

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 a 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- November 15 and is due no later than November 15, 2023.

Name of Person Completing the Survey: **Tundra Woolard** PSU Name: **Bertie County Schools** PSU Number: **080**

Preparer attestation: Your signature below indicates that this survey was reviewed by a committee of stakeholders before submission. _____
Tundra Woolard

Teacher Certification - Percentage of Out of Field Teachers

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

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. **All of our schools are Title I and have the same school types: high minority, rural locales. The early college high school is the only school that does not have any out of field teachers.**
3. If yes, please describe the inequities that exist between grade spans. Single-site schools must describe any inequities between grade spans. Please enter "No" in the field below if no inequities exist between grade spans. Grades should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. **Bertie Early College High School does not have any out of field teachers, but Bertie High School has 17.24% of out of field teachers.**
4. Identify at least one strategy the LEA will use to eliminate the inequities related to teacher certification that will be described below.
 - ☒ 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

5. If other is selected, please describe the strategy.

6. Describe the steps the LEA will employ to execute strategy #1. (Required)

The LEA continuously recruits new employees. Those who are interested in employment in the district can find openings and directives for applying on our website.

The LEA attends job fairs within and outside of the school district.

We also recruit abroad and hire international teachers, as well.

Each spring, the district holds a job fair in which those that are interested can apply, be interviewed and hired on the spot. All district office, school level principals/administrators and various employees are present.

7. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)

The effectiveness of the strategy is evaluated based upon the number of vacancies filled. We also look at teacher turn-around data.

Our Beginning Teachers are also a critical part of measuring our effectiveness: attrition, course completion, clear teaching licensure.

8. Describe the steps the LEA will employ to execute strategy #2. (Optional)

The LEA seeks to find those colleges and universities who provide certification pathways to full licensure. Upon acquiring the cooperating colleges and universities, a list is compiled and shared with those teachers seeking full licensure. The HR department will guide the teachers through the process of application and provide support and additional guidance. At this time, we have Career Pathways established with East Carolina University, Chowan University, and Elizabeth City State University. The information is also posted.

9. Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)

The evaluation of effectiveness will be determined based upon the number of teachers who follow through with their course of study throughout the time allotted.

10. Describe the steps the LEA will employ to execute strategy #3. (Optional)

The LEA offers tuition reimbursement for those beginning teachers who are seeking to complete a teacher education program.

11. Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)

The effectiveness is measured based upon the number of teachers who actually complete their educational programs. We also go further into noting the number who take and pass the test, and how long they remain in the district.

Teacher Experience - Percentage of Beginning Teachers

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

12. 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

13. 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. **All of our schools are Title I, high minority, low income, rural schools. There are inequities that exist. Bertie Early College High School does not have any beginning teachers. All other schools range from 13-34% beginning teachers.**

14. If yes, please describe the inequities that exist between grade spans. Single-site schools must describe any inequities between grade spans. Please enter "No" in the field below if no inequities exist between grade spans. Grades should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12.

Our K-5 schools are basically running the same percentage wise when it comes to beginning teachers.

One of our schools (WBE) is at 14% which is lower than the other four elementary schools. All of them have the same demographics.

Bertie Early College High School does not have any beginning teachers compared to 34.48% new teachers at Bertie High School.

15. Identify at least one of the strategies the LEA will use to eliminate the inequities related to teacher experience.

- ☒ **X Active recruiting strategies**
- ☐ Collaboration with colleges and universities
- ☐ Hiring qualified and experienced teachers for each classroom
- ☒ **X New Teacher Support Programs**
- ☐ Retention bonuses
- ☐ Signing bonuses
- ☐ Tuition assistance for Instructional Assistants
- ☒ **X Other**

16. If *Other* is selected, please describe the strategy. **Pathways**

17. Describe the steps the LEA will employ to execute strategy #1. (Required)

The LEA continuously recruits new employees. Those who are interested in employment in the district can find openings and directives for applying on our website.

The LEA attends job fairs within and outside of the school district.

We also recruit abroad and hire international teachers, as well.

Each spring, the district holds a job fair in which those that are interested can apply, be interviewed and hired on the spot. All district office, school level

principals/administrators and various employees are present.

