Provide Orientation days at the beginning of the year with a special welcome, induction, mentoring activities and professional development sessions for all new staff members
- EC Director makes multiple visits to the classroom to talk with the teachers to provide support.
- Staff Development and Training for new teachers with opportunities to update and increase their skills and performance in the licensure area
- Mentors and peer support are provided to help new teachers Special Education teachers are included in all activities at the school building and Beginning Teacher Support Program
- Professional Development
- Provide substitutes for special education and related personnel to attend trainings
- Provide assistance/support in program areas to assist EC Teachers and with paperwork (Teacher Assistants, training, and office support)
- Beginning Teacher Support program that offers opportunities to assist teachers in their first 3 years
- Tuition reimbursement for advanced education

_____County Funding Sources

Level	Funding	Type
Federal	\$1,671.17	District
Local	\$1,313.65	District
State	\$6,433.53	District
Federal	\$967.75	State Average
Local	\$2,172.86	State Average
State	\$5,718.43	State Average

SUMMARY

_____County Schools employs approximately 320 classroom teachers.

- Financial support to schools is equitable and most funding is calculated at the LEA level using a ratio formula.
- Teacher assignments are based on school needs. The hiring protocol of the district includes an application screening process, selection of potential hires, team interviews reflecting administration, teachers, parents, and district personnel, follow up interviews as needed, and board approval. All interview information and selection of new hires is provided monthly for board of education members.
- Teacher turnover rates vary among schools. A great majority of teachers leaving the district exit due to reasons such as family/personal, transiency, opportunities for increased salaries, and/or attrition/retirement. The district will continue to monitor turnover rates as part of the equity plan focus.
- The district will continue to provide professional development to 100% of schools. Professional learning and networking among content groups is offered to 100% of schools.
- The district employs heterogeneous grouping of low-wealth students, minorities, children with disabilities, and English learners in all 13 schools in the regular education program. The school district has one school that houses the AIG program, consisting of four classrooms and serving a cohort group of approximately 100 identified AIG students from across the district. Any student qualifying for the AIG program is eligible for participation in the AIG cohort and is provided transportation to the school site. An inclusion model is also implemented districtwide and AIG services are provided at each of the other school sites. This allows for equitable access to the AIG program in one of the two models.
- Currently, only one school in the district has been identified as a Focus School. Additional services and support has been provided for the two years through Title I funding. The school also received support and services from an assigned NCDPI Transformation Team during the 2015-16 school year. Based on performance results of the 2015-16 school year, the transformation team was removed from the school. The school is continuing to evidence growth and improvement. The principal has remained consistent for three years in the school.
- Teacher performance continues to be monitored at periodic intervals throughout the school year. All staff that do not meet growth standards are identified by the school administration in 100% of schools, meets regularly with administration, receives additional observations, and is provided coaching and support.
- The district will continue to collect, monitor, and analyze data to determine the impact of long term subs in classrooms. In most instances, employees that are out of the classroom for extended

periods are qualified under FMLA.

- The district will continue to employ strong hiring practices and seek additional options for retaining effective staff. Using the new teacher dashboard feature, the district will further monitor and support teachers not meeting growth and proficiency standards using data from annual observations and student results.
- The district continues to need high quality teachers in high needs content areas. Even with additional funding and sign on bonuses, the ability to employ teachers and retain them is difficult. In the current competitive market for teachers in North Carolina, the district's capacity to offer additional benefits, larger supplements, sign on bonuses across all content areas, and community resources makes it difficult to attract and retain high needs staff.