- 18. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**

We measure Beginning Teacher effectiveness through their rates of attrition, course completion, obtaining of licensure, and classroom evaluations and observations.

- 19. Describe the steps the LEA will employ to execute strategy #2. (Optional)**

The Beginning Teacher Coordinator is a key active member of the Human Resources team. She is very involved and engaged in the process of recruitment, hiring and providing necessary support for the beginning teachers. Support is provided through professional development, classroom support, testing prep, and career guidance.

- 20. Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**

We will measure the effectiveness of the BT program by giving BT's surveys, through their rates of attrition, course completion, obtaining of licensure, and classroom evaluations and observations.

- 21. Describe the steps the LEA will employ to execute strategy #3. (Optional)**

The LEA will seek to find those colleges and universities who provide certification pathways to full licensure. Upon acquiring the cooperating colleges and universities, a list will be compiled and shared with those teachers seeking full licensure. The HR department will guide the teachers through the process of application and provide support and additional guidance. At this time, we have Career Pathways established with East Carolina University, Chowan University, and Elizabeth City State University. The information is also posted.

- 22. Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**

The evaluation of effectiveness will be determined based upon the number of teachers who follow through with their course of study throughout the time allotted.

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.

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

- ☒ **X Combination of EVAAS and NCEES Ratings**
- ☐ EVAAS Ratings
- ☐ NCEES Ratings
- ☐ Other

24. If *Other* was selected above, please explain how teacher effectiveness is measured within the PSU.

25. **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.

☒ **X Yes.** ☐ No.

26. **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. **The school types are the same. The highest number of ineffective teachers were greater at the elementary level. There are only two elementary schools with ineffective teachers and the middle school has one as well. Four out of 7 of our schools had all effective teachers.**

27. **If yes, please describe the inequities that exist between grade spans. Single-site schools must describe any inequities between grade spans. Please enter "No" in the field below if no inequities exist between grade spans.** Grades should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. **There are inequities among the K-5 schools: two schools have percentages ranging from 14-16 % of ineffective teachers and the other two have 0% of ineffective teachers.**

28. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher effectiveness.**

- ☐ Collaboration with colleges and universities
- ☒ **X Instructional Coaching**
- ☒ **X Professional Learning Opportunities**
- ☐ Peer Mentoring
- ☐ Other

29. If *Other* is selected, please describe the strategy.

30. **Describe the steps the LEA will employ to execute strategy #1. (Required)**

The district has placed instructional coaches at each of our elementary schools. These positions have been in place for 3 years. They are in the schools to provide instructional assistance and professional development for the staff.

31. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)

The effectiveness of the Instructional Coaches will be evaluated based upon evaluations, observations, surveys, and school performance.

32. Describe the steps the LEA will employ to execute strategy #2. (Optional)

Each of our schools implement professional learning communities. These PLC's take place weekly at each of our schools. They are in place to provide an environment where teachers can collaborate, share, and learn and grow. The curriculum & Instruction team members have been assigned to one school to provide support with PLC's.

33. Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)

The effectiveness will be evaluated based upon implementation, teacher observations, and teacher and student growth.

34. Describe the steps the LEA will employ to execute strategy #3. (Optional)

35. Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)

Stakeholder Involvement

36. List the Names and Positions of Equity Planning Stakeholders.

Tundra Woolard, Title I Director; Latisha Freeman-Beginning Teacher Coordinator/Human Resources;

Kimberly Lassiter- Licensure Specialist/Human Resources

37. Identify the date when the 2023-2024 Equity Plan was developed. 10/20/2023

38. Identify the date when the 2023-2024 Equity Plan will be reviewed. 1/31/2024

39. Identify the date when the 2023-2024 Equity Plan will be evaluated. 6/30/2024

40. How will the 2023-2024 Equity Plan be shared with the school staff?

- ☐ Public Forum
- ☐ Staff Newsletter
- ☐ School Website
- ☒ XOther

41. If Other was selected above, please explain how the equity plan will be shared with school staff.

The Equity Plan will be displayed on the district's website under federal programs.

****The Equity Report includes both the Data and Narrative Component. Both must be complete to satisfy the requirements of the Federal Regulation.**

The report is due no later than November 15, 2023.